THE UNIVERSITY OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2024/25

The University of British Columbia

July 11, 2025

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 2024/25 reporting cycle.

Over recent months, British Columbians have seen an unprecedented challenge to global trade and order, undermining historical relationships and threatening our economic security. Coming so shortly after the gradual transition out of the global pandemic, this new context has necessitated a profound reassessment of provincial – and national – economic fundamentals.

At the same time, we continue to be confronted with the complex challenges of climate change, a struggling health care system, housing attainment and affordability, growing disparity between rural and urban communities and the scourge of the fentanyl crisis. And for the post-secondary system, the acute challenge of the federal cap on international study permits and the damage done to Canada's brand as a destination for global talent.

Yet, we live in a world with incredible promise and resilience. Human ingenuity is unlocking new technologies and understanding that are revolutionizing industries, healthcare, and approaches to sustainability. We are becoming more connected globally and we, as Canadians, are forging a new national identity, rooted in reconciliation and committed to an equitable and thriving society for all.

Post-secondary institutions are essential partners in British Columbia's success and the province's research universities are more crucial than ever as hubs for new discoveries and transformative ideas, attracting and developing top talent while fostering collaboration within the province, nationally and internationally.

Thanks to the support of the provincial government, UBC continues to rank among the world's leading research universities. That success and UBC's reputation internationally has supported British Columbia in attracting remarkable talent, participating in cutting-edge discoveries and applications, fostering new industries, and being at the forefront of new and novel approaches to tackling the challenges of our time.

Over the last year, UBC has expanded new learning opportunities, innovated teaching and learning modalities, supported cutting-edge research, fostered innovation in traditional sectors while fostering the growth of new economic drivers. UBC continued making significant progress across the core areas of its strategic plan in ways that expand the university's positive impacts and better serve communities across BC. This progress is outlined in further detail throughout this report, with highlights including:

- **Research Excellence:** $936 million in funding attracted by UBC researchers in 2024/25 to British Columbia. The university supports more than 50 research excellence clusters; networks of researchers working together across disciplines to solve societal and cultural challenges, often in close partnership with government, industry and community partners.

  Reflecting UBC's global leadership in sustainable mining research, in 2024/2025 the university was named as one of only five international academic partners in the $150 million Rio Tinto Centre for Future Materials initiative. At the Okanagan campus, UBC

launched the Battery Innovation Centre (BIC), a cutting-edge facility that will be the first of its kind in Western Canada, serving as a critical hub for testing and scaling up next-generation battery technologies.

- **Transformative Learning***:* UBC continues to be a destination of choice for British Columbians and continues to exceed enrolment targets set by the Ministry of Post-Secondary Education and Future Skills, with 53,481 government-funded full-time-equivalent students in 2024/25 (121% of the ministry's target).

  To support student needs and to ensure curriculum and classroom technologies meet evolving demands across disciplines and fields, UBC has created two funds, the Teaching and Learning Enhancement Fund and the Aspire-2040 Learning Transformation Fund. These funds support program redesign focused on competencies, the development of problem-solving experiences, technology-enabled learning and continued growth in work-integrated and professional education. In 2024/25, UBC was able to provide approximately $2.5 million for projects reaching more than 25,000 students to aid UBC's goal of advancing transformative learning.

- **Local and Global Engagement:**

  UBC is actively implementing our commitment to Reconciliation. Guided by the 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, reconciliation efforts include successful Indigenous student and faculty recruitment notable curriculum development, close collaboration with Indigenous communities – particularly our host nations, and providing extensive financial aid for Indigenous students.

  The university also continues to expand its commitment to serving communities across BC. For example, as of July 2024, UBC's distributed medical education program strengthened its commitment to serving all regions of BC by introducing the new and innovative Rural Immersion program which gives medical graduates the opportunity to specialize in rural family medicine. This new program will train UBC family medicine resident doctors in communities across northern BC.

- **People and Places**

  UBC's commitment to equity, diversity and inclusion is demonstrated through the Strategic Equity and Anti-Racism (StEAR) Framework, launched in 2023, and the *StEAR Roadmap for Change,* which sets out 18 objectives and numerous strategic actions to be implemented over three to five years. In 2024/25, UBC completed the first Student Diversity Census Report which provides a deeper understanding of students' diverse backgrounds and experiences, enabling data-informed decisions that support institutional priorities, student services, and academic programming.

  UBC continues to build student housing and improve affordability – thanks in large part to leveraging the land endowment created by the province. Over the past 14 years the university has invested $700 million to build more than 6,000 new below-market-rate student residence beds on the Vancouver and Okanagan campuses. As a result, today UBC is the largest university provider of student housing in Canada.

  In 2024/25, the province provided an historic investment of $300 million for the construction of five new student residence buildings on UBC's Vancouver campus,

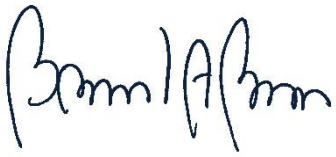
adding over 1,500 student housing beds. Another 473 units of university rental housing are also under construction as a part of the UBCO Downtown project. UBC's land endowment has also supported the growth of UBC's student financial aid program – augmenting federal and provincial student aid with over $150 million from UBC funds in 2024/25 alone.

This report contains details of the above and many other achievements from the last year that advance our strategic plan and support the objectives in the Ministry of Post-Secondary Education and Future Skills' institutional mandate letter and service plan.

The university is currently in the process of refreshing its strategic plan through consultation with the university community and with input from its partners. Details of this process are contained in the report, and we look forward to unveiling the plan in the coming months and reporting on progress in future reports to the Ministry.

UBC's success – and our ability to meet the needs of British Columbians throughout the province – is founded on the essential partnership with the provincial government. As a university community, we are grateful for this unwavering support 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,



Miranda Lam
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 UBC Vancouver-Point Grey campus is located on the ancestral and unceded territory 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.

With the support of successive provincial governments, the UBC has become a 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, equipping graduates with globally recognized credentials.

Since 1915, the university 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 campuses in Vancouver and Kelowna and at teaching and research sites across the province and world. In 2024/25, the overall student population was 74% domestic students and 26% international students.

With more than 20,000 employees, UBC is among the largest employers in BC and is a dynamic and constantly evolving institution. UBC works in partnership with its faculty, students 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 $900 million in research funding for approximately 10,000 projects annually. UBC 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. The university undertakes approximately 90% of industry-sponsored post-secondary research in the province and is a national leader in commercializing research.

UBC is an active partner within the BC public post-secondary system, working closely with partners on sector-wide solutions, 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 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 and research are province-wide, including for example:

- 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
- The Okanagan Innovation Centre in downtown Kelowna
- Research forests in Williams Lake and Maple Ridge
- The Geological Field School in Oliver
- Partnership in the CHIME telescope outside Okanagan Falls
- The Indigenous Community Legal Clinic in Downtown Vancouver
- 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 Victoria and serving Vancouver Island;
- The Northern Medical Program based in Prince George and serving the North;
- The Southern Medical Program based in Kelowna and serving the Okanagan and Interior; and,
- 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 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, enhancing available housing in the region, while respecting Musqueam, on whose traditional, ancestral and unceded territory the campus is situated.

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.

The Vision and HAP were approved by the UBC Board of Governors in December 2023, and the LUP was adopted by the Province of BC in 2024.

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

72,692	Students at UBC (60,944 at the Vancouver campus, 11,748 at the Okanagan campus)
20,719	Faculty (7,313) and Staff (13,406)
410,000+	Alumni in 160 countries

Global Rankings 2024/25

41st	Times Higher Education World University Rankings (2025)
47th	Academic Ranking of World Universities (2025) 2nd in Canada
37th	NTU World University Rankings (2024)
5th	QS World University Sustainability Rankings (2025) 1st globally for Equality 3rd for Social Impact
38th	QS World University Ranking (2025)

Among Current or Former Faculty and Alumni

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

II. STRATEGIC DIRECTION AND CONTEXT

UBC is the university *for* British Columbia with a mandate to serve British Columbia and British Columbians. Thanks to the support of successive provincial governments, enduring community support and partnerships, and the remarkable efforts of the university community, UBC has become the largest and most research-intensive university in Western Canada and is consistently ranked among the top public universities in the world. Offering an unrivalled choice of degree programs, research and learning opportunities, as well as cultural and sporting amenities, UBC creates real and positive impact for people across the province.

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 research 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 Indigenous communities and organizations across BC and Canada.

Since 2018, *Shaping UBC's Next Century*, UBC's strategic plan, has set out our collective vision, purpose, goals and strategies. It has guided our decisions and actions–inspiring the very best in our students, faculty, staff, alumni and partners – and acted as a roadmap to help connect and support other institutional plans and frameworks across UBC.

This section provides a summary of UBC's strategic plan and lists the other institutional plans and framework that it continues to guide, connect and support. This section also describes the university's strategic context — the external and internal factors that have affected or may affect the institution's aspirations and 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:

<u>People and Places</u>
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

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.

Refreshing UBC's Strategic Plan

Since the launch of *Shaping UBC's Next Century*, global challenges—including the COVID-19 pandemic, geopolitical tensions, and accelerated technological changes —have significantly impacted how the university approaches teaching, learning, and research.

Having passed its halfway mark, UBC is refreshing its strategic plan with four key objectives:

1. Envision what kind of university UBC strives to be over the next 25 years, to 2050.
2. Articulate a set of priorities and actions, focused on the academic and research mission, to guide the work over the next 3-5 years.
3. Continue to mobilize and support UBC's existing institutional and faculty-level plans.
4. Establish metrics to track the university's progress. This fall, UBC launched a two-phase engagement process across both UBC campuses to shape its refreshed plan.

Phase 1 (fall 2024) focused on envisioning what kind of university UBC strives to be over the next 25 years. Key engagement activities included: sessions with the Board of Governors, Senators, academic and administrative leaders, student leaders, Indigenous partners, and faculty, staff and students; pop-up events; and a survey to gather broader community input. In total, 1,691 participants contributed over 5,900 data points. In addition to these engagement activities, a literature review of the pressures facing higher education and an analysis of existing faculty and institutional strategic plans were conducted. These efforts provided important contextual insights that helped inform the broader engagement process.

Phase 2 (winter–spring 2025) focused on defining priorities and metrics for the next 3-5 years, largely centered on the university's academic and research mission, along with initial actions for the 2025/26 academic year. This was achieved through targeted engagement with groups across UBC. The final refreshed strategic plan, which will reflect both the 25-year vision and the shorter-term priorities, actions, and metrics, is expected to launch in fall 2025.

Strategic Context

Over the last year, British Columbians and Canadians have faced an increasingly unpredictable global landscape. Universities are not immune to the broader challenges facing the province and country, and are also contending with issues specifically impacting higher education.

This section describes several key internal and external factors influencing UBC's operating environment and its ability to continue to serve British Columbians by expanding new learning opportunities, innovating teaching and learning modalities and supporting cutting-edge research. This section also describes UBC's ongoing commitments to reconciliation, equity, diversity and inclusion, addressing housing and affordability, and climate action, which are central to all aspects of UBC's work and operations. The university's responses to these factors and themes and progress made across these areas are detailed in the Mandate Priority Reporting and Performance Plan and Report sections, and Appendix 1.

Federal Study Permit Cap

The federal government's response to challenges within Canada's immigration system and international student program – coupled with geopolitical dynamics – have made Canada and BC significantly less attractive global destinations for the top students.

For the last several years, UBC has been working diligently with the federal and provincial governments to explore new ways to improve the system and to address unethical actors exploiting the system. Unfortunately, in January 2024, the federal government put in place a blunt study permit application cap that significantly impacted all post-secondary institutions, and their students, including at institutions like UBC, that have grown international student populations sustainably, managed recruitment ethically and provided excellent services, supports and opportunities to international students. Alongside the cap, the federal government added new restrictions on students' and recent graduates' ability to work in Canada, and new processing steps, including the Provincial Attestation Letter and Letter of Acceptance verification systems.

The BC public post-secondary system benefited from the support of the Ministry of Post-Secondary Education and Future Skills – which led the country in working to protect public post-secondary institutions. Despite that support, the study permit cap and policy changes have done tremendous damage to Canada's reputation as a global higher education destination, threatening our research, innovation and talent output, and diminishing institutional and provincial finances. The cap has weakened our institutions precisely at a time when Canada needs to diversify its markets and focus on innovation and productivity gains.

UBC continues to lead efforts to repair Canada and BC's reputation as a welcoming place for top talent and has increased its own international student recruitment efforts. Under the provincial government's International Education Framework, UBC has developed an International Education Strategic Plan (2025-2030), a forward-looking commitment to international education. Further details on the plan are provided in the Mandate Priority Reporting section of this report.

Canada-US Relations

Over the last six months, there have been major political and policy shifts within the United States that have created significant uncertainty and tension in Canada-US relations. The

impacts are being felt across the province and country, and UBC is committed to working with our partners, both domestically and internationally, to navigate these turbulent times and support our students and communities, while continuing to protect and build a strong talent and innovation pipeline for BC and Canada.

While much uncertainty remains, tensions in Canada-US relations could directly impact UBC's operating environment. For example, tariffs imposed by the US and retaliatory tariffs implemented by Canada may increase costs for materials, equipment and machinery.

The Canada-United States-Mexico Agreement (CUSMA) currently helps facilitate the movement of highly-skilled academic and professional scientific personnel. This is an important recruitment tool for Canadian universities, which could be threatened.

Major cuts to science and research funding and policy changes within the US are also dramatically altering the landscape for research in both countries. Although Canadian university researchers receive a relatively small amount of the overall direct and indirect funding from US agencies such as the National Institutes of Health (NIH), the research ecosystems of the two countries are closely intertwined, with many projects involving cross-border collaboration. Threats to currently funded projects will impact ongoing studies and discoveries.

At the same time, the political shifts in the US could provide significant opportunity for Canada to recruit top talent – top researchers, highly-skilled workers, entrepreneurs and students – especially if the US federal government continues to make major cuts to science and research funding and take a hostile stance toward the research ecosystem. There could also be opportunities for Canada and BC to assert themselves as jurisdictions that support science and innovation by making competitive investments in strategic research areas if the US retrenches.

Capital Needs

The university recognizes the immense budgetary pressures facing the provincial government and capital needs across sectors. We also recognize that we have been able to advance several key capital projects through internal funding – a fortunate and unique ability at UBC. However, the university's ability to continue self-financing capital projects is now very limited and, despite new investments, we are confronted with acute capital challenges.

UBC's research and teaching facilities are critical for protecting and building a strong talent and innovation pipeline for BC – and provincial investment in post-secondary infrastructure is critical to maintaining and expanding the access that BC students and faculty have to modern, safe and innovative facilities and equipment they require to advance their studies and work. BC's post-secondary sector benefitted from a number of key capital investments, particularly during a notable era of investments in the 1950s and 60s, and this infrastructure is now reaching the end of its usefulness and safety. For example, there is a pressing need at UBC to replace the chemistry facilities that are struggling to support the cutting-edge education and research needed by our students and growing sectors of our economy. While the university has made efforts to refurbish spaces, these labs are decades behind. Chemistry is foundational to academic programs across science, engineering and health disciplines. And the research undertaken in UBC chemistry labs is similarly driving innovation across life sciences, clean tech, and natural resource industries.

The limit to self-financing also curtails the university's ability to support new infrastructure. On UBC's Okanagan campus, for example, the university is working to establish the UBC Okanagan FIRE (Fire, Innovation, Research and Education) Facility. Proposed as Canada's first advanced facility dedicated to wildfire research, education and innovation, the facility will focus on testing wildfire behavior and materials resilience, providing professional education in prescribed fire, and developing and deploying advanced technologies, building on UBC's work with Rogers and BC Wildfire Service to establish a province-wide 5G wildfire detection and monitoring system. Importantly, the facility will complement and enhance efforts already underway at other institutions, like Thompson Rivers University.

These and other capital projects are critical enablers for UBC in fulfilling its province-wide mandate, and contributing to the overall development of BC's economy and society.

Lasting Reconciliation and Partnerships with Indigenous Peoples

For UBC, reconciling British Columbia and Canada's colonial past begins with acknowledging the role that public post-secondary institutions, including UBC, have played in colonization. UBC has taken, and continues to take, concrete steps to advance reconciliation as a priority. There are both moral and legal requirements to implement global human rights standards that prioritize and uphold Indigenous human rights. 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.

Launched in 2020, UBC's Indigenous Strategic Plan (ISP) 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 Office of Indigenous Strategic Initiatives (OISI) was created in 2021 to coordinate the implementation of UBC's Indigenous Strategic Plan across UBC. 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.

Examples of initiatives launched in 2024/25 that support and advance reconciliation, spanning teaching and learning, student support, research, public engagement and institutional operations are detailed throughout this report and especially in Appendix 1.

Promoting Equity, Diversity and Inclusion

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.

UBC's efforts to advance equity, diversity and inclusion continue to be facilitated and influenced by broader social forces and government commitments and initiatives. Social movements have highlighted the persistence and pervasiveness of structural racism and systemic inequities, and helped mobilize institutional and sector-wide anti-racism actions. Provincial legislation, such as the 2022 BC Anti-Racism Data Act (ARDA) and the 2022 Accessible BC Act (ABC), have also accelerated efforts to advance anti-racism and accessibility commitments.

Our commitment to equity, diversity and inclusion is demonstrated through our Strategic Equity and Anti-Racism (StEAR) Framework, launched in January 2023. 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. In June 2023, The Equity & Inclusion Office released *StEAR Roadmap for Change,* a substantive component of the Framework that sets out 18 salient objectives and numerous strategic actions to be implemented over three to five years.

In 2024, UBC reached an important milestone in an ongoing iterative approach towards advancing university-wide intersectional equity and anti-racism priorities and systems change goals with the release of the first StEAR progress report.

Addressing Housing and Affordability Challenges

Following years of high inflation, an ongoing housing crisis, and an uncertain economic landscape, British Columbians continue to face significant affordability challenges. Tackling the broader housing and affordability crisis remain top priorities for federal, provincial and local governments, and UBC has also taken steps to address challenges faced by our community.

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 (SATF), 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 SATF report, which 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. As part of this work UBC has grown its financial aid program – augmenting federal and provincial student aid with over $150 million of institutional funds in 2024/25 alone.

UBC is the largest university provider of student housing in Canada, and over the past 14 years has invested $700 million to build more than 6,000 new below-market-rate student residence beds on the Vancouver and Okanagan campuses. The university's Campus Vision 2050, Land Use Plan and Housing Action Plan all contain initiatives to significantly increase the availability and affordability of housing on our campuses.

UBC's interest in completing the Broadway Subway line to the Vancouver campus is well known. As well as a unique partnership including Indigenous governments the project represents a significant housing opportunity, enabling /the construction of over 50,000 new housing units in the region, while also increasing accessibility to the university from municipalities across Metro Vancouver.

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.

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 emissions per student have decreased by 46% since 2007.

Likewise, UBC Okanagan's first Climate Action Plan 2030 (UBCO CAP 2030) was endorsed by the UBC Board of Governors in December 2021. Ongoing implementation of UBCO CAP 2030 includes actions to accelerate the reduction of operational emissions and measures to reduce emissions in areas of extended impact, including commuting, food, waste, embodied carbon and business air travel. The Plan targets a 65% reduction in operational emissions and a 45% reduction of extended emissions by 2030, as well as a longer-term goal of achieving a net-positive campus performance in operational energy and carbon by 2050.

A significant milestone was recently achieved on the Okanagan campus with the installation of a District Energy CO_2 air source heat pump through a partnership with Vitalis, an Okanagan cleantech firm founded by a UBC Okanagan School of Engineering alumnus. At 1.5 megawatts, the heat pump – the largest CO_2 air source heat pump in North America – will provide 60% of the campus' current total district energy heating loads and, in doing so, will achieve 26% of the targeted 65% reduction in campus operational emissions (reducing 815 tonnes of CO_2 equivalent from the 2013 baseline of 3090 tCO_2e).

Promoting health and well-being of the UBC community

As one of the province's largest employers and a community that includes over 70,000 students, UBC is committed to supporting well-being across its campuses and learning sites. UBC's Wellbeing Strategic Framework is guided by the *Okanagan Charter: An International Charter for Health Promoting University and Colleges*, which calls upon post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally.

The framework connects UBC's long-term, university-wide aspirations with actions that promote wellbeing in six priority areas: Collaborative Leadership, Mental Health & Resilience, Food & Nutrition, Social Connection, Built & Natural Environments and Physical Activity.

III. MANDATE PRIORITY REPORTING

Reporting on Provincial Institutional Mandate Letter Priorities

The institutional 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 Plans 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 are 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 related to mandate letter priorities.

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.

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, had a total of 40 new seats phased in over 2023/24 and 2024/25. This target was achieved this year with the addition of 22 new seats filled, bringing total seats to 328 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 in 2023/24 and by a further 10 seats in 2024/25 for a total of 208 seats.

- UGME – Island Medical Program (IMP): The IMP, located at the University of Victoria Campus, increased from 32 seats in 2022/23 by 4 seats in each of 2023/24 and 2024/25 to a total of 40 seats.
- UGME – Southern Medical Program (SMP): The SMP, located at the UBC Okanagan Campus, increased from 32 seats in 2022/23 by 4 seats in each of 2023/24 and 2024/25 to a total of 40 seats.
- 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 in each of 2023/24 and 2024/25 to a total of 40 seats.

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

- The cohort size of the Bachelor of Midwifery Program increased from 24 seats in 2022/23 by 8 seats to 32 in 2024/25 for a total of 108 FTEs.
- The Master of Occupational Therapy Program added 16 seats in its Surrey cohort, and 36 seats in the Program for Internationally Educated Occupational Therapists (PIE-OT).
- The Master of Science in Genetic Counselling Program increased by 2 seats up to 4 seats in 2024/25.
- In September 2024, 8 new Speech-Language Pathology students and 20 Physical Therapy students were welcomed to UBC's new distributed education programs in collaboration with the University of Victoria on Vancouver Island in the Victoria region.

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. Selected highlights from 2024/25 include:

- Doctor of Medicine Undergraduate Program (MDUP) incoming Class of 2028: This year, the Faculty welcomed the largest MD class in its history - 328 medical students were welcomed at a one-week orientation at UBC Vancouver campus that included a Stethoscope Ceremony and reciting a modernized version of the Hippocratic Oath written by UBC medical students.
- MDUP Clerkship Expansion: Following engagement with physicians and Northern Health, the MDUP is adding 9 new Integrated Community Clerkship (ICC) sites in rural communities across northern BC between 2024 and 2026 as part of the new Northern Regional Integrated Clerkship (NRIC) which is a blended clerkship model. Additionally, the MDUP is establishing a new ICC site in Cranbrook and Comox Valley. To better support community preceptors participating in this model, a comprehensive set of resources and workshops have been developed by the FoM Faculty Development team.
- R1 Resident Expansion: UBC will have a record 424 R1 residency positions participating in the 2025 Canadian Resident Matching Service (CaRMS) R1 match which will more than align to a minimum of 1.1 residency positions for each graduating MDUP UBC medical student. The Competitive Return of Service (ROS) Stream, which was first piloted in 2024, will run again in 2025. In this stream both International Medical Graduates and Canadian Medical Graduates may apply for 20 available positions. Eight UBC residency training programs are participating in the Competitive ROS Stream in 2025.

- UBC Medicine also celebrated the official opening of newly renovated space in Surrey for Physical Therapy, Occupational Therapy and Midwifery programs, in the City Centre 1 building in Surrey adjacent to Surrey Memorial Hospital. This move allows more students to complete their education in the Fraser Region.

UBC's School of Nursing continued expanding a number of programs with support from the Ministry of Post-Secondary Education and Future Skills. These include:

- Filling an additional 30 seats in the Master of Nursing-Nurse Practitioner program (MN-NP). These 30 seats are first students in the new Fraser cohort of Nurse Practitioner program, which doubles the size of UBC's overall MN-NP program to a total of 60 seats.
- The School of Nursing also admitted 6 students in the Indigenous Graduate Education in Nursing program (I-GEN).

UBCO Okanagan has also experienced seat increases in 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 to 624 FTE in 2024/25, with temporary funding for 10 additional FTE. Overall, UBCO delivered 675 FTE for the BSN program.
- In 2024/25, the UBC Okanagan School of Social Work also received additional funding to add 20 new spaces in the Master of Social Work program, for 40 FTE in total, with 74 FTE delivered.

Expansion of Technology-related Seats

- In 2024/25, UBC continued enrolling students whose spaces are supported by phase two of Ministry of Post-Secondary Education and Future Skills funding for technology-related program expansions.
    - Starting in 2023/24, the university began adding 778 new spaces (FTEs) over six years across Vancouver and Okanagan campuses.
    - UBC Vancouver will see 578 additional spaces added, including 120 spaces in the undergraduate data science program, 160 spaces in the undergraduate microbiology and immunology program, 60 spaces in undergraduate pharmaceutical sciences, 180 spaces in undergraduate chemical, computer and integrated engineering program streams, and 58 spaces in biomedical engineering graduate programs.
    - UBC Okanagan will add 200 additional spaces, including 60 in the undergraduate data science program, and 100 in the undergraduate engineering program. The new Master of Biotechnology program will have 40 spaces.
- Enrolment to date across these phase two program expansions is 169% of the target of 244 new FTEs.

Institutional Participation in the StrongerBC Future Skills Grant

UBC was an active participant in the StrongerBC Future Skills Grant (FSG); faculties and departments from across both UBC campuses participated, expanding access to workforce-relevant education. UBC Extended Learning (ExL) served as the coordinating unit for the university, lowering administrative barriers for faculties and departments to participate. By managing logistics, program eligibility, and financial processes, ExL enabled a streamlined approach to offering FSG-funded programs.

Key Outcomes of UBC's Participation:

- Academic & Administrative Support for the Grant:
    - ExL facilitated UBC's participation, ensuring smooth implementation and learner support.
    - Simplified processes for faculties and departments, making it easier to offer eligible programs.
- Strong Program Participation & Completion Rates:
    - UBC offered 47 eligible programs under the grant.
    - A total of 761 learners enrolled in UBC programs using FSG funding.
    - Approximately 99% of learners who intended to complete their program have either successfully finished or are currently in progress.
- Significant Financial Impact:
    - UBC programs accounted for over $2.2 million in tuition covered by the FSG.
    - The grant provided critical financial support, making career-focused education more accessible to learners.

Micro-Credentials

UBC's micro-credential programs support the StrongerBC Future Ready Action Plan's goal to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change. Micro-credentials are offered under the auspices of the non-credit credential Senate policies on the Vancouver (V-129) and Okanagan (O-129) campuses. UBC Extended Learning (ExL, UBC Vancouver) and Continuing and Education (UBCO CPE, Okanagan) provide key facilitation roles in the development and delivery of micro-credentials on their respective campuses. In this section, we provide a brief overview of key activities underway on each campus, and provide a partial list of UBC's micro-credentials.

Vancouver campus: Key Contributions of UBC Extended Learning

ExL creates its own programs and provides expertise and support to UBC Vancouver faculties in securing grant funding, developing curriculum, and delivering high-quality offerings. By lowering administrative barriers and fostering collaboration across faculties, ExL strengthens UBC's position as a leader in non-credit education.

- **Development & Delivery of Micro-Credentials and Non-Credit Certificates:**
    - ExL develops and offers standalone programs as well as broader portfolios of related micro-credentials that stack into larger credentials, such as UBC Non-Credit Program Certificates.
    - In the **2024-25 academic year**, ExL launched **nine new micro-certificates**.
- **Support for UBC Faculties & Academic Units:**
    - ExL assists UBC faculties in applying for grants and navigating program development and delivery.
    - Supports a diverse range of faculties and units, including:
        - Faculty of Arts
        - Faculty of Forestry
        - Faculty of Medicine
        - Faculty of Land and Food Systems
        - Faculty of Science
        - Faculty of Applied Science
        - Allard School of Law
        - UBC Sustainability Hub
        - Institute for the Oceans and Fisheries
        - School of Population and Public Health
- **Industry Engagement & Labour Market Alignment:**
    - Collaborates with regional industry partners and industry experts to identify skills gaps and workforce needs.
    - Uses labour market research to develop micro-credential programs that are aligned with both employer demands and learner interests.
- **Campus-Wide Growth in Micro-Credentials:**
    - ExL is not the only unit expanding micro-credential offerings—UBC Forestry launched five new micro-certificate programs in 2024-25, reflecting the university's growing commitment to non-credit, career-focused education.

UBC Okanagan campus – Micro-credentials and non-credit programs

At UBC Okanagan, non-credit education is centrally supported through Continuing and Professional Education (UBCO CPE), a service unit reporting to the UBC Okanagan campus Provost and Vice President, Academic. UBCO CPE partners with the UBC Vancouver Extended Learning Team on the governance and support of the LLIS.

In 2024-25, UBC Okanagan continued to support the ongoing development and delivery of micro-credentials that reflect UBC Okanagan's signature expertise areas and address high-demand skills and competencies in relation to the environment, climate resilience, sustainability and health (full list is further below).

Significant momentum is being built in the primary care sector, as the School of Nursing has now launched two of its four primary care micro-credentials (the remaining two are set to launch

in the 2025-26 academic year), and a new Post-Baccalaureate Certificate in Primary Care Nursing. A prior learning assessment and recognition (PLAR) pathway between the non-credit micro-credentials and the post-baccalaureate credit certificate is under development.

At a provincial level, UBC Okanagan is contributing expertise and engaging in the Ministry-funded Micro-credential Assessment Project (led by Thompson Rivers University, TRU), which is exploring how to leverage TRU's open learning credit bank to recognize learning achievements of micro-credential earners.

Faculty and senior leaders have been liaising with community leaders and employers to better support identification of needs as we seek to expand our inventory of micro-credentials. UBC Okanagan's Continuing and Professional Education unit participated in the UBC-hosted a Commerce ConneX event on February 27, 2024. It is anticipated that the micro-credential applications that will be put forward by UBC Okanagan in this year's Ministry call (due May 2025) will reflect the needs gathered through this liaison work.

Partial List of UBC Micro-credentials by Industry Supported

As demonstrated in the list below, UBC is supporting a wide range of industries in BC by providing short-duration programming that equips learners with knowledge, skills and competencies in alignment with there job and/or career aspirations. These 84 programs represent a partial list of UBC's programming; note the campus provider is designated for each program, with (V) for Vancouver campus and (O) for Okanagan campus.

Agriculture and fishing

- Analytics for Leaders in Ocean Management (V)
- Food Safety Management (V)

Construction

- Engineered Bamboo for Sustainable Construction (V)
- Fire Safety for Timber Buildings (V)
- Hybrid Timber Construction (V)
- Tall Wood Structures (V)
- Zero Carbon Building Solutions (V)

Forestry, logging and support activities

- Circular Bioeconomy Business Development (V)
- Climate Action and Community Engagement (V)
- Climate Vulnerability and Adaptation (V)
- Co-Management of Natural Resources (V)
- Environmental Footprints of Organizations (V)
- Forest Carbon Management (V)
- Forest Health Management (V)
- Forest Management Planning (V)
- Fundamentals of Wildland Fire Ecology and Management (O)

- Landscape Level Forest Modeling (V)
- Strategic Management of Sustainability (V)

Health care and social assistance

- Caring for Select Populations in Primary Care Nursing (O, Development)
- Case Management and Care Coordination for Primary Care Nursing (O)
- Dental Practice Management (V)
- Essentials of Neuroscience Certificate (V, Planned)
- Foundations for a Restorative Approach: Health Care Harm and Wellbeing (O)
- Health Assessment for Primary Care Nursing (O)
- Health Care Management and Leadership (O)
- Health Data Analytics (V)
- Health Promotion, Prevention & Screening in Primary Care Nursing (O, Development)
- Healthcare Accounting (V)
- Indigenous Health Administration and Leadership (V)
- Innovative Uses of Natural Language Processing Tools in Healthcare (V, Planned)
- Mental Health and Substance Use (V, Planned)
- Physician Leadership (V)
- Regulatory Affairs in the Life Sciences (V)

Manufacturing

- Pathways to Sustainability: The Circular Economy (Launched October 2024) (O)
- Skills in Industrial Automation: Programmable Logic Controllers (PLC) (O)

Covering multiple industries

- Administrative Excellence (V)
- Agile Leadership (V)
- AI for Business (O, Development)
- Anti-Racism (V)
- Business Analysis (V)
- Change Management (V)
- Coaching Skills for Leaders (V)
- Data and Marketing Analytics (V)
- Diversity and Inclusion (V)
- Equitable Systems Design (V)
- Equity, Diversity, and Inclusion (V)
- French Language and Culture (V)
- Intercultural Studies (V)
- Leadership Excellence (V)
- Leading Professional Teams (V)
- Organizational Coaching (V)
- Product Management (V)

- Project Management (V)
- Spanish: Practical and Business (V)
- Writing and Communication Skills for the Workplace: Business Communication (V)
- Writing and Communication Skills for the Workplace: Grammar and Style (V)

Professional, scientific and technical services

- AI and Society: Ethics and Impact (V)
- AI Development of Interactive Experiences (V)
- AI in Digital Media (V)
- AI-Powered Automation and Personalization (V)
- Applied Survey Research: Methods and Practice (V)
- Artificial Intelligence Cloud Solutions Strategy (V)
- Biomedical Visualization and Communication (V)
- Blockchain Innovation and Implementation (V)
- Cloud and Technology Transformation (V)
- Cloud Security and Cyber Attack Prevention Methods (V)
- Cloud Transformation and Technology Infrastructure Strategy (V)
- Communication Strategies for Resource Practitioners (V)
- Critical Skills for Communication in the Technical Sector (O)
- Cybersecurity and Ethical Hacking (V)
- Cybersecurity Strategy and Risk Management (V)
- Innovation Leadership – Medical and Bio-Innovations (V)
- Introduction to Systematic Program Design in Python (V)
- Key Capabilities in Data Science (V)
- Managing Environmental Metrics for Sustainability Reporting (V)
- Metabolomics (O)
- Performance-based Design and Lifecycle cost Analysis of Bridges (O)
- Wetland Delineation and Assessment (O)
- Writing Skills for Digital Content: Copywriting and Content Marketing (V)
- Writing Skills for Digital Content: Freelance and Interviews (V)
- Writing Skills for Digital Content: Website Strategy (V)

Public administration

- Climate Action Planning (V)
- Critical AI in the Classroom (V, Planned)
- Fundamentals of Climate Change and Climate Action Planning (V)

Lifelong Learning Information System (LLIS)

UBC is making significant institutional investments in lifelong learning to expand opportunities for reskilling, upskilling, and personal development. A cornerstone of this effort is the Lifelong Learning Information System (LLIS), a unified platform that enhances UBC's ability to deliver non-credit programming—including an expanding portfolio of micro-credentials. Launched in

March 2024, LLIS modernizes the student experience, strengthens institutional capabilities, and positions UBC as a leader in non-credit education.

Key Highlights of LLIS:

- Strategic Investment in Non-Credit Education:
  - LLIS supports UBC's commitment to lifelong learning by improving access to non-credit education.
  - The system enhances UBC's capacity to offer non-credit programs at scale, including micro-credentials.
  - The system encourages UBC faculties and departments to offer more non-credit micro-credentials by lowering administrative barriers to doing so.
- Improved Student Experience & Institutional Capabilities:
  - Provides a globally competitive registration and customer service platform.
  - Integrates with key university systems (e.g., single sign-on, Canvas, Workday for Finance and HR).
  - Strengthens information security and compliance.
  - Enhances program management, instructor support, and financial oversight.
- Expanding Adoption Across UBC:
  - Currently in use by UBC Extended Learning (ExL), UBC Okanagan Continuing Professional Education (CPE), and the Faculty of Land and Food Systems.
  - Other non-credit program units are preparing for system adoption.
- Impact on Growth & Revenue Generation:
  - Expands UBC's ability to attract and serve non-credit learners.
  - Enables scalable, revenue-generating non-credit education initiatives.
  - Streamlines reporting capabilities, facilitating Ministry reporting for initiatives such as micro-credentials.

Continuous Learning Advancement Fund (CLAF)

The Continuous Learning Advancement Fund (CLAF), sponsored by the UBC Vancouver Office of the Provost, is a strategic initiative designed to expand UBC's capacity to serve continuous learners in British Columbia. By funding the creation, renewal, and expansion of non-degree learning opportunities, CLAF supports UBC's mission to provide accessible, career-relevant education.

Key Aspects of CLAF:

- Focus on Non-Credit & Micro-Credential Programs:
  - CLAF funds proposals for non-credit offerings, prioritizing fully online micro-credential programs.
  - Designed to support continuous learners looking to reskill (career change) or upskill (career advancement) in high-demand sectors.
- Financial Investment & Program Growth:

- Since its launch in Fiscal Year 2023 (FY23), CLAF has awarded $586,000 in funding to support 12 programs across six UBC faculties.
- Funding has led to the development of seven new micro-certificates.
- Five of these programs are already operational or have begun enrolling students (including those referenced in the previous section).

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

UBC offers two summer residential programs that attract students from across Canada and around the world, providing academic enrichment, university preparation, and an immersive campus experience.

Vancouver Summer Program (VSP)

- A residential summer program primarily serving international undergraduate students.
- In Fiscal Year 2025 (FY25), VSP enrolled over 1,280 students.
- Students live in residence and take academic courses in 19 subjects across nine UBC faculties.

Future Global Leaders (FGL)

- Canada's largest pre-university program for high school students, launched in 2014.
- In Summer 2024, more than 1,180 students from 43 countries participated.
- Summer 2025 program:
  - Offers 26 academic "mini-schools", workshops, and campus life activities.
  - Available both online and on-campus.
  - Students can commute or live in residence.
- FGL Impacts & University Recruitment Benefits
  - UBC's undergraduate recruiters actively promote FGL as a valuable university preparation experience for domestic and international students.
  - More than 90% of FGL students report feeling better prepared for university after attending and would recommend the program to others.

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

In 2024-25, UBC developed a single overarching international education strategic plan, which builds on existing systems and strategies for international student recruitment and student support that were previously in place and unique to campus contexts in Vancouver and the Okanagan. UBC's International Education Strategic Plan (2025-2030) represents a forward-looking commitment to international education at UBC.

Developed with the input from the UBC community who have, and continue to, support and provide programming to international students from over 160 countries across both campuses, the plan enhances international education while addressing emerging pressures and mitigating risks. It outlines a comprehensive roadmap to foster a globally engaged academic community, prioritize the holistic success of international students, and ensure the integrity, inclusivity, and sustainability of UBC's international education efforts. By aligning with UBC's institutional goals, the plan also seeks to strengthen the university's capacity to contribute meaningfully to global challenges through education, research, and community engagement.

The International Education Strategic Plan aligns with the priorities established by provincial and federal governments, demonstrating UBC's commitment to supporting British Columbia and Canada's educational and economic goals, while supporting UBC's academic mission and directions. Across both UBC Vancouver and UBC Okanagan, the plan emphasizes maintaining balanced international enrolments that meet provincial targets while fostering diversity through recruitment from a wide range of source countries. By ensuring compliance with regulatory requirements (IRCC reporting and regulations), the Provincial International Education Framework, EQA/DLI system in BC upholding academic excellence, and maintaining enrolment integrity, UBC supports provincial objectives for transparency and sustainability.
UBC also prioritizes pathways for international students to transition to permanent residency, aligning with federal and provincial strategies that link education to workforce development and economic growth. Through targeted recruitment efforts, financial assistance programs, and collaboration across the system, UBC advances its shared mission of supporting students while contributing to provincial and national priorities.

International Student Health and Wellbeing

UBC has a long-standing tradition of providing extensive and high-quality support for international students, reflecting its commitment to fostering an inclusive and globally engaged academic community. In addition to the international student supports outlined in this section, international students have access to the full suite of services offered to all UBC students.

Across UBC Vancouver and UBC Okanagan, the university offers a wide range of tailored services aimed at supporting the academic success, cultural integration, career readiness, and overall well-being of international students. These services are rooted in collaboration across

campuses and various university departments to ensure a unified approach to meeting the needs of this diverse student population.

Supported by the International Student Development team (UBCV) and the Global Engagement Office (UBCO), both campuses provide comprehensive immigration advising, guiding students through complex processes such as study permits, work permits, and related supports for their family members. Pre-arrival resources and detailed orientation programs help students transition smoothly to life at UBC and in Canada, offering critical information about academic expectations, cultural norms, and essential logistics such as health insurance and housing. Once on campus, international students have access to a wide array of academic and career services, including personalized advising, skills workshops, and opportunities for experiential learning.

UBC also places a strong emphasis on well-being, offering culturally inclusive mental health services, peer mentorship programs, and community-building initiatives that create a welcoming and supportive environment. Both campuses foster global connections and intercultural understanding through events, cultural celebrations, and opportunities for international and domestic students to collaborate and learn from one another.

UBC enrollment data (2024) showed:

- The number of international students enrolled was 17,019 (28% of total population).
- In the past decade, international student enrollment has grown over 50%.

From this shift in student demographics, as well as feedback from various listening sessions with students conducted by the VPS portfolio and from our Undergraduate Experience Survey (UES) and Canadian Campus Wellbeing Survey (CCWS) data, we know that International Students (IS) health literacy, navigation of healthcare and some health outcomes are disproportionately lower than domestic students, especially when considering other equity and diversity factors. We wanted to follow up on these large population surveys with focused community engagement to further understand the context, reasons/cause for these disparities and how students suggest that we might address these. Student Health & Wellbeing (SHW) therefore conducted a survey and focus groups in 2024 with IS to better understand their adjustment to life in Canada, their wellbeing and social connection, their ability to understand and access health services, and their status on various other social determinants of health.

Highlights of the survey/focus groups show that adjusting to life in Canada was difficult or very difficult for 57% of respondents, particularly for those in first year. Language and cultural barriers affect about a third of the population and, for graduate students in particular, finances are a big stressor. Many students struggle with time to shop for and prepare food, and about 15% feel they do not have a community and social circle at UBC. Students have a varied knowledge of services and programs available to them at UBC, most were aware of health services and counselling but about a third did not know about tele-counseling services that are available to them. About 16% of students are not completely comfortable accessing counselling services, but the vast majority of students had comfort with all other services listed. For those that do access SHW services, most had no trouble doing so.

The areas that students felt they required the most support are academic support areas such as accommodation, advising, skills, supervisor relationships, etc. When asked which services students would like more information and access to, international students named the full range of student supports available, however most students again identified academic supports. Lastly, international students identify that they would like access to traditional, complementary and holistic medicine and ways of healing.

Considering the results of this survey, SHW has the following goals for supporting international students (IS) from 2025-2028:

- Identify international students as a key priority population in our 2025-2028 strategic priorities plan.
- Consider ways to adjust current SHW services to be more culturally sensitive to IS.
- Promote Here2Talk free telephone counseling that can support registered students in over 200 languages, from anywhere in the world.
- Ensure IS are aware of our health and mental health services and how and when to access them.
- Provide education to IS on the BC health system and how they interact with it now as a student and later as a resident of BC.
- Seek ways to destigmatize counselling services for IS.
- Explore which complementary, traditional and holistic medicine supports we can offer at UBC.
- Share survey results with other parts of UBC campus supporting students, particularly with academic support units.

SHW is also participating in the planning for the new graduate student space on campus, to determine if there are ways that we can use this new hub to better support graduate domestic and international students. SHW currently has a Health Promotion Specialist focusing on international and graduate students who works out of St. John's college, as an embedded specialist, and an embedded counsellor in Vantage college.

International Student Development

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 internationals students. This unit works in collaboration with faculty and administrative partners to develop educational and personal plans for vulnerable or at-risk international students.

Actions to Support Fair and Ethical International Student Recruitment

UBC strives, as outlined in the Strategic Plan, "to attract, engage, and retain a diverse global community of outstanding students." While recruitment efforts are undertaken across the system, the university has centralized the bulk of the undergraduate international recruitment work in one unit, the International Student Initiative (ISI), which reports to the two UBC Provosts, one on each campus.

UBC views recruitment via third-party recruitment agents into our undergraduate degree programs as a complementary tactic to the many other approaches we use. The aim is to use agents to help with diversity recruitment, not volume. We engage with agents in regions of the world that are hard for us to reach directly, and/or where students in local curriculum schools would be unlikely to cross our paths any other way.

UBC's Comprehensive Senate Policy J-55 guides the work the ISI and all other units at UBC undertake with recruitment agents. Our approach with agents secures the protection of students as a shared primary objective. A robust five-step vetting process is required when commencing a relationship with a recruitment agent or agency. This includes determining how a third-party recruitment agent fits within the strategic plans of the unit and the university, including scrutinizing overreliance on agency-delivered enrolment; a search, short-listing, and evaluation of qualified agents or agencies; and contract negotiation.

The vetting process includes an evaluation of fit for UBC. Fit is evaluated in several ways:

1. Reputation of potential partner;
2. Professional networks of the partner;
3. Familiarity with UBC, BC, Canada;
4. The level of study they recruit for; and
5. Site evaluation, interviews, and background checks.

Furthermore, agent partnerships are reviewed every year. This review includes an evaluation of successful student outcomes, the working relationship with the agency, and student feedback and reviews on working with the agency.

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2024.

UBC met the financial targets identified in the Ministry's Service Plan tabled under Budget 2024. 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 6, 2024, the UBC Board of Governors approved a 2% tuition increase for new and continuing domestic and undergraduate students effective May 1, 2025, 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 are 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

Appendix 1 details UBC's progress on implementing the education-related Truth and Reconciliation Commission's Calls to Action and In Plain Sight Recommendations identified by the Ministry of Post-Secondary Education and Future Skills.

Violence Prevention and Response Initiatives

Engagement to validate the Ministry's sexualized violence action plan

Since September 2022, the Director of the Sexual Violence Prevention and Response Office (SVPRO) Vancouver has participated in the Ministry of Post-Secondary Education and Future Skills (PSFS) Sexual Violence Advisory Group, representing both SVPRO Vancouver and SVPRO Okanagan. In collaboration with SVPRO Okanagan, the office provided feedback on the 2025 Student Perceptions of Sexualized Violence Survey.

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 designed to work toward attitudinal, behavioral, social, and systemic change.

Our education engagement targets primary, secondary and tertiary prevention:

- Primary Prevention: Addressing the root causes through individual and cultural change. Topics include Media Literacy, Inequity and Power Dynamics, Receiving Feedback, and Intoxication Impacts.
- Secondary Prevention: Addressing incidents as they occur through upstander intervention. Topics include Upstander Intervention, Consent Culture, and Leadership & Organizational Culture.
- Tertiary Prevention: Addressing trauma that has occurred through empathy building. Topics include Neurobiology of Trauma, Supporting Survivors, SVPR0, and UBC's Sexual Misconduct Policy.

Educational training sessions offered

Direct Education Engagements (In-Person or virtual)

During the reporting period from April 2024 to March 2025, SVPRO Vancouver facilitated 102 education sessions, engaging over 1,690 students, staff, and faculty in prevention education.

- 45 workshops/engagements covering primary, secondary, and tertiary prevention
- 38 engagements focused on tertiary prevention
    - Included tabling, panels, fairs, Q&A sessions, and working group collaborations
- 19 passive training sessions providing education through consultations

Online training
SVPRO Vancouver also offers a variety of online training programs covering primary, secondary, and tertiary prevention. These trainings are often tailored to meet the specific needs of different audiences and groups. In 2024–2025, the Director and the Education Team updated these trainings to reflect current practices and language used in our office.

Available Online Training Program:

- *Inclusive Event Planning was* developed in partnership with the Wellness Centre with support from the EIO, the CFA, and the CSIC.
- *Introduction to Sexual Violence Prevention and Response* was created for specific communities: Students, student leaders, students in their first year of experience, athletes and recreation, salaried staff, Chan Centre/performing arts staff, and graduate students. This is a total of six customized online workshops.
- *Sexual Consent and Culture of Consent was* developed for students -First Year Experience

Mandatory Training for Faculty and Staff:
To support the updated policy, UBC launched a mandatory training course titled *"Preventing and Responding to Sexual Misconduct*" for all faculty and staff. This course was made accessible through Workplace Learning (WPL) and was created in collaboration with UBC HR, the UBC Investigations office, and the directors of SVPRO Vancouver and Okanagan. Faculty and staff were encouraged to complete it by February 28, 2025.

Sexualized Violence Policy Review

In October 2024, UBC shared its revised Sexual Misconduct Policy, which included 14 significant amendments. The revisions were provided, reviewed and approved by a committee comprising students, staff, and faculty from both campuses, as well as the directors of the Sexual Violence Prevention and Response Office (SVPRO) and the Investigations Office.

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 256 students with lived experience in care have benefited from tuition waiver support at UBC.

- For the 2024/25 academic year, there are 149 students with lived experience being funded for tuition during their studies. This number of students is up from 110 students in 2023/24 and from 17 students when the program began in 2014.
- 139 of the 149 students were funded by the Provincial Tuition Waiver Program, receiving a total of $886,483 in funding from the program. This number increased by 38 students from 2023/24.
- The remaining 11 students were funded by UBC funds, and received a total funding amount of $60,431.92. This number increased by 2 students from 2023/24. These students were not eligible for the Provincial Tuition Waiver Program as they did not meet the requirements for the program. One student transitioned after term 1 of the 2024/25 winter session from the UBCO Post-Care Tuition Waiver to the Provincial Tuition Waiver after the student gained eligibility.
- Eighty students have graduated from their undergraduate program. Six returned for unclassified studies. Seven have returned for graduate studies. Seven have returned for a second degree.
- A total of 69 Indigenous students with lived experience in care have accessed tuition waiver funding at UBC. This represents 27% of the total number of students with lived experience in care that have accessed tuition funding at UBC.
- Thirteen out of 65 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 2024/25, the PTWP has maintained the expanded eligibility requirements during 2023/24. The UBCW has been retained as a lower-barrier funding stream for those that remain ineligible for the PTWP.

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 study sessions and community events for students, 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 food biweekly, social events, as well as an annual orientation event that brings all students together.
- An Enrolment Services Advisor (ESA) based in Student Support and Advising in Enrolment Services 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 collaborating with academic, admissions, housing, and Indigenous units on campus, and participating in community organizations and communities of practice, and organizing events and workshops for students.

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 2024, 36 students submitted requests and 13 students took courses at UBC Vancouver, and 1 student submitted a request and took courses at UBC Okanagan.

Work-Integrated Learning

Work-Integrated Learning (WIL) Offerings within the Workplace Learning (WPL) Portfolio at the UBC Career Centre

The Workplace Learning (WPL) portfolio at UBC, housed within the UBC Career Centre, provides structured Work-Integrated Learning (WIL) opportunities for students, enabling them to gain paid, hands-on experience while developing professional skills. The portfolio currently includes the following core programs:

Work Learn (WL) Program

The Work Learn Program is a long-standing initiative that offers part-time, on-campus employment for current UBC Vancouver students, allowing them to:

- Apply classroom learning to real-world settings through professional roles at UBC and affiliated institutions.
- Develop professional skills such as communication, leadership, and problem-solving.
- Earn income while balancing academic responsibilities.
- Build professional networks with UBC faculty, staff, and research teams.

With 3,500 positions funded annually, Work Learn plays a crucial role in enhancing student employability while contributing to UBC’s operational and research priorities.

Work Learn International Undergraduate Research Awards (WLIURA)

The Work Learn International Undergraduate Research Awards (WLIURA) support international undergraduate students in gaining hands-on research experience under the supervision of UBC faculty. This program helps international students:

- Engage in faculty-led research projects that complement their academic studies.
- Explore research career pathways and develop academic research skills.
- Gain paid research experience similar to domestic-focused research funding programs.

This program, that funds over 200 research opportunities, bridges research and work-integrated learning for international students, enhancing their career development while ensuring equitable access to research opportunities.

NSERC Undergraduate Student Research Awards (USRA)

The NSERC Undergraduate Student Research Awards (USRA) program provides undergraduate students with research opportunities in natural sciences and engineering disciplines, enabling them to:

- Gain research experience in an academic setting under UBC faculty supervision.
- Prepare for graduate studies and careers in research-intensive fields.
- Contribute to innovative research projects that align with faculty expertise.

The NSERC USRA program funds 250 full-time roles and strengthens UBC's research ecosystem by equipping domestic students with hands-on experience in scientific inquiry and innovation.

How the WPL Portfolio Supports Students and Employers

The UBC Career Centre plays a critical role in administering the Workplace Learning portfolio and supporting both students and employers through:

Job Posting and Application Management:

- Centralized through CareersOnline, UBC's online job board.
- Employers apply for Work Learn funding each term.
- Students apply for positions through a structured hiring process.

Funding and Wage Subsidy Administration:

- $6M annual budget supports Work Learn positions through institutional funding sources:
    - General Purpose Operating (GPO) Fund: $3.9M
    - International Student Initiative (ISI) Fund: $1.5M (specific to international student positions).
    - Academic Excellence Fund: $600K (available until FY27).

Employer Support and Program Guidelines:

- Work Learn roles are designed to prioritize student learning and skill development.

- Supervisors receive guidelines and best practices for mentoring student employees.
- Flexibility in hiring practices allows for position customization across faculties and departments.

Student Career Development and Learning Integration:

- Work Learn and research award recipients gain real-world, resume-building experiences.
- The Career Centre provides career advising, interview prep, and skill-building workshops for students engaged in WIL.

UBC Career Centre Data

- The Work Learn Program supported 3,500 part-time work experiences on and off campus, offering current UBC Vancouver students the opportunity to develop their professional skills in a work environment.
- The Work Learn International Undergraduate Research Awards are designed for international undergraduate students who are interested in paid research with 206 students securing full-time summer positions in 2024.
- All UBC Vancouver and Okanagan undergraduate students who are Canadian Citizens or Permanent Residents can apply to the NSERC awards. 247 students held the award in 2024 in full-time research paid positions.

UBC Co-op

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.
- In 2024/25, UBC's co-op programs facilitated over 7,500 work placements across BC, Canada and the world.

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

This section highlights recent accomplishments and metrics under the core areas.

People and Places

Creating vibrant, sustainable environments that enhance wellbeing and excellence for people at UBC and beyond

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 hən̓q̓əmin̓əm̓ – 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 2024/25

Transformative partnership brings 1,500 new student beds to UBC Vancouver

UBC has begun construction on five new student residence buildings on the Lower Mall Precinct of UBC's Vancouver campus, currently the site of St. John's College. One of the buildings will be an eight-storey hybrid mass timber and wood frame structure. The complex will include over 1,500 student housing beds and a dining hall, with a focus on graduate students, as well as 37 new childcare spaces, a common amenity space, and an academic and administrative office space. The total project cost is $559.9 million, with the provincial government contributing $300 million and UBC providing the remaining $259.9 million. The funding is the most significant provincial contribution to a single building project in UBC's history.

UBC completes Campus Vision 2050, updated Land Use Plan, and Housing Action Plan

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.

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. Working on 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 adopted by the Province of BC in 2024. In 2024 and 2025, UBC has begun to implement the goals, ideas and strategies outlined in these foundational documents. This work includes:

- Updating and implementing the Neighbourhood Climate Action Plan (NCAP), which sets a pathway to a net-zero and climate resilient community for the residential neighbourhoods on campus (approved in 2024);
- Updating Residential Environmental Assessment Program (REAP), which is a comprehensive, UBC-specific green building rating system for all multi-unit residential construction in the UBC Vancouver campus neighbourhoods, to align with NCAP (in process);
- Amending the Wesbrook Place Neighbourhood Plan to enable more housing, amenities and services in the Vancouver campus's largest neighbourhood (in process); and
- Updating the Vancouver Campus Plan to provide detailed operational policies and specific design guidance for the continued evolution and development of teaching, learning and research facilities and student housing on academic land (in process).

UBC is also engaging the UBC Okanagan community in a process to update the Okanagan Campus Plan. The updated plan will inform how the physical campus will change and grow over the next 20 years. The update is aligned with a number of existing policies (e.g., CAP2030, Transportation Plan) and reflects evolving priorities including enabling more academic space, amenities and housing; addressing on-campus mobility and access; accommodating hybrid learning and working; deepening UBC's relationship with the Syilx Okanagan Nation; and adapting to a changing climate.

The refreshed plan will include updates to the following seven areas: academic space; student housing; neighbourhood housing; movement + connectivity; ecology; open space + recreation; and community amenities.

Housing Action Plan

The HAP details how UBC uses its land and financial resources to support housing choice and affordability for the UBC Vancouver Campus. Its goal is to support the UBC community's housing needs. This supports the recruitment and retention of the faculty, staff, students, and other employees that make the campus a great place to learn, work, and live. UBC's Vancouver campus is located in one of the world's least affordable regions. This is a critical challenge for the University. The Housing Action Plan is UBC's response. While the University cannot solve the housing affordability crisis on its own, it has a crucial role to play in meeting housing needs for UBC faculty, staff, students, and other employees on campus. The key highlights of the updated HAP include:

- More Rental Choice: Growing on-campus below-market rental housing for faculty and staff, and market rental housing for those who study or work on campus, along with additional policies to improve affordability for lower income groups and through off-campus housing choices.
- Attainable Ownership: Increasing resources to support faculty home ownership, along with innovative initiatives and advocacy to create on-campus ownership opportunities for UBC faculty and staff.
- Student Housing Opportunities: Committing to at least 3,300 new student housing beds (in addition to replacing 1,000 replacement beds) as a priority, with timing and project delivery subject to demand prioritization and financing and funding capacity, along with affordability and advocacy commitments to enable future growth.

- Strategic Initiatives: Continuing to explore innovative approaches to meet housing needs, including improved access for IBPOC groups and people with disabilities, along with ensuring regular Housing Action Plan reviews to adjust UBC's approach over time.

Construction of major UBC capital projects in the Okanagan continue

Set to open in 2026, x̌əl sic snpax̌nwixʷtn will be 14,185 square metre space that brings together students, faculty, staff and the community for learning, engagement and collaboration. In addition to new classrooms, labs and teaching space, x̌əl sic snpax̌nwixʷtn will be uniquely organized into neighbourhoods shared by teams of interdisciplinary researchers from across UBC Okanagan's entire research spectrum. A competition was held to see who would be working in the building upon its completion, with the following interdisciplinary research teams among the nine selected: Integrative Biosciences, Climate Action Hub for Community-Based Computational Research, Indigenous Knowledges, and Watershed Ecosystems.

UBCO Downtown will be a 43-storey tower at Doyle Ave and St Paul St. in downtown Kelowna that includes both academic space and rental housing. Eight storeys of academic space will serve as a health hub and a site for training the next generation of community engaged health professionals in areas like Nursing and Social Work, as well as a place to offer professional graduate programs. Above the academic podium will be 473 units of university rental housing, including studio, one and two-bedroom homes with full kitchens and bathrooms.

Elsewhere on the UBCO campus, 2024 saw the completion of construction on a new 3,660 square-foot child care centre, sʔitwənx (crane). Designed with a goal toward sustainability and Indigeneity, sʔitwənx provides spaces for 37 new children and their families (12 infant/toddler spaces and 25 3–5-year-old spaces). Sustainability and climate were key considerations when designing sʔitwənx, which was built following a passive design process. The building works with the local climate to maintain comfortable internal temperatures, making use of an electric air source heat pump, central energy recovery ventilator, and has on-site rainwater management. Construction of the bright and modern new facility was made possible through more than $2.7 million in funding from the ChildCareBC New Spaces Fund, and was built adjacent to the existing child care centre on the UBCO campus, increasing the number of child care spaces at UBCO to 93.

Indigenous Strategic Initiatives Fund continues to advance UBC's ISP

The Indigenous Strategic Initiatives (ISI) Fund supports implementation of the Indigenous Strategic Plan. Funds are available to support projects that advance UBC's ISP across both the Vancouver and Okanagan campuses. Across three years of funding, $8 million was available for projects from faculty, staff and students seeking to advance the ISP at UBC. In 2024-2025, approximately $500,000 was available to ISI Fund applicants.

Communicating progress on Strategic Equity and Anti-Racism Framework implementation

Last fall, a year after the launch of the StEAR Framework and Roadmap for Change, the Associate Vice-President, Equity and Inclusion engaged UBC's leadership across 15 different touch points and hosted 5 virtual sessions for UBC community members to share progress made to date. The 20 engagements provided an opportunity for community members to directly ask questions and provide feedback on the work to date. Over 400 community members registered for the five virtual community sessions, four of which were sessions specifically for members of various communities, including racialized, disabled, 2SLGBTQIA+, HPSM students, faculty and staff.

A high-level summary was also presented to a number of different leadership groups at UBC including the UBC executive, Deans, and administrative and academic leadership bodies at UBC Vancouver and UBC Okanagan. The presentation provided a background overview of the StEAR Framework and Roadmap for Change development process, StEAR evaluation approach, including the status of institutional strategic actions, inventory of unit-level activities and institutional indicators of change, and spotlight initiatives. Opportunities for further improvement and continued engagement were also identified and discussed.

Strategic Equity and Anti-Racism (StEAR) Enhancement Fund

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. In 2024/25, a total of $300,000 was available through the Strategic Equity and Anti-Racism (StEAR) Enhancement Fund to support community-led racial, disability, gender and 2SLGBTQIA+ equity projects.

Building space for thinking outside: UBC Sauder breaks ground on new second home

Last October, the UBC Sauder School of Business launched construction of the school's new building and second home, the Powerhouse Project. The new space will not just accommodate a growing student population, it will also support evolving teaching styles by encouraging greater collaboration and experiential learning.

The new space will allow the school to build on its strengths, specifically in the areas of innovation and entrepreneurship, finance, and climate. Notably, there will be collision spaces where student entrepreneurs from across campus can work on projects and build ventures, and UBC Sauder's Centre for Climate and Business Solutions (CCBS) will offer climate-focused business courses, programming and projects in the new space.

The Powerhouse Project is also creating an opportunity for UBC Sauder to strengthen connections with Indigenous communities. A new Indigenous Business Centre will support the school's Ch'nook Scholars, Aboriginal Management Program and Accelerated Business Program and become a launchpad for future Indigenous programs across the school.

Metrics – People & Places

Domestic student enrolment

- 53,481 government-funded FTEs (121% of Ministry FTE target)
    - 44,430 government-funded FTEs at UBC Vancouver (121% of Ministry FTE target)
    - 9,051 government-funded FTEs at UBC Okanagan (123% of Ministry FTE target)

International student enrolment

- 27% (2024/25) of students on the Vancouver campus are international (down from 28% in 2023/24)
- 20% (2024/25) of students on the Okanagan campus are international (down from 22% in 2023/24)

UBC is home to 18,674 international undergraduate and graduate students from 155 countries (148 countries at the Vancouver campus and 108 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 2024 Workplace Experiences Survey, in which over 9,000 employees participated, 74% of faculty and staff report feeling engaged, which is 3% higher than the benchmark across other Canadian post-secondary institutions.
- In the survey, 77% of employees indicated they would recommend UBC as a great place to work, and 85% of people are proud to tell others they work at UBC.

Faculty and staff voluntary turnover (permanent employees)

- 2024: 4.7%
- 2023: 6.0%
- 2022: 7.6%
- 2021: 6.0%

Together, UBC's 20,500+ employees have helped to create one of the world's leading academic institutions and one of Canada's best places to work. The voluntary turnover rate and scores on the Workplace Experiences Survey provide a baseline against which to measure efforts to provide a fulfilling work environment that reflects UBC's commitments to diversity and wellbeing. While both perform well against external benchmarks, UBC continues to focus on opportunities to improve and enhance the faculty and staff experience. Through the Focus on People framework, UBC has invested in priorities that include a refreshed orientation and onboarding program, recognition programs, health and wellbeing initiatives and leadership development programs.

FORWARD, the campaign for UBC

We have completed the third year of the public phase of FORWARD, the campaign for UBC which benefits research, teaching and learning across both the Vancouver and Okanagan campuses in three key areas—advancing healthy lives, creating solutions for the planet, and shaping thriving societies. Donors and alumni are the catalyst to make it happen.

This year UBC engaged more than 117,000 alumni in a variety of ways including volunteering, attending events and in general keeping informed with what is happening with their alma mater. All of these actions help keep UBC relevant to our more than 410,000 alumni around the world, and they in turn are able to help amplify the impact of UBC through their networks.

Financial support from alumni totaled more than $45 million this past year from 5,636 alums. The top 3 areas of support ranged from $14 million to facilities, $13.5 million to student support, and $9 million to research. Student need-based aid and affordability-related programs and services continues to be a driver of activity. The FORWARD for Students Affordability Initiative has raised more than $45.5 million to date, from alumni and friends.

Research Excellence

Creating and mobilizing knowledge for impact

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 2024/25

UBC named as one of five global leaders in the Rio Tinto Centre for Future Materials

Building on our proven ability to partner with industry, UBC also announced it is bringing its expertise in critical minerals to the Rio Tinto Centre for Future Materials, a US $150-million research endeavour to change how we produce, use and recycle vital minerals required to deliver the materials necessary for the energy transition. The first projects funded by the Rio Tinto Centre include three projects led by UBC researchers in the Faculties of Applied Science and Science who are tackling how to more sustainably mine for copper and reduce waste.

UBCO Launches Battery Innovation Centre

In 2024/25, UBC launched the Battery Innovation Centre (BIC) at the Okanagan campus, a cutting-edge facility that will be the first of its kind in Western Canada, serving as a critical hub for testing and scaling up next-generation battery technologies. This will support regional economic development, including battery recycling and metal processing in the Kootenays, battery manufacturing in the Lower Mainland, and critical mineral mining throughout B.C. By fostering academic-industry collaborations, the Centre will help secure B.C.'s position as a leader in the clean energy economy.

New UBC Research Facilities Accelerate Innovation in B.C.'s Hydrogen Energy Sector

UBC celebrated the opening of new hydrogen technology innovation facilities on the Vancouver and Okanagan campuses in 2024/25.

BC's hydrogen infrastructure entered a new era in the summer of 2024 with launch of the $23-million Smart Hydrogen Energy District (SHED) at UBC. Equipped with a hydrogen fueling station, this facility is expected to pave the way for breakthroughs in critical energy research.

SHED produces hydrogen using solar and hydro power to operate a water electrolyser, making the process completely green and renewable. It is one of the first initiatives in Canada to combine hydro, solar and hydrogen energy at a single site, connecting these renewable energy sources to a unified micro-grid. SHED is the province's first hydrogen station to serve light- and heavy-duty vehicles.

UBC's smart energy district is propelling breakthroughs in renewable energy penetration for sectors that are hard to electrify at scale, like heavy-duty transport and space

heating. Once proven at UBC's test bed, innovative climate technologies and services can be deployed in cities and countries around the world.

This new research & innovation platform will define the next generation of integrated urban services, linking energy, transportation, telecommunications and urban design, enabling dynamic energy monitoring and forecasting for the built environment and serving as a national resource for urban planning.

At UBC Okanagan, the university celebrated the opening of a new hydrogen research lab (H2LAB)—one of the most advanced of its kind in North America. FortisBC Energy Inc. (FortisBC) is supporting the project, helping the university drive innovation and hydrogen energy research. FortisBC hopes to understand how hydrogen can be blended into its gas supply, allowing this renewable and low-carbon gas to play a role in meeting the energy needs of homes and businesses while supporting BC's climate action plan.

The H2LAB located in UBCO's Innovation Precinct is a cutting-edge space more than five years in the making. The 2,000 square foot lab was made possible by $2.3 million in funding by UBC, bolstered by $500,000 in research funding by FortisBC and another $800,000 from the Natural Sciences and Engineering Research Council of Canada.

Blusson Quantum Matter Institute Launches New Research and Training Centre

In summer 2024, UBC's Blusson Quantum Matter Institute (QMI) launched the Quantum Materials Electron Microscopy Centre (QMEMC), a new research and training centre aimed at advancing quantum science and technology in B.C.

Collaboration is at the heart of all QMI activities. The Institute is home to 25 multidisciplinary teams of physicists, chemists, and engineers working together across the board, from theory to experiment to technology development. The state-of-the-art R&D facilities at QMI are unique in Canada and unite academia, industry, and government to bolster B.C.'s standing in next-generation quantum devices and technologies.

QMEMC complements existing R&D facilities at QMI and provides a multi-user electron microscopy facility with the highest spatial resolution and highest energy resolution of its kind in Canada while training the professionals who will translate this intellectual capital into economic benefits for Canada. This multi-phase project will allow researchers to image samples with high magnification, resolve individual atoms, determine their elemental species, and characterize both their chemical and electrical states.

UBCO, FortisBC, and Mitacs Renew Smart Energy Research Chair

In December 2024, FortisBC, Mitacs and UBCO announced a five-year renewal of the Smart Energy Research Chair, a grown-in-the-Okanagan smart-energy success story that is addressing BC's growing energy needs and improving the sustainable use of energy sources.

Professor Kasun Hewage, with UBCO's School of Engineering, was appointed to this role five years ago, and will continue leading research focused on four theme areas: building energy performance enhancement, clean technologies for climate change mitigation, BC Energy Step Code implementation and demand side management.

By evaluating the implications and cost-benefits of a diverse variety of smart energy solutions, Dr. Hewage says UBC researchers can continue to provide policymakers with invaluable data.

In addition to the funding from FortisBC, the renewed appointment will continue to be supported by matching internship funding from Mitacs. This will allow students to engage with FortisBC, whenever necessary, throughout this five-year collaboration.

Canada's Immuno-Engineering and Biomanufacturing Hub

UBC is taking 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, announced in 2024/25, for four major research and training projects that will grow BC's biotech sector and develop life-saving medicines.

In September 2024, three of the CEIBH projects were awarded almost $32 million in funding from the BC Knowledge Development Fund (BCKDF). Funding from the Government of B.C. through the BCKDF supports the development of research infrastructure, including labs and equipment and helps B.C.'s institutions attract researchers, skilled technicians, and research users.

Metrics – Research Excellence

Total research funding

- 2024/25: $936 million
- 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

- 2024/25: $258 million
- 2023/24: $268 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

- 58% of UBC research publications involve international partnerships

The growing number of UBC publications that had an international co-author over the past five years highlights our strength as a globally connected research university.

International University Rankings (includes global public and private institutions)

41st – Times Higher Education ranking, 2025
47th– Academic Ranking of World Universities ranking, 2nd in Canada, 2024
37rd – NTU World University Rankings, 2nd in Canada in 2024
5th – QS World University Sustainability Rankings, 2nd in Canada in 2025
38th – QS World University Ranking, 3rd in Canada in 2025

Transformative Learning

Enabling learning through evidence-based teaching, mentorship and enriched experiences

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 2024/25

UBC Okanagan program addresses projected talent gap in biotechnology industry

UBC Okanagan is introducing a professional master's program that combines coursework, laboratory training and internships to prepare students for fulfilling careers in the biotechnology industry.

The Master of Biotechnology (MBtec) is a 16-month, course-based program ready to welcome its first cohort of students in September 2025. Created in consultation with industry partners, the program was designed to deliver a comprehensive education in disciplines core to biotechnology while emphasizing life-long skills in critical thinking, hypothesis testing, project management, leadership and communications.

The creation of the MBtec was made possible by an investment from the provincial government that added 200 new student seats on UBC's Okanagan campus in biotechnology, data science and engineering—all part of a long-term plan to meet the growing demand for talent in the province.

New post-degree certificate builds nurses' expertise to practice in primary care settings

To address the challenges in primary health care—including the shortage of physicians—Canada's provincial health-care systems have been moving towards team-based care.

In anticipation of the pivotal role of nurses in this transformation, UBC Okanagan's School of Nursing has launched a post-baccalaureate certificate in primary care nursing.

UBCO's new certificate in primary care nursing will build leadership and competencies through two theory courses and a practicum course which help students apply their knowledge and skills. The delivery is online and flexible to accommodate working registered nurses. During the practicum, students work with a preceptor—an experienced nurse, nurse practitioner or physician who provides guidance and mentorship—in the student's community if feasible.

The certificate is unique in Canada in that it is open to registered nurses across BC and Canada. The new certificate, in combination with the school's Primary Care Practice Essentials micro-credentials, sets UBC Okanagan up as an education hub for primary care nursing.

The first intake for the Post-Baccalaureate Primary Care Nursing Certificate began in February 2025.

UBC expands first-year, small-class experience to all BSc students

A renewed and expanded first-year seminar will give all incoming UBC Science students a crucial small class experience—one that will challenge them to think critically about what it means to be part of the scientific community.

With the expansion, the SCIE 113 First-Year Seminar in Science is required for all incoming BSc students at UBC Vancouver, and fulfills three of their six required communications credits for their degree.

Launched in 2010, the SCIE 113 First-Year Seminar in Science has always offered a small class experience with a heavy emphasis on communication skills, scientific literacy, and in-class interaction. Now, the course has been expanded from the typical 16 sections serving 400 students to roughly 100 sections—a massive undertaking that has also offered opportunities to evaluate a range of new approaches.

Those include increasing the degree of blended, online learning components in the class to support students in building skills crucial to academic success. Also, students will explore diverse ways of understanding and doing science by weaving Indigenous Ways of Knowing throughout the course.

Metrics – Transformative Learning

Total Students at UBC

- 72,692 student headcount in 2024/25

Degrees granted

- 16,611 in 2024, up 5% from 15,779 conferrals in 2023

Student Satisfaction

- 92% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (from the 2024 Undergraduate Experience Survey)
- 92% undergraduate student satisfaction with their overall academic experiences at UBC Okanagan (from the 2024 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

- 245 enhanced courses at UBC Vancouver, enrolling 56,198 students (25,455 unique students)
- 109 enhanced courses at UBC Okanagan, enrolling 8,842 students (5,194 unique students)

Teaching and Learning Enhancement Fund Projects

- Projects funded in 2024/25 reached 29,935 students in Small TLEF Innovation projects
- Projects funded in 2024/25 reach 27,172 students in Large TLEF Transformation projects.
- Overall, the projects reached 245 unique courses (undergraduate and graduate) across 671 sections in 12 Faculties and Vantage College at the UBCV campus, impacting 56,198 student enrollments taken by 25,455 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.

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 410,000 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 2024/25

Community-University Engagement Support Fund Facilitates Partnerships with Community Groups

> UBC has awarded $727,014, 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 community-university partnerships with urban, rural, Northern and Indigenous communities across the province. The Community-University Engagement Support (CUES) Fund 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 community-university partnerships with urban, rural, Northern and Indigenous communities across the province.

The CUES Fund is unique in the Canadian post-secondary and research funding landscape, in that it provides funding directly to community partners. Since 2018, the fund has awarded $3.9M to 172 different community groups — including 48 Indigenous communities and organizations — and university partners from 20 different faculties across UBC Vancouver and Okanagan campuses.

Supporting Climate Resilience in the DTES through Peer-Led Cool Down Stations and Kits

In the face of intensifying climate impacts, EMBERS Eastside Works, UBC Learning Exchange, and partners across Vancouver's Downtown Eastside (DTES) collaborated to deliver immediate relief from extreme heat during last summer's hottest days, providing crucial support to vulnerable DTES residents.

As part of a two-year initiative, EMBERS Eastside Works engaged DTES community members as Peer Climate Advocates, providing them with workshops, field trips, and discussions with UBC researchers to build on their direct experience and knowledge on climate issues.

Beginning in May 2024, advocates also partnered with students from UBC's Urban Ethnographic Field School to identify critical locations for cooling stations. Deployed during heat waves, advocates at these stations distributed cooling kits containing thermometers, reusable water bottles, and other essentials. Advocates also informed community members about accessible climate research and the effects of climate change on DTES residents.

This project was initiated by the CLEAR (Climate Equity, Action, and Resilience) partnership, a collaboration between community organizations including EMBERS Eastside Works, Working Gear, Union Gospel Mission, and Recycling Alternative, alongside university partners UBC Sustainability Hub and UBC Learning Exchange. CLEAR's goal is to make climate change research more accessible, while addressing the disproportionate effects of extreme heat on DTES residents.

Peachland and the Watershed Ecosystems Project Work Together to Promote Collaborative Watershed Science and Governance

Amidst various environmental pressures, the Peachland community is faced with managing and preserving the ecological health of the Peachland Creek watershed. However, the watershed Ecosystems Project addresses this need by promoting collaborative discussions between researchers, Syilx community members, and local residents to develop sustainable governance and ecological practices.

The Watershed Ecosystems Project has successfully integrated hydrology, fish, urban water, integrated modeling, Syilx knowledge, and governance into a comprehensive research framework, promoting a "whole-of-watershed" understanding. This interdisciplinary collaboration has enhanced community engagement, particularly with the Syilx community. This led to hosting an open house in November to share research

findings, engage with local residents, and incorporate community feedback, advancing research, teaching, and learning by creating a collaborative platform for knowledge exchange and sustainable watershed management.

UBC and partners renew German-Canadian Joint PhD Program in Quantum Materials

In January 2025, UBC, the University of Stuttgart and the Max Planck Institute for Solid State Research (MPI-FKF) announced the extension of their international joint PhD program in quantum materials and material science.

UBC President and Vice-Chancellor Benoit-Antoine Bacon, University of Stuttgart Rector Prof. Peter Middendorf, Director of the MPI-FKF Prof. Bernhard Keimer and UBC Blusson QMI Scientific Director Andrea Damascelli attended the formal signing ceremony hosted by the University of Stuttgart on January 20th, 2025 in Germany. The visit by the UBC delegation to the University of Stuttgart and Max Planck Institute for Solid State Research underscores the mutual commitment to expanding linkages in research, teaching and transfer. In addition to the celebrations to mark the extension of the joint PhD program, the event also served to deepen existing collaborations and explore new opportunities, such as architecture and adaptive buildings, bionic intelligence, hydrogen technologies, democracy and digital societies.

UBC welcomes eight delegations from around the world in early 2025

Hosting global leaders, dignitaries and delegations from universities and research institutions from around the world, and creating valuable engagement opportunities, is central to the work of the UBC Office of Global Engagement and its Global Partnerships team.

Between January and March, UBC welcomed eight international delegations and visitor groups to its Vancouver campus. A delegation from The Hong Kong University of Science and Technology (Guangzhou) visited UBC's Vancouver campus in January to explore new avenues for academic and research collaboration. Discussions focused on student exchange, study abroad programs and potential joint initiatives.

A delegation from Pontificia Universidad Católica de Chile also visited UBC in January to discuss expanding collaboration, particularly through UC Chile's Network of Research Centres and Field Stations.

A 23-member delegation from IE University visited UBC's Vancouver campus for discussions on higher education trends in Canada, student mobility opportunities and best practices in international collaboration. The visit provided a platform to exchange insights on strategic priorities and explore future partnership opportunities.

Metrics – Local and Global engagement

Indigenous Student Enrolment

According to the UBC student data, there are:

- 2,500 Indigenous undergraduate and graduate students and medical residents at UBC, with 787 Indigenous students at UBCO and 1,713 Indigenous students at UBCV, up from 2,385 Indigenous students last year
- 3.8% of domestic students at UBC Vancouver are Indigenous, up from 3.7% last year.
- 8.3% of domestic students at UBC Okanagan are Indigenous, the same as 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

- 1,492 UBC Vancouver undergraduate students participated in an international experience
- 188 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

- 117,000 alumni engaged with UBC (up from 104,199 in 2022/24)

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

- 1,378 contracts and agreements with governments and non-profit partners in 2024/25
- $131 million total funding

Greenhouse Gas (GHG) emissions

- 30% reduction in absolute GHG emissions since 2013 baseline, UBC Okanagan (2023 data)
- 35% reduction in absolute GHG emissions since 2007, UBC Vancouver (2023 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

- 42,401 UBC-related stories shared from top 100 priority outlets
- Top tier mentions: 700 mentions of UBC in top-tier media in 2024
- 494 op-eds by UBC scholars in 2024, up from 423 in 2023
- 1% increase in the number of social media followers from 2023

Ministry Indicators and Performance Targets

2024/25 Accountability Framework Performance Measure Results

University of British Columbia

Ministry of Post-Secondary Education and Future Skills

		Actual			Target	Assessment
		2022/23	2023/24	2024/25	2024/25	2024/25
Student spaces	Total student spaces (PSFS)	50,976	51,649	53,481	≥44,076	Achieved
	Nursing and other allied health programs	5,194	5,435	6,617	≥3,640	Achieved
	Medical school programs	1,162	1,192	1,233	≥1,210	Achieved
Credentials Awarded	Total Credentials	12,353	12,619	12,938		Not Assessed
	Bachelor		7,494	7,522	≥7,627	Substantially Achieved
	Graduate, First Professional and Post-Degree		5,125	5,416	≥5,011	Achieved
Indigenous student spaces	Total Indigenous Student Spaces	1,955	2,038	2,150	≥ previous year	Achieved
	Ministry (PSFS)	1,955	2,038	2,150		
Student satisfaction with education	Bachelor degree graduates	88.6% +/- 1.0%	89.0% +/- 1.0%	91.3% +/- 1.1%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	91.4% +/- 0.9%	91.7% +/- 0.9%	92.9% +/- 1.0%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	82.8% +/- 0.9%	83.4% +/- 0.9%	84.2% +/- 0.9%	≥85%	Achieved
Student assessment of usefulness of knowledge and skill..	Bachelor degree graduates	82.9% +/- 1.4%	81.0% +/- 1.5%	84.6% +/- 1.7%	≥90%	Substantially Achieved
Unemployment Rate	Bachelor degree graduates	7.7% +/- 0.9%	10.2% +/- 1.1%	10.8% +/- 1.3%	≤11.8%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million $)	737.1	712.6	739.7	≥712.6	Achieved
	Federal sources (million $)	387.5	368.2	376.8		
	Provincial sources (million $)	89.9	52.8	63.3		
	Other sources (million $)	259.8	291.6	299.6		

		Actual			Target	Assessment
		2022/23	2023/24	2024/25	2024/25	2024/25
Bachelor degree graduates	Skill development	82.8% +/- 0.9%	83.4% +/- 0.9%	84.2% +/- 0.9%	≥85%	Achieved
	Written Communication	81.1% +/- 1.2%	82.7% +/- 1.2%	83.2% +/- 1.4%		
	Oral Communication	76.6% +/- 1.3%	77.3% +/- 1.4%	79.1% +/- 1.6%		
	Group collaboration	77.1% +/- 1.3%	77.1% +/- 1.4%	78.8% +/- 1.6%		
	Critical Analysis	90.8% +/- 0.9%	91.3% +/- 0.9%	91.9% +/- 1.0%		
	Problem resolution	79.5% +/- 1.3%	79.8% +/- 1.3%	79.3% +/- 1.6%		
	Learn on your own	87.7% +/- 1.0%	88.4% +/- 1.0%	88.9% +/- 1.2%		
	Reading and comprehension	86.5% +/- 1.1%	87.4% +/- 1.1%	88.3% +/- 1.2%		

Target Assessment Scale

Achieved	100% or more of the target
Substantially achieved	90% – <100% of the target
Not achieved	< 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

Further information on the indicators can be found in the Ministry of Post-Secondary Education and Future Skills *Accountability Framework Standards Manual and Guidelines*

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.

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

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: • New[2] • Planned / In Progress / Implemented or Ongoing	**INITIATIVES AND PARTNERSHIPS** 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**
Ongoing Ongoing Ongoing	The School of Social Work, Vancouver campus, received funds from the UBC Indigenous Strategic Initiatives Fund for a two-year project titled *Moving Beyond a Statement of Accountability and Commitment: Actions towards Indigenous Resurgence in the School of Social Work* (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. • Key initiatives to date include the School's first Indigenous Social Services Agency Fair, internal curricular review of BSW program, development of curated resources, environmental scan of schools of social work in Canada and a series of focus groups with Indigenous partners. The School has now committed to an annual Indigenous Agency Field Fair as a way of meeting two key objectives: 1) It introduces our students to Indigenous serving agencies and supports their learning of decolonial and Indigenous ways of helping; 2) Through engaging and hosting Indigenous social service agencies on the Vancouver campus we build stronger relationships with both the specific attending Indigenous agencies but also with Indigenous communities. The School of Social Work, Vancouver campus, continues to offer the following courses:

Ongoing Ongoing Ongoing Ongoing	• *SOWK 570B: Advanced Indigenous Peoples and Critical Social Work Analysis* (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. This course has been recently revised and will be made a mandatory course as of the 2026 MSW intake. • *SOWK 442: Policy and Practice in Child Welfare* (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. • *SOWK 325: Indigenous Peoples and Critical Social Work Analysis* (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. • The School also offers practicum placements at Indigenous-focused agencies and Aboriginal Delegated Agencies in the BSW and MSW programs. The School delivers BC's only PhD program in Social Work. In order to support the TRC calls to action and our commitment to decolonizing academic structures and systems, it is critical to support doctoral education for Indigenous peoples so that they may assume roles as academic instructors. This is critical to making western academic institutions welcoming to Indigenous students. Accordingly, we have supported a significant Indigenous student intake into our PhD program for September of 2025. This has included the Indigenizing of several key PhD courses and providing enhanced funding. 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. Additional School of Social Work initiatives include:

Completed	• 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. The School of social Work, Vancouver campus hired a new Indigenous faculty member in 2020 and was approved for an additional and successful new faculty position in 2024. We now have a complement of 3 Indigenous faculty members.
Ongoing	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. 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. 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.
Ongoing	The Master of Social Work program at UBCO continues to specifically cover Indigenous content throughout three courses: • *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. • *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. • *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.

	Additionally, the School of Social Work at UBCO intentionally integrates Indigenous content in the following six courses: • *SOCW 554 Mental Health and Mental Illness* • *SOCW 555 Organizations and Leadership* • *SOCW 511 Introduction to Social Work Theory and Practice* • *SOCW 514 Diversity and Critical Reflective Practice* • *SOCW 515 Social Welfare Policy in Canada* • *SOCW 551 Advanced Clinical Social Work Theory and Practice*
Implemented Implemented Implemented Planned/In Progress	**UBC Okanagan** In line with new Canadian Schools of Social Work Education (CASWE) standards we implemented the core course, SOCW 517 Social Work with Indigenous Peoples in Canada. The course is a required course that is delivered to all Foundational students in year 1 of their MSW. This year, the course was taught by 3 Indigenous instructors, one of whom is a member of the Syilx Nation. A number of years ago we developed and implemented the elective: Braiding Indigenous Knowledge in Clinical Practice. This elective has been taught every year since its initial implementation and focuses on understanding ways of weaving Indigenous knowledges into clinical social work practice. In doing this, it highlights the strengths of traditional indigenous ways of knowing and being and the contribution they can make to clinical social work practice. This course remains one of our most popular electives. We also offer students a Health Interprofessional (HINT) elective that focuses entirely on enhancing cultural safety for health practitioners (including clinical social workers). This course ensures students are informed of Indigenous perspectives in health care settings. We have begun curriculum review and strengthening of Indigenous content in all our core courses. Initial evaluation of this work and suggestions for further achievement will occur through further curriculum mapping (May-August, 2025) and focus groups with students (Jan-April 2026).
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	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: • *EDED 440: Play and Early Childhood Education*

	• *EDED 421: Supporting Young Children Home, School/Community Relationships* • *EPSE 468: Creating Positive Learning Environments for Inclusive Education*
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	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. FNEL offers courses in hən̓q̓əmin̓əm̓ (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), Kwak̓wala (Northern Wakashan), Nɬeʼkepmxcin (Northern Interior Salish), Dakelh Dene (Carrier Athapaskan), Dene Zāgeʼ (Kaska Athabaskan) and Nuu-chah-nulth (Southern Wakashan). FNEL is continually exploring new language opportunities and partnerships.
Ongoing	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. 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.
New	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 Nɬeʔkepmx Language Fluency (BNLEK) and Bachelor of Stʼatʼimc 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 a robust support system for the communities and the students.
Planned	UBCO Centre 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.
	UBC Okanagan
Ongoing	The Bachelor of INDG Language Fluency (BNLF, BSTAT, BNLEK) degrees respond 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 all the language programs, with courses taught in the community by Elders and language speakers, allowing for the full immersion of students. The BNLF program graduated its first class in June 2023, the first BSTAT and BNLEK cohorts will be graduating in June 2025. Students who wish to obtain the four-year Bachelor of INDG Language Fluency complete their first two years in a certificate and diploma program in the relevant Language Fluency program 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.
New	A fourth Indigenous Language Fluency Degree (BSECW, Bachelor of Secwépemc Language Fluency) will start in FASS at UBCO in September 2025, while the existing language cohorts will continue, depending on demand and size of the incoming student groups. FASS is working closely with NVIT to monitor upcoming cohorts to assure robust support system for the communities and the students. Indigenous Knowledges IGS Theme (graduate program), launched in 2024/25 with a cohort of MA and PhD students – a robust pool of applicants rendered a class of 10. The new applicant pool for intake in 2025/26 was even larger and academically highly competitive.
Planned	Center for Interior Salish Studies: • The center will be a cultural and research center, located in x̌əl sic snpax̌nwixʷtn. 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. • Dual Degree in BNLF and BED (teacher training), collaboration between FASS and OSE. Graduates will be fluent in Syilx language and trained and accredited as teachers to return to their communities.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
Ongoing	The UBC 23 24 Indigenous Cultural Safety (ICS) Program aims to prepare future healthcare professionals to provide quality, culturally safe care, ultimately leading to improved health outcomes for Indigenous peoples. It is a required component of 13 UBC health professional programs and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. Students engage in this foundational Indigenous cultural safety learning experience that covers topics of Indigenous perspectives of history, the legacy of colonialism in Canada, Indigenous peoples' health and Canada's healthcare system. The curriculum consists of an introduction, four core online modules and two in-person workshops. Over 5000 students from 13 health professional programs participated in some aspect of UBC 23 24 in 2024. UBC 23 24, as part of its strengthened partnership with UBC Health, expanded delivery from four to five campus sites. UBC 23 24 employs a unique facilitation model with just over half of our facilitators identifying as Indigenous, representing over 25 Indigenous communities. In all, over 100 Indigenous and non-Indigenous facilitators have been trained to deliver the face-to-face component of the learning experiences. In 2024, UBC 23 24 was actively supported by 82 facilitators. A number of changes were introduced to the student offering in 2024 based on feedback from previous years. A key change was the extension of the student workshops from two to three hours via the addition of more scenarios intended to support further explorations of application to practice. The funds ($550,000) previously secured from the Ministry of Health to support the expansion of UBC 23 24 to academic faculty, clinical faculty, residents, fellows and more graduate and PhD program students were exhausted in 2024. UBC 23 24 leadership is working in partnership with the Faculty of

	Medicine to identify and secure additional funding to support the sustainment of the student offering as well as the expansion to faculty learners.
Ongoing	By distributing MD and health professional education throughout the province and expanding to increase access for specific pathways, including the aforementioned Indigenous admissions pathway, the Faculty of Medicine and MDUP are demonstrating a commitment to increases the number of rural and Indigenous students, while also allowing students to complete their training in rural and underserved communities. Recently, the UBC Faculty of Medicine, in consultation and collaboration with the Government of BC, underwent a phased expansion of its distributed MD Undergraduate Program (2023-24) from 288 seats to 328 seats and a related substantial expansion of health professional training programs (2022-23), which include Postgraduate Medical Education residency training programs, the Internationally Educated Midwives Bridging Program, the Master of Occupational Therapy Program, the Master of Physical Therapy Program, and the Master of Sciences in Speech-Language Pathology, across all sites.
Ongoing/ Complete	The Faculty of Medicine established the Indigenous Student Engagement and Pathways Working Group to study and make recommendations to increase the enrollment and support for Indigenous students in the various programs of the UBC Faculty of Medicine, via a multi-pronged strategy to embed and expand Indigenous student engagement and pathways in all UBC Faculty of Medicine educational programs, in close alignment with the TRC Calls to Action, the United Nations Declaration on the Rights of Indigenous People, and the UBC Indigenous Strategic Plan. Key elements of the approach include an expansion of Indigenous student engagement to raise awareness and stimulate dialogues as early as possible, development of an intentional mentorship program to support Indigenous students from pre-admissions through their education, extension of the scope of existing and new initiatives across all educational programs in the Faculty, and development of a strategy to address financial barriers. The Faculty will collaborate with the First Nations Health Authority, other Health Authorities, and various Indigenous communities in implementing the approach. A second group, the Socioeconomic Status Working Group, was also established with a mandate to develop student-centred programs and initiatives based on the principles of equity, diversity and inclusion, and to increase enrollment of and support for students and prospective students of lower socio-economic status learners in all Faculty of Medicine educational programs. Recommendations from both working groups are now being implemented as part of the “Education” Pillar under its 2021-2026 Strategic Plan.
Ongoing	The Faculty of Medicine’s Indigenous MD Admissions Pathway was established with the hope of improving educational opportunities and healthcare access for Indigenous communities. The Indigenous Pathway has a goal of filling five percent (a value that approximates the proportion of

	Canada's Indigenous population) of all available seats each year with qualified Canadian Indigenous applicants. Applicants who apply through the Indigenous Admissions Pathway are reviewed by the *Indigenous Admissions Subcommittee*, 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 all application materials as well as the value of their worldviews and lived experiences, and forward their recommendations to the MD Admissions Subcommittee.
Ongoing	It has been recognized that some Indigenous applicants face additional barriers in the MD Selection Process, including distance to educational centers or standardized testing centers, limited access to education options, and the ongoing social and cultural impacts of colonization. To address these challenges, a policy was established for conditional offers of admission that can be deferred up to one year, to ensure the applicant satisfies academic requirements by taking recommended courses or retaking the MCAT. This policy allows Indigenous applicants to continue through the application process without reapplying in subsequent years, reducing stress and promoting their success in medical school. It also encourages them to continue pursuing medicine as a future career, access support relating to the application process, and ultimately achieve their aspirations.
Ongoing	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 Workshops, Mini Medical School Workshops, and the Indigenous Health Sciences Pre-Admissions Workshop, which are intended to provide support and inspiration for high school and post-secondary students considering a career in Medicine and our range of Health Professional Programs. These workshops introduce attendees to current Indigenous medical student mentors, provide an overview of application requirements, timelines, and applying through the Indigenous pathway, and give attendees opportunities for hands-on learning in mock simulations and lab demonstrations. Indigenous applicants to the MD program are supported by the Indigenous Initiatives team, and applicants who are invited for interviews are also encouraged to attend the Indigenous Multiple Mini Interview Practice Workshop, 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.
Ongoing	As well, the Faculty's Ambassador Program engages medical students to reach out to high school students from underrepresented communities to talk about the various paths to medicine. It also connects interested high school students with mentors who can support and encourage them as they

	navigate high school, undergraduate admission and preparing, from an early age, for the possibility of applying to medical school or other health professions programs. The Healthcare Travelling Roadshow is an initiative that takes place in rural and Indigenous communities across British Columbia. A multidisciplinary group of healthcare students from post-secondary institutions travel to these areas, showcasing career opportunities in their respective fields. The program aims to connect with high school students and highlight potential careers in the healthcare industry. Since its inception in 2010, the roadshow has reached over 12,000 high school students across 68 communities. The initiative is delivered in partnership with the University of Northern British Columbia, UBC Faculty of Medicine, Northern Medical Programs Trust, and Rural Education Action Plan. Each year, multiple roadshows are held, focusing on different rural and remote communities located in the Northern, Interior, Island, and Southern Health regions.
Ongoing/New	The Faculty of Medicine continues to implement a number of culturally appropriate and relevant services and activities that are intended to help meet the needs and expand opportunities of Indigenous medical students across a broad spectrum of domains throughout their studies. The Faculty's Indigenous Student Initiatives Manager, Meghan MacGillivray, plays 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. The Indigenous Initiatives team has recently expanded with the hiring of Indigenous Initiatives Coordinators at all three distributed program sites – the Island Medical Program in Victoria, the Southern Medical Program in Kelowna, and the Northern Medical Program in Prince George. Along with the Indigenous Student Initiatives Manager, the Indigenous Initiatives Coordinators are responsible for outreach and recruitment activities, applicant support, and medical student support within their program site and region. This expansion of the Indigenous Initiatives team will help the MD Program take part in more education and career fairs in Indigenous communities, high schools, and post-secondary institutions around the province; will increase capacity and allow for more recruitment activities and workshops around the province; and will ensure that Indigenous medical students at all four program sites have access to cultural support, gatherings, and community full-time at their program site. Understanding that support can't stop after the admissions stage, and that retaining Indigenous medical students and physicians is of critical importance, the Indigenous Initiatives team hosts events, meals, and activities for Indigenous medical students with the goal of creating a strong sense of connection to community and culture. Some examples include:

	• The Indigenous Year 1 orientation and welcome event for new Indigenous medical and health professional students – new students are guided by an Elder to make a deer hide drum, and have the chance to connect with upper year Indigenous students in a sharing circle. • The Indigenous student drum painting night – students receive teachings from and are guided by an Indigenous artist to paint the drum they made at the orientation event. • The Indigenous Medical Education Gathering – Indigenous health profession students and practitioners, along with Indigenous medical students, residents, and physicians come together for a weekend of cultural activities led by Elders, traditional healing methods, professional development, mentorship, and networking. The MD Program covers travel and accommodation costs for any Indigenous student who wishes to attend, and the event is call protected. • Sponsored attendance (flights, accommodation, and registration) for up to 15 students per year at the Indigenous Physicians Association of Canada's national mentorship gathering, and sponsored student IPAC memberships for all Indigenous MD students. The Associate Director, Indigenous Initiatives, Mr. James Andrew, oversees the implementation of Indigenous student engagement and support programs across the Faculty, in programs including Audiology and Speech Sciences, Physical Therapy, Occupational Therapy, Midwifery, Medical Laboratory Science, and others.
Ongoing	The Faculty of Medicine has also implemented a number of programs intended for high school-aged Indigenous youth interested in pursuing careers in health and sciences programs: • **The UBC Summer Science Program (SSP)** was founded in 1988 after the Indigenous Teachers Education Program (NITEP) released a report detailing the need for more programming dedicated to Indigenous youth to learn about post-secondary opportunities in science and health fields. The SSP provides Indigenous high school students entering grades 9-12 in the upcoming fall two sessions of a week-long camp experience that immerses science with culture. The first week is reserved for students in grades 11 and 12; the second week is reserved for students in grade 9 and 10. The SSP team organizes diverse workshops led by Indigenous leaders in the field. Students engage with Elders, the SSP Indigenous-student led team, and Indigenous role models. The program aims to inspire youth to pursue their interests in post-secondary, while offering an enriching experience immersed in culture. The SSP engages in relational work with communities and collaborates with the First Nations Health Authority, Seed2Stem, and the North Growth Foundation to fund the program, providing $4,500 in student bursaries in 2024. More than 1,200 students have attended in its 36 years, showing the immense impact the SSP has on youth and community.
Ongoing	• 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

Ongoing	partnership with the Faculty of Applied Science's School of Biomedical Engineering, also holds a Summer Research Program for Indigenous Youth, open to Indigenous high school students in Grades 10 and 11 residing in BC who are considering careers in biomedical research. Successful applicants will have the opportunity to participate in real-life lab projects under the supervision of leading researchers in the field, and it is hoped that this will encourage more learners to enroll in the science, technology, engineering, and math programs at UBC after graduating from high school. The Program is just one part of the School's larger planned initiative to create a more accessible educational pathway spanning its undergraduate and graduate programs for young people from Indigenous communities. During the first week of class at UBC's Vancouver campus, Indigenous health professions students can elect to participate in the Indigenous MD Student Orientation program at the First Nations Longhouse that includes a drum-making workshop led by Elder Old Hands of the Shoshone First Nation. Indigenous students have the opportunity to connect with senior Indigenous 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. 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 Indigenous Medical Education Gathering, discussed above, also seeks to provide an additional venue where relationships between MD and Health Professions students and practicing clinicians can be formed. 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 an Elder, in a ceremony symbolizing the start of their journeys as future practitioners.
Ongoing/New	The Faculty's Health Professional Programs have undertaken numerous measures to increase the recruitment of Indigenous students: • 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

Ongoing/New	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.
Ongoing/New	• 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 *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. The Program also issued a response to the *In Plain Sight* report in 2020, in which it pledged to implement the latter's recommendations.
Ongoing/New	• The Master of Occupational Therapy Program interviews all Indigenous applicants who meet the admission criteria, and further work to support rural, remote, and Indigenous communities is taking place. In 2022, the MOT Program shifted from a Northern Rural Cohort to a fully distributed program with an additional sixteen seats located at the University of Northern British Columbia. As part of this expansion, the MOT—North Program has 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 program is in the process of hiring a Justice, Equity, Diversity and Inclusion Adviser to review curriculum, and to sit on the departmental Justice, Equity, Diversity and Inclusion committee.
Ongoing/New	• With the 2024 increase in cohort size to 140 seats, the Master in Physical Therapy Program now has 6% of seats set aside for Indigenous students applying through its Indigenous Admissions Pathway who meet the admission criteria. The MPT program includes twenty seats as a distributed program in the north, based at the University of Northern British

New/Completed	Columbia. These students focus on practice in rural and remote areas, which includes Indigenous communities. The Program is in the process of strengthening its commitment to Indigenous students and has co-hired an Indigenous Program Coordinator with MOT (Ms. Abby Lodge), and has convened a Justice, Equity, Diversity and Inclusion Committee that will review and advise on all aspects of department functioning. The Department also benefits from the expertise of Ms. Shannon Field as Indigenous Initiative Manager. • The Government of British Columbia has also recently announced an Indigenous Student Recruitment Bursary, with a value set at $5,000 per learner per year, to be applied in the form of a reduction in tuition or as credit to the learner's tuition account in the absence of fees owed. This Bursary will be available to all self-identified Indigenous learners in the Dietetics, Nurse Practitioner, Midwifery, Occupational Therapy, Physical Therapy, and Speech-Language Pathology Programs. As well, all Occupational Therapy, Physical Therapy, and Audiology and Speech-Language Pathology students are eligible for the Public Sector Recruitment Bursary in their final program year, which includes a return of service work commitment in the public sector with a financial incentive of $10,000.
Ongoing	• The Occupational Therapy and Physical Therapy Programs are also key participants in the University's Diversifying Health and Human Service Professions Education (D'HoPE) summer program, which takes place at the UBC Vancouver campus. D'HoPE is intended for prospective applicants from equity-deserving groups who are now in high school or undergraduate study, and will provide opportunities for these students to gain familiarity with the Programs' admissions processes and available scholarship and funding, and to form connections with practitioners and students from various UBC Health Professions Programs through panel discussions and visits to clinical, teaching and research sites across campus. Other UBC Health Professions Programs have also expressed interest in participating in future offerings of this event.
Ongoing	The Indigenous Public Health Institute (IPH), established in 2018, offers biannually week-long intensive courses designed primarily for Indigenous community members across Turtle Island, as well as non-Indigenous allies. Founded by the Centre for Excellence in Indigenous Health (CEIH) in partnership with the Johns Hopkins University Centre for American Indian Health—where Dr. Nadine Caron serves as Associate Faculty—the IPH was created to engage Indigenous community health leaders, health professionals serving Indigenous populations, aspiring students, and public health practitioners. The program explores public health concepts through an Indigenous lens, with the goal of strengthening capacity to address the unique challenges and opportunities in Indigenous health and wellness.

Ongoing	The Institute is committed to reducing barriers to post-secondary education for Indigenous learners by valuing both academic achievements and lived experiences in its inclusive admissions process. IPH honours Indigenous knowledge systems and experiences, making it the only professional development program in Canada focused on Indigenous Public Health that offers both credit and non-credit enrollment options. To further support accessibility, the Institute provides a range of scholarships and bursaries to assist with tuition, accommodation, and travel costs. In 2024, 19 students received financial assistance through the Margret and Dorothy Award, Katza Bursaries, and the FNHA Scholars Program, with total funding exceeding $45,000. That year, the Institute received over 135 applications, admitting 36 students across its Winter and Summer sessions. Since its inception, the IPH has welcomed 110 students who have completed at least one week of instruction, and as of August 2024, 31 learners have earned the Graduate Certificate in Indigenous Public Health. The UBC Certificate in Indigenous Health Administration and Leadership (IHALP), formerly known as the Aboriginal Health and Community Administration Program, was established in 2004 by the Centre for Excellence in Indigenous Health (CEIH) in response to the evolving landscape of health systems and Indigenous healthcare leadership. Designed for learners working in First Nation Health Centres, Friendship Centres, Health Authorities with Indigenous programming, Métis health initiatives, and Indigenous non-profit organizations across British Columbia, the Yukon, and Canada, the program supports emerging and current leaders in Indigenous health administration. This five-course program is rooted in Indigenous perspectives and traditional teachings and is delivered primarily by Indigenous instructors. IHALP equips learners with the knowledge and skills to confidently design, lead, and implement holistic health and wellness initiatives within Indigenous organizations and communities. The program enhances employability by providing current, relevant education in Indigenous health administration and leadership—skills that are increasingly sought after as health organizations strive to address systemic racism and offer culturally safe services for Indigenous Peoples. Beyond skill development, IHALP fosters meaningful connections and professional networks to support participants throughout their careers. According to a 2020 survey, 88% of graduates reported that they secured employment in the health sector, advanced to more desirable roles, or found the program added significant value to their current positions. In May 2024, 22 participants graduated from the 2023/2024 cohort at a ceremony held at the UBC First Nations Longhouse. For the 2024/2025 intake, the program received 42 applications—91% of which were from Indigenous candidates. Eight students were awarded bursaries totaling $28,850 to

	cover tuition and travel expenses, while an additional seven students benefited from the StrongerBC Future Skills Grant, receiving a combined $19,500 in support.
Ongoing	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 (UBCLC) is a free, ongoing videoconference and webinar series dedicated to sharing knowledge on Indigenous health and wellness. Established in 2006, UBCLC is a collaborative initiative between the Centre for Excellence in Indigenous Health (CEIH) and the First Nations Health Authority, created to meet the need for accessible, distance-based learning opportunities for Indigenous and non-Indigenous healthcare workers, professionals, and students. With a focus on knowledge sharing and breaking down barriers to education, UBCLC has built an extensive and highly respected online library, with its YouTube channel now recognized as one of the leading sources for Indigenous health knowledge. Continuous evaluations confirm that UBCLC has become an indispensable, trusted, and accessible resource, offering transformative learning experiences that deepen the definition of "Community Wellness", while providing a safe space to explore Indigenous health topics. To date, UBCLC has produced over 300 videos and grown its community to nearly 10,000 email newsletter subscribers, reflecting its sustained impact and reach. The Indigenous Speakers Series (ISS), created by Derek Thompson – *Čaabaťʼ Bookwilla,* 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 ISS continues to draw about 300 participants per monthly session during the academic year and has had a national and international reach. Since November 2021 Derek has welcomed 60 renowned speakers and hosted 7 unique panel sessions, including a first time in-person-all-day session in September 2024 drawing over 600 participants. 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 reconciliation. The School of Health and Exercise Sciences also held a four-day professional development workshop led by Elders that have worked alongside the Faculty of Health and Social Development to provide culturally competent training. The HES continues to increase Indigenous content in multiple courses, including: • *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.

	• *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. • *INDG 319 Indigenous Perspectives on Health and Physical Activity:* A course that is being delivered to BHES students as an upper-year elective. • *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. 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. 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. 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. 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 Engagement” that was piloted in 2022. Co-development is occurring alongside the faculty from Engineering and Nursing. The goal of these modules is to make freely accessible for all staff, students, and faculty across UBC and are also integrated into multiple HES courses.

	Please see reporting on Call to Action 24 for additional initiatives in the Faculty of Medicine and Schools of Nursing to increase the number of Indigenous professionals working in the health-care field.
Ongoing	UBC Okanagan The School of Health and Exercise Science continues to include Indigenous content and cultural competency training in a progressive manner across multiple courses and years of study. • 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. • HES 231 Exercise Counselling and Behavior Modification: A core learning outcome of the course is for students to be able to recognize power imbalances and be aware of positional biases. The course embeds applied cultural safety and inclusivity training. • HES 240 Health Research Methods: Has integrated a specific learning outcome which is to recognize how colonialism has oppressed Indigenous communities and the steps needed to decolonize the research process. Students complete 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, (a required reading). There is also content about how to work towards decolonizing the research process and specific readings and lecture content on Indigenous ways of knowing and research methodology. • HES 471 Professional Ethics in Health & Exercise Sciences has embedded multiple learning outcomes related to cultural competency training including understanding individual, social and structural barriers to ethical action; recognize and attempt to address their own ethical barriers and blind spots. To identify and demonstrate strategies for inclusive, respectful, and ethical engagement with others in professional settings. To use judgment to respond to a variety of challenging workplace scenarios in an ethical and professional manner. • HES 506 Research Methods in Health and Exercise Sciences: Students engage in discussions about how research and research institutions can harm Indigenous people and communities. TCPS Chapter 9 is assigned and unethical research conducted in Indigenous communities are discussed. Indigenist research paradigm and resources are highlighted. Researcher positionality and critical allyship are also discussed. • HINT 408 Cultural Safety in Health: Indigenous Perspectives. The School is continuing to work with Nursing to have more BHES students to complete this course as an upper level elective. • INDG 319 Indigenous Perspectives on Health and Physical Activity: A course that is being delivered to BHES students as an upper-year elective in collaboration with Indigenous Studies and is taught by an Indigenous faculty member.

	The School of Health & Exercise Sciences continues to work closely with Indigenous Programs and Services to recruit, support and retain Indigenous students through both the Access studies program and general admissions. Indigenous students have consistently represented between 8-9% of all undergraduate students. We also continue to support and mentor recipients of the graduate Indigenous scholar awards.
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
New/Ongoing	**Faculty of Medicine** "Laying the Foundation" is being designed as an introductory learning experience that is open to Faculty of Medicine staff, faculty and students, as well as for students considering entry to our various programs, active clinicians, and interested members of the public. It is designed to engage the learner on a number of subjects, including colonial legislation (the Indian Act, Sexual Sterilization Act, etc.) and racism and discrimination in the legal and criminal justice system and child apprehension, as well as Truth and Reconciliation Commission's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, Missing and Murdered Indigenous Women and Girls report's Calls for Justice and the In Plain Sight report. The process by which these educational tools will be created will benefit extensively from the input of Elders, knowledge keepers, and other Indigenous leaders representing the Musqueam, Syilx-Okanagan and other Nations. We believe that their recorded statements regarding the health care system, will be essential in highlighting the urgent need for transformative change, and that their wisdom and expertise will be critical in guiding the development of the program's curriculum. The proposed project is intended to provide a foundation upon which cultural humility can be fostered among faculty, staff, and current and prospective students as the basis for the creation of culturally safe work and learning spaces. It additionally stands as a public reaffirmation of our Faculty's commitment to the principles of Truth and Reconciliation, with an understanding that reconciliation must be preceded by the truth.
Complete/Ongoing	The Centre for Excellence in Indigenous Health (CEIH) performed an environmental survey of all Indigenous health-related content used in UBC's various health sciences programs to identify opportunities for curricular renewal. New case-based learning modules which examine determinants

	of health in an Indigenous context have been developed, including six that were newly created by the Health Professional Programs. Further, the MD examination question bank is being reviewed on an ongoing basis to ensure that test questions do not reinforce negative and racist stereotypes of Indigenous peoples. All MD undergraduate program curricula (Case-Based Learning, lecture and lab materials) have been examined for negative or racist stereotypes and outdated and/or culturally insensitive material has been replaced with appropriate content. This review and update was led by the Director of Curriculum with the Indigenous Faculty Theme Lead in partnership with the CEIH. A process to create 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 has also been established. The Undergraduate Medical Education Committee had 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 were implemented 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 process resulted in significant advances with regard to embedding Indigenous cultural safety competencies as well as in addressing systemic and structural racism in the MD Undergraduate curriculum and the Indigenous health curriculum described above, and the Curriculum Review Working Group has since been reestablished as the permanent Curriculum Integration Advisory Council.
Ongoing	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. In this role, 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.
Completed	The Midwifery Program curriculum (including the existing undergraduate degree program and the Internationally Educated Midwives Bridging Program) was updated to include the most recent core competencies from the Canadian Midwifery Regulators Council and the 2019 National Aboriginal Council of Midwives Core Competencies for Indigenous Midwifery; an anti-racism, inclusivity and equity lens; and Indigenous midwifery knowledge about health, pregnancy and birth, with the

	objective of improving education for Midwifery students so that they enter practice equipped to meet the needs of the populations they will serve.
Ongoing	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.
Ongoing	Established in 2002, and with Dr. Terri Aldred of the Tl'Azt'En Nation serving as its current Director, the Indigenous Family Medicine Residency Program is the first of its kind in Canada. It provides unique opportunities for Family 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. 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. 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.

Ongoing/Complete	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.
Ongoing	SURG 518: Surgical Care in Canada's Rural and Remote Indigenous Communities with Global Comparisons—co-developed by Drs. Nadine Caron and R. Taylor—is designed to examine the challenges and opportunities confronting both the clinician and the service delivery system, embracing lessons learned from these communities. The course promotes critical thinking, and ultimately aims to improve the provision of surgical care services for Indigenous communities in Canada and abroad. This course is offered annually to UBC, Canadian and international students enrolled in UBC Masters in Global Surgery Program.
Ongoing	The School of Population and Public Health (SPPH) in the Faculty of Medicine offers SPPH 404 (Indigenous Health: Historical Impacts and Cultural Approaches), administered by the CEIH, is the only undergraduate Indigenous health class offered at UBC, and is intended as an introduction to Indigenous public health. It seeks to provide valuable insight into Indigenous perspectives on health and wellness, an outline of the various cultural determinants of health, an exploration of systemic racism, privilege, and personal reflections on positionality in relation to Indigenous peoples. SPPH 409 (International Indigenous Experiences of Colonization) offers an interprofessional, comparative inquiry of Indigenous experiences of global colonization and the manifestations of that experience in the contemporary socio-cultural environment. Informed and guided by Indigenous knowledge and drawing upon a range of disciplines. In addition to SPPH 404, the CEIH also offers SPPH 536: Aboriginal People and Public Health: Ethics, Policy, and Practice, which delves more deeply into the link between historical and current government practices and intergenerational Indigenous health outcomes, critical analysis of ethical frameworks and issues in Indigenous public health, and analysis of historical and current Canadian legislation relevant to Indigenous public health. SPPH (IHHS) 408 – Topics in Indigenous Health, a Community-Based Experience is a practice-based Indigenous health elective for health sciences students. This 4-week course provides students

	with a unique opportunity to live and work with students from other health disciplines within an Indigenous community in BC.
Ongoing	AUDI 540 - Approaches to Audiology and Speech-Language Pathology for People of First Nations, Métis, and Inuit Heritage, a School of Audiology and Speech Sciences graduate course, focuses on speech and communication pathologies affecting Indigenous persons.
Ongoing	Indigenous Patient-Mediated Continuing Professional Development is a Faculty of Medicine Continuing Professional Development (CPD) Division project co-created and delivered in partnership with Indigenous patients and Elders, and aimed at assisting rural physicians in developing a greater level of cultural sensitivity and humility through experiential community-centred learning opportunities that seek to address systemic racism and cultural bias, and which celebrate the strength of Indigenous ways of knowing and traditional healing practices, so as to enable these physicians to deliver culturally-safe and -relevant care to the populations that they serve. BC Cancer Primary Care Education: The CPD Division has also worked with the First Nations Health Authority to create online training content to help primary care providers address the cultural sensitivity and humility concerns of Indigenous persons undergoing cancer care. The concept of cultural safety is central in this program, and has been woven into the curriculum through case-based learning and post-module testing to prompt physicians to reflect on the experience of the patient, particularly their goals of care. The 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. 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.
Ongoing	To fulfill the Faculty of Medicine's vision of "transforming health for everyone", work is underway to transform our learning and work environments by working towards 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 has also reviewed its reporting and response processes to respond to incidents of racism, discrimination, harassment, and unprofessional behaviour. 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. 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.
Ongoing	The Office of Respectful Environments, Equity, Diversity & Inclusion (REDI) plays a vital role in supporting the UBC Faculty of Medicine (FoM) community by fostering respectful learning and working environments. As an administrative unit within the FoM Office of the Dean, REDI works

	closely with leadership and units across the faculty to fulfill its mandate. REDI provides guidance and expertise on integrating equity, diversity, and inclusion principles into policies, procedures, practices and systems, ensuring alignment with the Faculty's Vision, Values, and Strategic Plan. In this role, REDI supports learners, staff, faculty, clinical faculty, and leaders across the FoM community by promoting a culture of respect, empathy, and understanding. REDI is committed to creating an inclusive environment where everyone feels valued, heard, and empowered to succeed. REDI is actively working to promote Indigenization, decolonization, and reconciliation within the Faculty of Medicine. One key area of focus has been supporting curriculum development. To this end, REDI supported the Undergraduate Medical Education (UGME) lead for Equity, Diversity & Inclusion (EDI) on updating and embedding EDI principles in case studies, including cultural humility, social determinants of health and intercultural competence. Additionally, a tip-sheet was created on how to write inclusive case studies to avoid stereotyping or causing harm to historically marginalized groups. REDI also places a strong emphasis on supporting faculty and academic units. In 2024, REDI ran and co-facilitated retreats and sessions for numerous academic units on topics relating to Indigenization, decolonization, and inclusion. As well, REDI administers the Indigenous Speakers Series along with the FoM Director of Indigenous Engagement. Last year, the Series hosted the first in-person session in observance of the National Day for Truth and Reconciliation entitled “Coming Home”. During this session, 399 people came to witness a conversation between seven Indian Residential School Survivors and seven children of Indian Residential School Survivors as they came together to bridge generations, heal and help to anchor the Faculty’s commitments to Truth and Reconciliation. Furthermore, REDI supported and funded honoraria for Elders involved in the development and implementation of the "Sharing Circle," a community of practice related to Indigenization and decolonization. In addition, REDI compiled resources for the FoM community on Indian Residential Schools, Indigenous musicians, Truth and Reconciliation, Missing and Murdered Indigenous Women and girls, and Two-Spirit people. As part of the Indigenous Pathway to the Undergraduate Medical Education program in the FoM, REDI supported the writing of the Multiple Mini Interview questions for the student recruitment process, providing advice on making the process more equitable and inclusive for Indigenous interviewers and prospective students. An online module was also created raising awareness about strategies to reduce bias in the selection processes. REDI supports Indigenous faculty and staff retention by creating affinity spaces for them to connect, build solidarity, and provide informal mentorship and resource sharing. Further, workshops were facilitated on creating a more inclusive on-boarding experience for Indigenous fellows for the Center for Health Education Scholarship. Support was also provided for two search committees on ensuring an equitable and inclusive hiring process for Indigenous faculty. In the realm of research and

	Indigenous peoples, REDI ran a session on anti-racist and decolonial approaches to research with two Indigenous panelists. Finally, REDI supported various other initiatives that promoted recognition and cultural expression among Indigenous students, faculty, and staff. For example, the team supported the creation of a space to commemorate Elder Doris Fox's passing and celebrate her mentorship of many Indigenous students within FoM programs. .
Ongoing

Ongoing	• 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. Further supports for admissions for Indigenous students to the BSN program are provided through engagement with Indigenous Elders and Indigenous graduate students assisting with admissions review.
New/ Ongoing	• 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.
Ongoing	• 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.
Ongoing	• ICSC members continue to present at the Centre for Excellence in Indigenous Health's 2022 Summer Science program Career Fair. • With the doubling of the Nurse Practitioner program this year, the faculty leading that program have taken the opportunity to further develop Indigenous cultural safety content within the program, in partnership with ICSC.
Ongoing	ICSC initiatives over the past year include: • 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.
New	• 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.
New	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 *NURS 502 – Ethics & Politics in Nursing* and *NURS 512 – Leadership in Nursing and Health* 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.
Ongoing	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 of Nursing in Indigenous Wellbeing pathway in our master's programs. This novel collaborative graduate program features regular student engagement with Elders, Knowledge Keepers, and Indigenous nursing leaders. It also allows for online learning so that students have flexibility to complete their graduate work while remaining in their communities. The Ministry of Post-Secondary Education and Future Skills is providing financial support for students. This year, 6 Indigenous students from UBCV joined the IGEN cohort across the partner universities. Drs. L. Currie & H. Brown worked 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. With funding from Providence Health Centre and St. Pauls' Hospital Foundation and the PAEI Campaign initiative, UBCV has developed a Providence Professorship in Indigenous Cultural Safety and Nursing at UBC. This professorship will include a tenure-stream faculty appointment. The search committee and the School have convened and are finalizing the search.
New	The UBCV School of Nursing was also successful this past year in hiring two additional Indigenous nursing tenure-track faculty.
	UBC Okanagan School of Nursing
Ongoing	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

Completed	looking at additional ways to further increase the number of Indigenous applicants to the BSN program. 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. • *NRSG 313 Relational Practice: Understanding and respecting the complexities of difference and diversity with clients in nursing practice*. A critical exploration of cultural identities and racism from an Indigenous perspective facilitates the development of evidence-informed practice for culturally safe care for all peoples in a variety of contexts (health care, research, institutions, and society). The course includes Indigenous health issues, including the history and legacy of residential schools, sixties and millennium scoop, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings, understandings, and practices. • *HINT 408/508 Cultural Safety in Health: Indigenous Perspectives:* A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to 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. 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. 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).
Ongoing	Nursing students at UBC Okanagan have the opportunity to undertake a unique rural and remote nursing practicum and apply their nursing concepts and skills in a rural or remote setting in Canada, including, but not limited to, placements in Haida Gwaii (Indigenous full immersion), Princeton, Oliver, Osoyoos, Enderby, other rural communities in BC and Dawson City, Yukon. In addition to practicing their technical skills, these placements provide students with an opportunity to apply and further their knowledge in the areas of community engagement, health promotion, community-identified Indigenous health priorities and cultural safety. The program aims to contribute positively to communities that are underserved and disproportionately impacted by health inequities while providing a rich immersion opportunity that helps students better understand the complex health challenges that impact people with limited health-care resources.
Ongoing	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. 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: • 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: o "Systems transformation: Accepting the role we carry as educators". o "Creating a safe space: Integrating EDI principles into teaching and learning" part 1. o "Creating a safe space: Integrating EDI principles into teaching and learning" part 2.

	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.
	UBC Okanagan
Ongoing	The 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. 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. Enrolments for the 2025/2026 intake are currently up to 38 applications, with many applications already reviewed and offers for a placement sent out to the applicants. Retention rates in our program continue to be high.
Ongoing	The School of Nursing has relational practice, global health and cultural safety courses across four years of the BSN degree. The global health and cultural safety courses are offered to students across the faculty, making them accessibly to a broader audience than just nursing students. The 3-credit course, HINT_O 408 (3) Cultural Safety in Health: Indigenous Perspectives provides a critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Aboriginal people within health care, research, institutions, and community. 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. This course is co-taught with Indigenous Elders who work with the faculty to provide cultural safety to staff and students.
New	The call to hire an Indigenous faculty or staff member has not been successful. Therefore, the SON has created an Indigenous Liaison (Nursing) as an allocation of time within an existing faculty or staff member's role, to provide culturally responsive support for Indigenous students enrolled in the Bachelor of Nursing in Science (BSN) program on the Okanagan Campus. Liaising with the Indigenous programs and services Indigenous student advisor for nursing, this role aims to enhance the student experience by fostering a sense of belonging, advocating for Indigenous perspectives in nursing education, and facilitating access to academic and community resources. The Indigenous Liaison works collaboratively with faculty, student services, and Indigenous communities to promote Indigenous student success and well-being. This role will be reviewed annually.
Initiated and Ongoing	The SON has actively developed an Indigenous concentration in the Master of Science in Nursing (MSN) for Indigenous students who want to follow an Indigenous pathway in the master's program. This was offered for the first time in 2024/2025 and there are five students currently enrolled.

Initiated and Ongoing	The SON plays an active role in the Indigenous Graduate Education in Nursing which is being supported by Ministry. The deans and directors from UBC Okanagan, UBC Vancouver, University of Victoria, Thomson Rivers University and Trinity Western University have been working on combined nursing education programs to be shared across the sites. This work aligns with the previous point describing the Indigenous concentration being developed in the MSN.
Ongoing	The SON 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.
New	Re-visioning the MSN: We plan to expand our graduate program offerings by introducing a Doctor of Nursing (DN) alongside a stepwise, laddered approach to the MSN. This flexible model allows students to opt in or out at different stages, with exit qualifications available at the graduate certificate and graduate diploma levels within the MSN program. By implementing this structure, the School of Nursing aims to enhance equity and inclusion in nursing education, offering a clear and accessible pathway from the BSN to the MSN, and ultimately to either a PhD or a DN. This approach enables students to build on their prior learning while earning professionally recognized qualifications at each stage. Our primary goal in developing the laddering pathway is to support nurses who may not be able to commit to traditional graduate program timelines. Rather than altering our existing offerings, this model simply reorganizes course progression, allowing registered nurses (RNs) to pursue professional development in a way that accommodates their work and life responsibilities. Designed with a trauma-informed and equity-based framework, the laddering pathway is open to all RNs. However, we are particularly committed to supporting Indigenous nurses, those working in primary care and primary health care settings, and nurses practicing in rural and remote areas.
28: LAW SCHOOLS	
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.	
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.
Ongoing	The ICLC's new Grant of Probate Project, initiated in 2023/24 with funding from the Law Foundation of British Columbia, makes 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. As of March 2025, the law school has a total of 7 Indigenous faculty members (out of 58 tenured or tenure-track faculty members) and two dedicated staff positions for Indigenous student support and programming. The law school continues recruitment efforts for a senior Indigenous faculty member. 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.
	As of Fall 2020, the mandatory first-year JD curriculum includes *LAW 200 – Indigenous Settler Legal Relations*, a 3-credit course providing a critical examination of the history and legacy of colonial legal orders in Canada. *LAW 291 (2) Aboriginal and Treaty Rights*, is a first-year compulsory course in Canadian constitutional law. This course examines the major decisions considering s. 35 of the *Constitution Act, 1982*, 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 a land-based experiential learning full-term course in Indigenous laws on Vancouver Island (W̱SÁNEĆ Law Field Course) is offered every second year. Examples of other learning opportunities include: • JD students can choose to obtain a Specialization in Indigenous Leal Studies (previously a Specialization in Aboriginal Law. • As part of its upper year mooting 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.
Ongoing	
Ongoing	
Ongoing	

Ongoing	• 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.
Ongoing	The law school offers numerous financial awards for upper level and incoming Indigenous students.
New/Planned	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.
Planned	An ILS Elders in Residence program pilot is also under discussion within the law school, with internal funding available and further consultation being undertaken.
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
New	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. Weaving Relations contains seven modules: • Let's Talk Language

	• Let's Talk Land • Retracing Histories • Harm is Not Historical • Groundwork for Growth • Building Our Anti-Racist Toolbox • In Relation
Ongoing	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 whose 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.
In Progress	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 reimagined 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 commitment to the Indigenous Strategic Plan, the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission's Calls to Action.
Ongoing/Planned	The Indigenous Learning Pathways Online Training Program (ILP) is a self-directed online training program being led in collaboration between UBC's Centre for Teaching, Learning and Technology's (CTLT) Indigenous Initiatives and the Orientations & Onboarding program in Central HR. Orienting learners to existing Indigenous focused learning resources at UBC through a series of themed courses, ILP supports new employees to meaningfully and respectfully engage with Indigenous histories, knowledges, perspectives, and realities, in their role at UBC. ILP course themes include:

	• Beginning a Learning Journey: Orients learners to the various types of Indigenous focused resources they can access UBC and provides tips on how to effectively and respectfully engage with them. • Learning About Musqueam: Guides learners to better understand our collective roles and responsibilities as guests on Musqueam land by highlighting important community-led resources and exploring the social and historical context of UBC's relationship with Musqueam over time. • Truth Before Reconciliation: Explores the impacts of colonization in post-secondary settings and identifies tools and resources to build foundational awareness of necessary truths and collective healing. • Land Acknowledgements at UBC: Provides foundational knowledge about what land acknowledgements are and why we do them. As well as basic elements of what makes a meaningful, accountable acknowledgment. The Land Acknowledgements at UBC course is the first of four to be released as part of the Indigenous Learning Pathways Online Training Program (ILP). This self-directed course provides foundational knowledge about what land acknowledgements are and why we do them. As well as basic elements of what makes a meaningful, accountable acknowledgment.
62: TEACHER EDUCATION	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
Ongoing	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. 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 Indigenized 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 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: 1) 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 2) Building capacities to decolonize curricula in meaningful and sustainable ways 3) Fostering conditions and supports to invest long-term in a local community of educators who will act as resources and catalysts for Indigenizing curriculum 4) Mobilizing opportunities for all stakeholders to disrupt colonial relations and pedagogies 5) 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: 6) IndigenEyez, an Indigenous youth empowerment and leadership community program, Sept., 2023 7) Cedar Bough Cleansing Ceremony, led by Syilx Elders, Sept., 2023. 8) Jo Chrona, Guest Speaker, Indigenous Pedagogies and Anti-Racist Education, Oct., 2023. 9) First Schools Visits – School District 23 Gathering Rooms to meet with Indigenous students and Indigenous staff, Nov., 2023 10) *Sncewips Heritage Museum:* Local Teachings by museum docent, Jan., 2024 11) 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

	12) Reframed B Ed program of study to include Syilx knowledge of health "when the land is healthy we are healthy." 13) En'owkin Centre field trip to explore Salmon restoration and reforestation, May 2024 14) B.Ed. Program of study syllabi have embedded shared statement concerning Curricular Indigenization and noted on OSE website 15) Investment in Undergraduate RA's (prioritizing Indigenous students) assisting with curricular decolonization documentation through SSHRC, Partnership Grant. 16) 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 17) Grasslands Restoration 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 OSE offers the following courses that are responsive to Indigenous learning contexts: • *EDUC 104 - Introduction to Academic Pedagogy: An Indigenous Perspective* - 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 18) *EDUC 534 - Coyote Stories, Pedagogy and Praxis* – an OSE Graduate course regularly offered yearly foregrounding Syilx knowledge. 19) Undergrad/Grad Summer 2024 course development: Teaching and Learning Nsyilxcn with Indigenous Scholar/Educator co-teaching alongside a Syilx Elder 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: 20) SSHRC Partnership Grant: Investing in long-term trust & continued relationship-building with Syilx community members and OSE. 21) SSHRC Partnership Grant: Bringing three CRCs re Indigenous Pedagogies to campus in May, 2024, to participate in local and national research conversations 22) OSE Resource Development: seeking responsive pedagogies 23) Documentation of curricular Indigenization in action via video, photo imagery, presentations & publications, growing research impact 24) Indigenous Education Council serving advisory, guidance, and community-growing needs and responsibilities
Ongoing	**UBC Okanagan** 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, our 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. 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 these concerns re 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. We understand that the first step in this work is acknowledging that respectful relationships to the land are central to Indigenized 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 the Syilx Okanagan Nation in ongoing conversations learning with and through Elders, Knowledge-Keepers, and the rich resources of our greater Okanagan Region. Together, we work towards co-designing curricular experiences that foster educators' Indigenous knowledge alongside curricular embodiment of First Nations principles and practices in classrooms. In particular, we 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 we 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
Ongoing	Specific program efforts over this academic year include:

	Operationalizing program efforts re Undergraduate Bachelor of Education and General Education
Complete	Un/Decolonizing B Ed program design: Prompting ongoing un/learning professional growth opportunities for entire OSE Community including students, faculty and staff, inviting community voices and connections. This year these included:
New	• IndigenEyez, an Indigenous youth empowerment and leadership community program, Sept., 2023
Complete	• IndigenEyez an Indigenous youth empowerment and leadership community program, Sept., 2024
Complete	• Cedar Bough Cleansing Ceremony, led by Syilx Elders, Sept., 2023.
New	• Jo Chrona, Guest Speaker, Indigenous Pedagogies and Anti-Racist Education, Oct., 2023.
Complete	• Anne Tenning, Guest Speaker, Indigenous Pedagogies and Anti-Racist Education, Nov, 2024
Complete	• First Schools Visits – School District 23 Gathering Rooms to meet with Indigenous students and Indigenous staff, Nov., 2023
Complete	• First Schools Visits – School District 23 Gathering Rooms to meet with Indigenous students and Indigenous staff, Nov 2024
Complete	• *Sncewips Heritage Museum:* Local Teachings by museum docent, Jan., 2024
Complete	• 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
Complete	• Reframed B Ed program of study to include Syilx knowledge of health "when the land is healthy we are healthy."
Complete	• En'owkin Centre field trip to explore Salmon restoration and reforestation, May 2024
Complete	• B.Ed. Program of study syllabi have embedded shared statement concerning Curricular Indigenization and noted on OSE website
Complete	• Investment in Undergraduate RA's (prioritizing Indigenous students) assisting with curricular decolonization documentation through SSHRC, Partnership Grant.
Ongoing	• Alternative pathways into Teacher education diversifying engagement through Bachelor of Nsyilxcn Language Fluency (BNLF) & Indigenous Teacher Education Program (NITEP) based in the Faculty of Education
Ongoing	• Grasslands Restoration 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
	General Undergraduate-Level Education Coursework: Open Across Campus

New	• 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 first-year students to learn essential skills needed for academic success.
Ongoing	**Operationalizing program efforts re Graduate Program in Education** • OSE Graduate course regularly offered yearly foregrounding Syilx knowledge: EDUC 534 (3) Coyote Stories, Pedagogy and Praxis • Undergrad/Grad Summer 2024 course development: Teaching and Learning Nsyilxcn with Indigenous Scholar/Educator co-teaching alongside a Syilx Elder
Ongoing	**Operationalizing program efforts re English Foundation Program housed within OSE** The OSE offers English as additional language courses on the Okanagan campus. One of those programs, the English Foundation Program (EFP) is a pathway to post-secondary studies for admissible students with developing English as an additional language skills. • Workshops personalizing land acknowledgements to foster confidence in teachers decolonizing their classrooms, Fall 2023 • Explicit references to the First Peoples Principles of Learning are included in the EFP's EAP 104 and EAP 103 course outlines and embodied in the curriculum throughout 2023-24
Ongoing	**Operationalizing program efforts re OSE Community as a whole, strengthening the profession as a whole--across disciplines, interests and all phases of career** • SSHRC Partnership Grant: Investing in long-term trust & continued relationship-building with Syilx community members and OSE. https://education.ok.ubc.ca/research-partnerships/co-curricular-making/ • Grasslands Restoration 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
New	**General Undergraduate-Level Education Coursework: Open Across Campus** • 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 first-year students to learn essential skills needed for academic success
Ongoing	**Operationalizing program efforts re Graduate Program in Education** • OSE Graduate course regularly offered yearly foregrounding Syilx knowledge: EDUC 534 (3) Coyote Stories, Pedagogy and Praxis • Undergrad/Grad Summer 2024 course development: Teaching and Learning Nsyilxcn with Indigenous Scholar/Educator co-teaching alongside a Syilx Elder

	• EdD Summer Intensive: 27 students attended "Welcome to Territory", Bill Cohen
Ongoing	**Operationalizing program efforts re English Foundation Program housed within OSE** The OSE offers English as additional language courses on the Okanagan campus. One of those programs, the English Foundation Program (EFP) is a pathway to post-secondary studies for admissible students with developing English as an additional language skills. • Workshops personalizing land acknowledgements to foster confidence in teachers decolonizing their classrooms, Fall 2023 • Explicit references to the First Peoples Principles of Learning are included in the EFP's EAP 104 and EAP 103 course outlines and embodied in the curriculum throughout 2023-24
Complete	**Operationalizing program efforts re OSE Community as a whole, strengthening the profession as a whole--across disciplines, interests and all phases of career** • SSHRC Partnership Grant: Investing in long-term trust & continued relationship-building with Syilx community members and OSE. https://education.ok.ubc.ca/research-partnerships/co-curricular-making/ • 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
New	**Indigenous Language Dual Degree BNLF and OSE** • The Indigenous Language program of the Faculty of Arts and Social Sciences is partnering with the Okanagan School of Education to create a 5-year dual degree program in Indigenous Language. This program will be offered to students from the four interior Salish language programs offered, and by completing one year in OSE, students will be certified to teach indigenous languages in B.C. schools. This effort toward language reclamation and K-12 teacher training is crucial at a time when speakers of these languages average in age between 70 and 90 years old.
New – in progress	**Dual Credit program for Indigenous Secondary School students** • 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.

	This partnership between OSE, the UBCO Office of Indigenous Affairs and local school districts brings Indigenous senior high school students for a 3 credit-intensive course on UBCO campus. Credits are also received toward high school graduation.
86: JOURNALISM AND MEDIA SCHOOLS	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
Ongoing	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. 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. 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. 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 currently led by an Michelle Cyca, senior editor of the Narwhal magazine and member of the

	Muskeg Lake Cree Nation in Treaty 6. This course has been previously by Pulitzer, Dupont, Peabody, Murrow award-winning podcast producer Chantelle Bellrichard and Stephanie Wood, a Sḵwx̱wú7mesh journalist living and writing in North Vancouver. In the past two years, the School of Journalism has also added Andrea Crossan as an Assistant Professor Without Review. Crossan is a proud member of the Tsleil-Waututh Nation. Journalism is also the beneficiary of a recent fellowship made possible by an endowment from Rogers Communications Inc. for First Nations, Inuit, or Métis students of Canada and/or domestic students who identify as Black and/or as a Person of Colour entering the Master of Journalism program. We hope to welcome the first recipients of the fellowship in 2025-206 academic year. 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. 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. 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.

	UBC Okanagan
In progress	Two tenure track hires within the Faculty of Creative and Critical Studies (FCCS), UBCO: Drs. Kerrie Charnley (Indigenous Composition and Rhetoric) and Monica Good (Indigenous Languages and Culture) for 3 full time tenure track faculty members now. New courses developed by Drs. Charnley and Good: • CORH 206: The Rhetoric of Indigeneity - Language, concepts, and contexts of Indigeneity communicated historically and contemporarily in popular and academic discourse, with a focus on critical discourse analysis conducted through engagements with Indigenous Peoples' perspectives and Indigenist methodologies. • WRLD 340: Tales of Resistance: Indigenous Voices in Central America - Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.
Ongoing	2020 Honourary degrees for Syilx elders Eric Mitchell and Chris Marchand, who hold ongoing positions within FCCS as Adjunct Professors.
Ongoing	FCCS Indigenous Art Intensive: Ongoing summer institute, funded for 3 years.
New	A new collaboration has begun between the Okanagan Nation and FCCS faculty member, Aleksandra Dulic, on signs for the Okanagan Rail Trail.
Completed	Public talk sponsored by FCCS: Why we capitalize the 'I' in Indigenous by Dr. Kerrie Charnley, which will "help participants to realize the Truth and Reconciliation of Canada's 92 Calls to Action and particularly in Educational contexts." April 1, 2021.
Completed Ongoing	The Faculty of Creative and Critical Studies, UBCO has hired an Indigenous Composition Pedagogy instructor to create further Indigenous-focused courses and support other Indigenous initiatives in the Faculty. The Faculty also created the below course with Indigenous focus: • ENGL 154 Indigenous Narrative - Introduces students to Indigenous narrative forms, including textual and oral storytelling in anecdotes, life-writing, films, histories, narrative poems, novels, performances, and songs. • ENGL 104(3): University Writing: Indigenous Perspectives. The course is designed for Aboriginal Access Studies students and/or students who self-identify as Indigenous. In process with Senate for approval. • Hummingbird project: Offered by Indigenous Faculty Tania Willard (Secwepemc and settler), Assistant Professor in Visual Arts, the project featuring hundreds of flags installed in the

Completed	courtyard at UBCO the installation, with dozens of uniquely carved hummingbird images, will grow each year as we gather and take action to as we continue to demand justice for Indigenous communities and realize the impact on all of us. • The Waterways Project (Feb 2022): The exhibition mobilizes the knowledge emerging from Waterways – the Past, Present and Future of the Okanagan Waterscape, a four-year Social Sciences and Humanities Research Council (SSHRC) funded project led by Drs Aleksandra Dulic, Jeanette Armstrong, John Wagner, Lael Parrott, Miles Thorogood and Marlowe Sam from the University of British Columbia in partnership with the En'owkin Centre whose input was vital in ensuring a rich cross-cultural Indigenous perspective on water. • Creative Studies hosted a variety of indigenous persons, artists, and elders for talks and workshops through its Visiting Artists series; including Hanss Lujan Torres, and Terrance Houle • The UBCO Art Gallery hosted Manuel Axel Strain as its Artist in Residence in 2022 for an exhibit entitled puti kʷu ala? This exhibit olds ideas of inheritance and ownership by reimagining an act of violence on the traditional land of nk̓maplqs. With the support of family and ancestors, Strain reconceptualizes this memory and narrative through the creation and destruction of a tiny house. • In 2021, the UBCO Art Gallery hosted Whess Harman, a member of Carrier Wit'at, a nation amalgamated by the federal government under the Lake Babine Nation. They graduated from the Emily Carr university's BFA program in 2014 and are currently living and working on the territories of the Musqueam, Squamish and Tsleil-Waututh as the curator at grunt gallery. Harman was the 2021 Artist in Residence and showed their ***Lossy: How to Save File for Future Transmission.*** The Faculty of Creative and Critical Studies offers the Bachelor of Media Studies. The Faculty continues to: • Support the 2018 appointment of two Syilx Elders as Adjunct Professors. • Support the offering of FCCS specific Cultural Safety Training for faculty, staff, and students who are interested, including colleagues from different faculties. • New course proposal WRLD 430: Challenging Stereotypes of Indigenous Peoples in Central American Literature and Media Representation Dr. Kerrie Charnley received funding through the ALT 2040 to support an Open Educational Resource project titled "Indigenous Land-based Writing and Pedagogy Guide for Students and Instructors" which will provide students and instructors a critical resource to learn about and involve Indigenous pedagogies in courses.
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**
	UBC Sauder School of Business **Cultural Training & Knowledge**
In progress	Cultural Expert Program: Knowledge Keeper As part of the UBC-wide action to establish a cultural expert program, UBC Sauder received funding from a donor to pilot a Knowledge Keeper program for 9-12 months. Knowledge Keepers are recognized for their specific gifts, talents and knowledge. They are living libraries that pass on valuable knowledge from generation to generation. Bringing more Indigenous voices into the business school context will enable both Ch'nook and UBC Sauder students to develop new understandings of Indigenous perspectives and support faculty in teaching Indigenous business concepts. The proposal is currently being reviewed by Musqueam to ensure alignment with UBC Indigenous engagement protocols.
Ongoing	Indigenous Cultural Training & Awareness: Staff and Faculty 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 *Indigenous Insights* 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 2024, staff and faculty were invited for a tour of the Indian Residential School History and Dialogue Centre, allowing for learning and engagement. To commemorate 2024's National Day for Truth and Reconciliation, Elder Sempulyan , from of the Squamish Nation, was invited to speak to employees and faculty. The total attendees we had at these events were: IRSHDC Tour – 18 Cultural Awareness Workshops – 76 Orange Shirt Day - 84
Ongoing	Appointment of Adjunct Professor in Indigenous Business 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.
Completed	Elsa Doxtador-Jansson is the new Indigenous Student Engagement Advisor for Undergraduate Office UBC Sauder has completed a new position to better align with the current Sauder Indigenous undergrad students with the potential to grow into graduate students. This new role is under the Student Engagement Portfolio in the UGO and also works 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.
In Progress	Spitz Center – for Indigenous Business Education at Sauder School of Business The School is in the early stages of conceptualizing the design for the new Spitz Center – for Indigenous Business Education 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. We have 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.
New	Indigenous Strategic Plan (ISP) Pilot Program 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. This pilot programs focuses on 4 Sauder units: Ch'nook, People and Organization Development, Executive Education and Undergraduate Office. There are 3 steps: 1) Read the UBC ISP 2) Do the Self-Assessment took kit (WE ARE HERE) 3) Intent to Action

	The four units have completed Step 2 and how have their own OKR's (objective, Key Results) for 2025/2026 academic year. This represents a commitment to furthering the ISP goals and actions. We have engaged an additional 7 units in Sauder to complete Step's 1 and 2 from Jan-May 2025.
	For-Credit Academic Programs
Ongoing	Teaching and Learning Transformation Project The 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: ▪ Meaningfully engage with Indigenous subject matter experts to develop curricula (case studies, lesson plans and assignments); ▪ Create and conduct training to ensure culturally appropriate and safe learning environments; and ▪ Create an online hub governed by Creative Commons licensing to house resources and training tools.
Ongoing	Course: Indigenous Peoples and Economic Development The school continues to offer a BCom and MBA course, *Indigenous Peoples and Economic Development*. 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.
Ongoing	Program Orientations All MBA, PMBA, MBAN, MM and MMDD students received 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. UBC Sauder School of Business is the only Canadian member school in the Global Network for Advanced Management. In March 2024 we offered a one-week intensive Global Network course open to our 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 Mitchell, Former Chief of T'eqt"aqtn'mux (Kanaka Bar Band)"
	Support for Indigenous Learners
Ongoing	Indigenous Student Awards Awards and scholarships have an immediate and transformational impact on students, their families and their communities—a positive sense of encouragement and support that is often felt throughout their years at UBC and carried with graduates as they progress through their careers. In addition to having this direct impact, increasing Indigenous student awards across all UBC Sauder degree programs will improve recruitment and retention, which, in turn, will enable more Indigenous students to progress from undergraduate to graduate studies. UBC Sauder offers a variety of scholarships for Indigenous learners, and continuously works with donors to create further awards.
Ongoing	Spitz Fellows Program The Spitz Fellows Program, launched with the generous support of the Spitz family in 2015, is a unique opportunity for Indigenous women (female Canadian students who identify as First Nations, Métis or Inuit) pursuing a Bachelor of Commerce at UBC Sauder. 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 2024, there are 4 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 connect. The Spitz Family recently announced an additional gift of $500,000 to ensure that more Indigenous women can advance their business education.
Ongoing	Ch'nook Scholars Program The Ch'nook Scholars program provides Indigenous post-secondary business students with financial assistance and support to help them excel in their studies. The program is open to Canadian residents of First Nation (Status or Non-Status), Métis, or Inuit heritage who are attending a full-time business education program at a post-secondary institution in British Columbia or at the University of Calgary in Alberta. Since 2007, 311 Indigenous business students have completed the Ch'nook Scholars program, with 25 students participating in the 2024-2025 cycle. During the Spring 2025 Gathering, the Scholars got the opportunity to collaborate with students in the Ch'nook management Program on a special Ch'nook Symposium on Land Stewardship and Indigenous Business, which featured guests speakers from a wide array of careers and expertise as well as a case competition.

	Non-credit Academic Programs 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.
Ongoing	Delivered by UBC Sauder's Ch'nook Indigenous Business Education since 2002, the Ch'nook Management Program (CMP) provides business education and leadership training to Indigenous business professionals, community leaders, and economic development staff from across Canada. The four-month program includes hybrid instruction and features three in-person sessions held at UBC's Point Grey campus. The curriculum covers foundational business topics such as accounting, finance, project management, business model canvassing, operations, marketing, and human resources. For 2025, the program runs from March to June with 15 student participants. This year's highlights include the integration of a **Land Stewardship and Indigenous Business Symposium**, jointly held with the Ch'nook Scholars Program on March 29, 2025. The symposium featured 15 Indigenous guest speakers sharing insights on Indigenous land stewardship, economic development, and business. The event concluded with a student case competition focused on real-world issues related to these topics and guided by these Indigenous subject matter experts.
Ongoing	▪ Ch'nook Accelerated Business Program: Delivered directly in Indigenous communities by Ch'nook, this customizable and accelerated program in entrepreneurship, business administration and project management has been supported in part by UBC Excellence funding. Each Accelerated Business Program (ABP) delivery is tailored to reflect the needs and desires of the partnering community or organization. The program has been delivered to participants in Vancouver's Downtown Eastside, Bella Bella, Port Alberni, Anahim Lake, 5 Nuu-Chah-Nulth Nations on Vancouver Island, Squamish Nation, Musqueam, and 6 Tsilqot'in communities in the Cariboo. The delivery modalities are either in-community, online, or by mail (in cases of communities without reliable internet access). For the summer of 2025, Ch'nook is partnering with Tsleil-Waututh Nation to deliver a program on project management to 16 community members. The program is scheduled to kick-off in July.
Ongoing	▪ 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

New	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 2024/25 program ran from October to February and had 13 student participants. ▪ Indigenous Business Introduction to Real Estate Development Program: Ch'nook Indigenous Business Education has partnered with with the MST Development Corporation (MST: Musqueam Indian Band, Squamish Nation, and Tsleil-Waututh Nation) and the MST communities to deliver an Indigenous Business Introduction to Real Estate Development Program. We have secured 15 spots for MST Nations and allowed another 10-15 for Urban Indigenous students. This is an 'open' enrollment 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. ▪ **Project Management Strategies for Area-Based Conservation Program** Many Indigenous communities in British Columbia are receiving significant grants, in the millions, from the Federal Government and non-governmental organizations to advance the ecological and cultural objectives of Indigenous Protected and Conserved Areas (IPCAs). IPCAs are lands and waters where Indigenous governments lead in protecting and conserving ecosystems through their laws, governance, and knowledge systems. Indigenous governments determine the objectives, boundaries, management plans, and governance structures of IPCAs as an exercise of self-determination. These projects often involve partnerships with Crown governments, environmental NGOs, philanthropic bodies, and other organizations to support Indigenous-led conservation efforts. Many communities have expressed the need for business education in project management to better manage the granting requirements and project deliverables of these initiatives. The objective of this pilot program is to equip 20-25 Indigenous communities with essential project and financial management skills to successfully establish and manage large-scale area-based conservation projects currently receiving funding. Through a combination of in-person workshops, technical training, and online learning, participants will gain tools, strategies, and connections to navigate the complexities of project execution while advancing the ecological and cultural goals of their Indigenous-led conservation initiatives.

	Outreach & Engagement
Ongoing	Governance Pathways Program - UBC Sauder Peter P. Dhillon Centre for Business Ethics The Dhillon Centre's Governance Pathways Program is an invitation-based, complementary board training program developed to increase the pool of diverse board-ready candidates for Canadian corporate boards. Its aim is to support business leaders from backgrounds traditionally facing systemic barriers to transition from executive roles and nonprofit board experience to paid and corporate board work. Cohorts will be balanced approximately equally between business leaders who are Indigenous, from racialized backgrounds, and contributing other forms of diversity. 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".
New	Ch'nook and IBIE Alumni Event During the spring of 2025, Ch'nook and the UBC Sauder Undergraduate Office partnered to organize the first-ever Ch'nook and Indigenous Sauder student alumni event. The event took place on Friday 28 March 2025 and celebrated the achievements of alumni from a variety of UBC Sauder and Ch'nook programs. Over 100 guests were in attendance and the event featured performances from Tsatsu Stalqayu and Dancing Spirit as well as a keynote address from Chief Clarence Louie and a panel of Ch'nook and Sauder Indigenous alumni. Current Indigenous students got the opportunity to mingle and network with alumni from decades past and feedback from the event has been extremely positive.
Ongoing	Acknowledgements UBC Sauder is committed to ensuring that every student, faculty, staff member and partner is aware of the unceded status of the lands on which UBC facilities are situated, and the enduring relationship between Indigenous peoples and their territories. We communicate the importance of land acknowledgments via video screens throughout the Henry Angus building, and encourage the integration of land acknowledgements, in a meaningful way, in classes at the start of term and at special events and gatherings.

Ongoing	Public Communication of Indigenous Activities at UBC Sauder In 2022, the School created a new web presence to showcase and profile our Indigenous activities and initiatives across the School: https://www.sauder.ubc.ca/indigenous.
In Progress	Pathways Program 1. **Inspiring Indigenous Business Futures – *To be taught who you are and where you come from*** Indigenous Pathways to Business is a program designed to nurture new generations of Indigenous business talent. Through this program, we will empower Indigenous high school students to become next generation of business leaders by raising awareness of business opportunities, creating a sense of belonging and inspiring them to pursue post-secondary business education all while reinforcing connections to their culture. In partnership with local school districts, students will meet with current Indigenous business students to build connections and see positive examples of academic success. Students will receive academic support, resources and mentorship to boost academic achievement and post-secondary qualifications for business programs. Sauder signed a MOU with Junior Achievement BC (JABC) to co-deliver an in-school business module program for Indigenous students in grades 10-12 with emphasis on “Rebuilding of Indigenous Economies” and promote Sauder School of Business. Making ‘business’ exciting and interesting is our objective while informing the students that there is an emense Indigenous real estate economy in Vancouver being lead by the three local First Nations. They students understand how to think and build an Indigenous business. We also have confirmed the students who participate in the unique program, will receive high school graduation CLE, CLC, Financial Literacy, Capstone credits. The program has had great success this past year. Some details are below: Vancouver School Board – Four high schools (Vancouver Tech, Britannia Sec, Point Grey, Lord Byng Number of participants involved: VSB administrators: 14 VSB Indigenous Education Workers: 40 VSB in-school presentations to Indigenous students from 4 high schools in grade 10-12: 59 VSB Indigenous students involved in the “Pathways” program at Sauder: 52 North Vancouver School District

	NVSD administrators: 3 NVSD Indigenous Education Workers: 12 NVSD in-school presentations to Indigenous students from 8 high schools in grade 10-12: 45 NVSD Indigenous students involved in the “Pathways” “Financial Literacy” program at Sauder: 43 Upcoming School Districts in 2025/2026 Burnaby School District & Surrey School District
Completed New	**Facilities** Musqueam Art Installation By artist Susan Point: “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.” 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.
Implemented	**UBC Okanagan** In 2022, the Faculty of Management 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 MGMT 110 *Introduction to Management Thought and Social*

	Responsibility, 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.
Implemented	The Ministry for Advanced Education and Skills Training – 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.
Completed	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, MGMT 100, a required course for all management students, was co-developed and delivered by Loring.
Ongoing	The Bachelor of Management MGMT 410 Leadership in Complex Environments 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.
New	The Faculty launched its first Indigenous Business Speaker Series in March, 2024. The 2-hour events welcome 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 of the events involve 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. In 2024, the Faculty hosted two events, and the series is ongoing.
New	The Faculty launched a Community of Practice to support staff and instructors incorporating Indigenous knowledge and ways of knowing in their teaching and work. 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 community of practice is ongoing and has hosted 4 sessions in the last year.
New	Adjunct Professor, Candice Loring, is currently developing a new course Indigenous Business (MGMT 319c). This course will provide an overview of the study of business, specifically from an Indigenous

	perspective. It will introduce business topics such as entrepreneurship, corporate responsibility, and Indigenous economic development. The Faculty met with Westbank First Nations to initiate a conversation on the Indigenous Business undergraduate course, micro-credentials and graduate programming that could provide value to Westbank.

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
Ongoing	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 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	Faculty of Medicine - 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.
New/Ongoing	Faculty of Medicine - 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.
Ongoing	Faculty of Medicine - The Centre for Excellence in Indigenous Health (CEIH), established in 2014, is housed within the School of Population and Public Health in the UBC Faculty of Medicine. Serving as the central hub for Indigenous health initiatives at the university, the CEIH provides comprehensive support, training, and resources related to Indigenous health. It also acts as the primary point of connection for Indigenous communities seeking to engage with UBC's programs, researchers, and broader health initiatives. In close collaboration with Indigenous leadership across British Columbia and Canada, the CEIH is dedicated to improving health outcomes and advancing the overall wellness of Indigenous Peoples through innovative education, research, and community-driven solutions. The Centre is actively engaged in advancing all eight goals outlined in UBC's Indigenous Strategic Plan and contributes to more than 30 specific actions aimed at strengthening Indigenous health and wellbeing. The CEIH is guided by key objectives: to support the recruitment and education of Indigenous students in health professions as a means to address persistent health disparities; to promote Indigenous self-determination by increasing Indigenous leadership in health and healthcare systems; and to provide essential training for all health professionals to work more effectively with Indigenous Peoples and organizations. The CEIH plays a leading role in research initiatives, collaborating with Indigenous scholars, communities, and organizations to expand research opportunities for Indigenous Peoples in Canada. In addition, the Centre offers strategic coordination and guidance across UBC, supporting initiatives that might otherwise be difficult to launch or sustain across multiple units. Since its inception, the CEIH has trained over 5,600 health professionals in Indigenous cultural safety and has provided summer programming for more than 1,000 Indigenous students. These achievements stand as proof of the CEIH's commitment to addressing the health inequities faced by Indigenous peoples from the grassroots. However, the CEIH is experiencing growing demands to support UBC's expanding commitments and responsibilities in Indigenous health. Unfortunately, this growth in demand has not been met with a corresponding increase in financial support or human resources. Without sustainable financial

	support, there are concerns about expanding operations, which could lead to the loss of critical programs and curricular initiatives. To sustain and expand its impact, it is imperative that the CEIH secures increased core funding. This will enable the Centre to continue fulfilling its mandate and meeting both federal and provincial expectations in Indigenous health. Furthermore, ensuring that existing positions are made permanent is essential to avoid any discrepancies in the programming that the CEIH offers. With sustainable funding, the CEIH can continue to provide high quality programming to address health disparities that Indigenous people face while supporting the retention of highly skilled staff and faculty.
Ongoing	Faculty of Medicine - The Northern Biobank Initiative is the first biobank project of its kind in the province. Biobanks are typically located in large research hospitals in metropolitan areas, and as such, they tend to capture population data that differ significantly from those of northern, rural, remote and Indigenous communities. By serving as a repository of blood and tissue samples from these communities, the Northern Biobank forms a key foundation for delineating specific genetic nuances of northern populations, which have until now been neglected and not understood. An aim is to embed a First Nations biobank within the Northern Biobank to enable Indigenous governance to partner with Western science. These research platforms will also enable Northern B.C. to better contribute to large-scale provincial and national research by allowing scientists to compare the genetic makeups of various populations throughout B.C. and/or be included in the research that pertains to them; it aims to ultimately improve health outcomes for Indigenous populations. An important feature is that processes and procedures in the biobank include cultural protocols that respect and support First Nations cultures and values and reflect the sacredness of samples residing within it. Led by Dr. Nadine Caron, this project is part of Genome British Columbia's User Partner Program, and is jointly funded by Genome British Columbia, the Northern Health Authority, the First Nations Health Authority, the Provincial Health Services Authority and the BC Cancer Foundation. The University of Northern British Columbia serves as the lead academic institution managing the research administration for the project.
Ongoing	Faculty of Medicine - Silent Genomes Project—led by Drs. Laura Arbour, Nadine Caron and Wyeth Wasserman—is a $10.4 million Large-Scale Applied Research Project funded through Genome Canada and Genome BC in collaboration with the Canadian Institutes of Health Research. Genomic technologies are advancing health care by allowing medical treatments to be tailored to the specific needs of individual patients. However, the advent of these technologies has also had the unintended consequence of further widening health care disparities between Indigenous and non-Indigenous populations. Silent Genomes is working to rectify this issue by lowering barriers to accessing tools for genetic disease diagnosis for Indigenous children. A key part of this project will be

	to obtain more complete background genetic variation data for Indigenous populations in Canada, the lack of which has hampered accurate diagnosis of genetic conditions in Indigenous children thus far. Conducted in partnership with Indigenous communities, organizations and leadership, this project also establishes processes for Indigenous peoples to control and protect their own genomic data and lead to the establishment of guidelines that could be applied at the national and international levels. In doing so, Silent Genomes will lead to improvements in health outcomes in Indigenous communities by enhancing equitable access to diagnosis, treatment and care, and advancing the effectiveness of precision medicine.
New	Faculty of Medicine - The MD Undergraduate Program Financial Assistance Office (MDUP FAO) has identified through student feedback that fewer Indigenous Students were aware of how to access financial aid services and debt management counselling compared to students who did not identify as Indigenous. The MDUP FAO worked with the Indigenous Student Initiatives Manager to implement specific initiatives for Indigenous students to raise awareness around the availability of financial aid and debt management counselling services within the Faculty. Several actions have been taken to specifically address the financial aid counseling needs for Indigenous medical students. For example, the MDUP FAO joined Indigenous Pre-Admissions Workshops to inform incoming Indigenous students about the specific funds available to them. In July 2023, 29 Indigenous students attended this workshop. In addition, the MDUP FAO connected with the Indigenous Site Coordinators at each regional site to ensure that they are aware of the advising offered by the MDUP FAO, enabling them to share this information with Indigenous medical students at all distributed sites.
Ongoing/ Completed	The UBCO College of Graduate Studies: • 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 the Sixties Scoop and how his world view has changed from being a former child in care to a UBC staff member. • 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 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	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.
Ongoing	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: • 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	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 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.
New	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.
New	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: • Dr. Alanaise 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	The Faculty of Science (FoS) at UBCO: • 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	Other new Faculty of Science updates include: • Starting W2024, BSc students entering the program will be required to complete three credits of *INDG 100.* 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 INDG 100. • 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 x̌əl sic snpax̌nwixʷtn building. They are currently engaged in the Stage II process that will establish collaborative research neighbourhoods.
New/In Progress	Okanagan School of Education: • 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.
	UBC Okanagan College of Graduate Studies
Ongoing	In collaboration with Indigenous Programs and Services, the College of Graduate Studies shares an Indigenous Graduate Student Advisor position. This role provides a culturally appropriate single point of contact to assist with the application process, through the student lifecycle and beyond to potential postdoctoral positions. The advisor also develops and implements the Indigenous Pathways to Graduate Studies Program for Indigenous undergraduate students, a program to guide prospective students towards graduate studies in a culturally safe environment. The advisor also supports the Supporting Aboriginal Graduate Enhancement (SAGE) initiative at UBCO and organizes graduate student events and programming.
Ongoing	College of Graduate Studies staff and faculty actively support the Indigenous Graduate Student Advisor in events and programming through direct involvement. For example, staff and faculty have supported the Indigenous Pathways to Graduate Studies program through participation in events, sharing of knowledge and engaging with students, as well as sharing resources and capacity.
Ongoing	The College of Graduate Studies, in partnership with Indigenous Programs and Services, offers an Indigenous Graduate Student Orientation – offered at the start of each term, incoming Indigenous students connect with current Indigenous graduate students, to learn about the on-campus Indigenous Centre and other programs and services available to them.
Ongoing	Since 2021, the College of Graduate Studies has offered a credential in Cultural and Social Awareness, consisting of eight workshops across three themes (Interculturalism, Equity and Inclusion, and Mental Health and Wellbeing). These workshops focus on building awareness around social and cultural differences, diversity, inclusion, and equity, and will be offered in partnership with relevant organizations on campus.
Ongoing	In partnership with Indigenous Programs and Services, the College of Graduate Studies offers two Indigenous content workshops to all grad students and postdoctoral scholars: • The University's Relationship with the Host Nation: The Okanagan Nation's history with UBC dates back to the inception of this campus in 2005. Okanagan Nation member Adrienne Vedan, the Director of Indigenous Programs & Services, guides participants on an interactive journey through the evolving relationship with UBC and the unique programming offered here. • The History of First Nations in British Columbia: This interactive workshop looks at the roles belonging and education play in rebuilding communities which have been damaged by the

Ongoing	Sixties Scoop and the Residential School system. Shuswap Nation member Dan Odenbach reflects on his journey through the Sixties Scoop and how his world view has changed from being a former child in care to a UBC staff member.
	The 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.
Ongoing	The College of Graduate Studies offers two Indigenous scholarship programs developed in consultation with faculty, graduate students, and Indigenous Programs and Services:
Ongoing	• 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.
Ongoing	• 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 with three successful applicants. We anticipate awarding 1-3 IGFs per year.
Ongoing	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.
New	The College of Graduate Studies reserves one $17,500 British Columbia Graduate Scholarship exclusively for an Indigenous student.

New	To reduce barriers and support the recruitment of Indigenous graduate students, the College of Graduate Studies offers application fee waivers for Indigenous applicants. Graduate student 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.
New	The Indigenous Graduate Student Advisor, a shared role between the College of Graduate Studies and Indigenous Programs and Services, conducted outreach to the Indigenous Graduate Students over the Spring and Summer of 2024. Meetings were held with over half the Indigenous Graduate Student population to connect, build a relationship, and learn students' wants and needs. After the outreach meetings with Indigenous Graduate Students, the Indigenous Graduate Student Advisor developed a brief report on the findings of the meetings, including student needs and barriers. The goal of this report was to build awareness amongst the executive level of the College of Graduate Studies and use it as a basis for further conversations and for the development of action items to address student concerns. The College of Graduate Studies included the workshop "The University's Relationship with the Host Nation: The Okanagan Nation's history with UBC" as part of its Graduate Student Orientation programming, reaching the full general population of attending incoming graduate students.
Ongoing	**UBC Okanagan Faculty of Creative and Critical Studies** Assistant Professor Tania Willard has received funds from the Canada Foundation for Innovation (CFI) for her Site/ation studio: Indigenous land as art. This research project, in the field of contemporary Indigenous art, pursues research into decolonial aesthetics, galleries, curating and contemporary art led from Indigenous research into land-based art marking. Site/ation Studio is designed to use a research creation model to delve into questions and needs for study around how Indigenizing arts and culture in Canada can take place and what models might be suited to this endeavour. This research is attuned to the calls to action of multiple reports and inquiries like the Truth and Reconciliation report (2016) and the Missing and Murdered Women and Girls Inquiry report (2019) which all call for a fundamental decolonizing approach to Indigenous issues
Ongoing	**UBC Okanagan Irving K. Barber Faculty of Science** • End-to-end hiring practices modified to support hiring of Indigenous peoples. • Ongoing work continues to further reflect Indigenous perspectives and knowledge in curricula across the Bachelor of Science.

	• Bachelor of Science: As part of the BSc degree requirements, students are required to complete three credits of INDG 100, which provides an overview of the history, culture and experiences of Indigenous people. • 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. • The Department of Computer Science, Math, Physics and Statistics (CMPS) in the IK Barber Faculty of Science offers MATH 126 Basic Mathematics: An Indigenous Perspective. • Dr. Adam Ford (Biology Department, IK Barber Faculty of Science) serves on the UBC Okanagan Indigenous Pathways to Graduate Studies Committee • The Department of Earth, Environmental and Geographic Sciences 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. • Faculty members act as mentors in the Indigenous Research Mentorship Program; these students go on to complete Honours theses, graduate school and other post-graduate programs. • Research labs host Indigenous high school students for summer internships through the seed2STEM program (https://icord.org/seed2STEM/). • Many of our Indigenous undergraduate and graduate students are actively involved in AISES – the American Indian Science and Engineering Society – and attend annual conferences and on campus events that highlight indigenous research achievements. • Professors and colleagues from the IK Barber Faculty of Science led five teams and are active members of a sixth successful proposal that secured research space in the new x̌əl sic snpax̌nwixʷtn building. The new interdisciplinary building is scheduled to open in March 2026. • There are three Indigenous community coordinator staff within the Wildlife Restoration Ecology (WiRE) Lab, which is led by Dr. Adam Ford. These staff work in collaboration with the non-profit organization, *Biodiversity Pathways*, and have been actively building trust and engaging with First Nations across British Columbia in culturally-significant wildlife research partnerships. These partnerships span from the Tahltan Nation in northern BC to the Okanagan Nation near our campus, as well as over a dozen other Nations across the province. The team is leading community-driven efforts on critical topics such as caribou recovery, social science, and cultural fire restoration. This work addresses a key gap in graduate student research, which is often short-term and focused on training. By employing professional staff members, the WiRE Lab is able to foster deeper, long-term relationships with Indigenous communities, ensuring sustained collaboration and knowledge exchange. Ford's approach not only provides communities with greater access to university scholars, but also offers UBCO researchers clear direction on essential knowledge gaps where they can contribute meaningfully. These efforts

	are making a tangible, positive impact on the ground while strengthening UBC's role in reconciliation and community-engaged research.
Completed	• An Indigenous Work Study student hired by the IK Barber Faculty of Science Dean's Office in summer 2024 assisted Indigenous Studies faculty members in the development of materials for INDG 100 • A search was launched for two Indigenous hires in the IK Barber Faculty of Science (Chair Kyle Larson; members Renelle Dubosq, Adrienne Vedan and Shandin Pete [UBCV EOSC]). Budget pressures forced cancellation of this search before it progressed to the interview stage.
New	• 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 IK Barber Faculty of Science opened a new three-module micro-credential entitled 'Fundamentals of Wildland Fire Ecology and Management' that is presented from both Indigenous and western perspectives. The online asynchronous course combines knowledge of western fire science and Indigenous ways of knowing with landscape and fire ecology, and social science. It provides professional training to address one of the most pressing global socioecological problems. • In May 2024, the Mobile Biology Outreach Program (MBOP) provided marine science education to over 500 students in the Indigenous BC communities of Esk'etemc, Williams Lake, and Haisla First Nations. This was done in partnership with the Department of Education, and incorporated B.Ed. students into the teaching process as part of their community field experience. Funding for the program was provided by the UBCO Biology Department (IK Barber Faculty of Science), Fortis BC, and Let's Talk Science. • In February 2025, the Biology Department (IK Barber Faculty of Science) hosted two visitors from the Biology Department at the University of Waterloo who gave presentations on *Decolonizing the Classroom*, and met with interested UBCO faculty and staff. • Dr. Tal Avgar (Biology Department, IK Barber Faculty of Science) is involved with five research projects led or commissioned by Indigenous communities in BC (Lake Babine, West Moberly, Adams, Splatsin, and Tahitan) aimed at empowerment of Indigenous communities in environmental stewardship.

	UBCO Faculty of Health and Social Development
Planned and Ongoing Planned	Curriculum Review Included in our evaluation will be understanding the inclusion of Syilx language, traditions, and protocols within our courses.
Ongoing	**UBCO Faculty of Management** • In co-operation with the Admissions office, established a "category 2" admissions pathway for self-declared Indigenous applicants to complement the Aboriginal Access Studies pathway and general admission pathway for the Bachelor of Management program. • In MGMT 100, *Introduction to Business*, and MGMT 110, *Introduction to Management Thought and social Responsibility* our Indigenous faculty member is co-developing curriculum. • The post experience Master of Management continues to integrate experiential education and presentations by invited Indigenous speakers. • An Indigenous Business Course (MGMT 319C) is being developed by Indigenous faculty members and partners.
	UBC Okanagan Library
Implemented and Ongoing Implemented and Ongoing Ongoing and planned	The Library continues to display leadership in the establishment of partnerships with campus and community in order to advance educational initiatives that meet the University's strategic initiatives. On-campus projects in 2024-2025 that the Library led or partnered in included, Indigenous Reads book club, the Legacy of Hope exhibition: "Where are the Children? Healing the Legacy of Residential Schools," programming for the Moose Hide Campaign Day, an author talk by Dr Bill Cohen, and an Orange Shirt crafting event. UBC Okanagan Library's term Indigenous Initiatives Librarian continues to support projects related to the Indigenous Strategic Plan, UBC Okanagan's Declaration of Truth and Reconciliation Commitments, and works with collections, programming, outreach and engagement, to support language fluency and indigenous studies courses. In particular they have supported Access Studies workshops for new Indigenous students and have provided reference and research support at the Indigenous Student Centre on campus. As the archives program continues to grow in depth and breadth, highlights this year include ongoing partnership with En'owkin Centre toward the curricular service of the Bachelor of Nsyilxcn Language Fluency. This has led to the Library's participation in a pending Canada Foundation of Innovation (CFI) grant led by PIs Drs. Jeannette Armstrong and Michael Evans (FASS), which (in part) seeks to deepen

	the collaborative relationship between the Interior Salish Studies Centre (ISSC) in x̌əl sic snpax̌nwixʷtn and the Library. This collaborative relationship will be achieved through co-development of digital infrastructure for archival management, designed around the needs of the unique language archives which will form part of the ISSC's research and teaching imperative.
Implemented	A Memorandum of Understanding regarding the acquisition, digitization, and sharing of Nłeʔkepmx language resources between The Nicola Valley Institute of Technology (NVIT) and UBC Okanagan in support of the Certificate and Diploma of Nłeʔkepmx Language Fluency, and the Bachelor of Nłeʔkepmx Language Fluency (BNLEK) Degree Program at UBC Okanagan was signed in June 2024.
Ongoing	The library continues to support and expand collections resources on the United Nations Declaration on the Rights of Indigenous Peoples and National Inquiry into Missing and Murdered Indigenous Women and Girls since the launch of the Okanagan Special Collections in 2018. The collection includes the R.S. Sargent Collection, most of the catalogue of Theytus Books, and publications from the Okanagan Nation Alliance. The materials acquired directly support the three Indigenous Language Fluency Degree programs, as well as expand our offering of contemporary Indigenous fiction and non-fiction.
Ongoing	UBC librarians Erin Fields (Vancouver), Kayla Lar-Son (Vancouver), and Donna Langille (Okanagan), along with Olenna Hardie (UBC MLIS Students), and Ann Ludbrook (Toronto Metropolitan University) are continuing to work on a research project that aims to identify gaps in the open education communities' understanding of Indigenous perspectives. Donna Langille is also working with Erin Fields and Kayla Lar-Son on an edited volume that focuses on centering Indigenous ways of knowing, culture, experiences, and worldviews within the work of open education pedagogy and advocacy work.
Planned	In April 2024, several UBC Okanagan Librarians and members of the Faculty of Health and Social Development (FHSD), were successful in obtaining Strategic Equity and Anti-Racism Framework (StEAR) Funding totaling nearly $7,000 for a health research panel on Indigenous Data Sovereignty. The team is currently in communications with partners such as the Okanagan Nation Alliance (ONA) and UBC Indigenous Programs and Services (IPS), and the StEAR Fund committee. The panel aims to educate and inspire discussion and collaboration among researchers engaging with Indigenous health data, particularly those who may have financial or temporal barriers to becoming certified in principles of ownership, control, access, and possession/stewardship (OCAP and OCAS) or Inuit Qaujimajatuqangit (IQ). The panel event will take place in April 2025.
Ongoing	Planning occurred for the UBC Okanagan Library to take part in the Indigenous Strategic Plan Intent to Action workshop series using the designated toolkit. The goal is to align UBC Okanagan Library goals with the relevant goals outlined in the ISP. Workshops sessions have begun in early 2025.
Ongoing	The Library prioritizes professional development that furthers our collective ability to decolonize library practices and provide culturally safe services. To this end all Library employees were invited to a professional development day at the Nk'Mip Desert Cultural Centre in April 2024 for a tour of the centre

	and an overview of its history, as well as a learning session on understanding the environment and its key role in the lives of the Okanagan people. One of the sessions planed for the April 2025 The Library is also organizing a half-day session in March 2025 and inviting two facilitators from kinSHIFT/IndigenEYEZ who have agreed to share the third workshop in the kinSHIFT Elements of Truth: Before Reconciliation series - Fire. This workshop aims to increase “our awareness of social positioning and cultivate ways of seeing, being, and doing that support our responsibility to center and support Indigenous voices.”
Ongoing	UBC Librarians Mathew Vis Dunbar (Okanagan) and Eugene Barsky (Vancouver) are collaborating with Jason Pither, Associate Professor, Biology in his work collecting ecological data on Skeetchestn Traditional Territory. It is imperative that this data be collected both in accordance with FAIR (Findable, Accessible, Interoperable, Reusable) and CARE (Collective Benefit, Authority to Control, Responsibility, Ethics) principles, and that researchers respect how Skeetchestn chooses to assert the OCAP® (Ownership, Control, Access, Possession) principles in relation to their data. UBC Library research data management software dataverse is currently being configured to support these principles and an MOU will be drafted to formalize the relationships as well as the roles and responsibilities.

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** *(If none exist, N/A)*
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: • 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 *Safety and Competencies Framework* and the *In Plain Sight* 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: • "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.” One of the five values articulated in the 2025-2032 Occupational Science and Occupational Science Strategic Plan one of the core values of the program is inclusion, and this value involves “Striving to ensure all people, including those who have been persistently and systematically excluded, feel safer and have a voice.” Under the core area of People and Belonging the Program’s Strategic Plan contains the following goal (#2) “Intentionally attract and support students, faculty, and staff with diverse experiential expertise or lived experience.” The fourth core area (Organization and Governance) includes Goal 1: “Update and expand our departmental governance structures and documents to sustainably support the MOT program's distributed education model, and our commitment to equity, diversity and inclusion.” In the second core area (Education) the 3rd goal (Responsively maintain a variety of educational programs that serve the needs of BC, which include the MOT program, postgraduate research programs (MSc/PhD), education for internationally- trained OTs, and occupational science-centred programs) includes undertaking actions to “Engage with the BC OT community to understand gaps and opportunities in the education and professional development that the department offers to graduates and practicing OTs, including a focus on equity-denied groups.”
Physical Therapy	Aligns with Physiotherapy Education Accreditation Canada’s Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs Standards, in particular: • 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.”

	• 5.4—" The program demonstrates a commitment to relational accountability to Indigenous Peoples and their Communities."
UBCO Bachelor of Science in Nursing	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. 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).
UBCO Bachelor of Health and Exercise Sciences	N/A - Not accredited
UBCO/UBCV Master of Social Work	Aligns with the Canadian Association of Social Work Education (CASWE) standards: • 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… o recognize the multiple expressions and experiences of colonialism that exist within Canada and globally; o 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… o 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; o demonstrate relational solidarity with the self-determination of Indigenous Peoples;

	o affirm the distinct nature of Indigenous social work and Indigenous healing practices;
Master of Social Work (CASWE Accreditation Stnds)	• Colonialism and social work: Social work students have opportunities to… a) recognize the multiple expressions and experiences of colonialism that exist within Canada and globally; b) understand that colonizing narratives, have been, and continue to be embedded in social work practice, policy, research, and education) recognize and challenge how social work practitioners and the profession have been complicit in historical and current expressions of colonial violence and injustice; and d) explore a plurality of worldviews and the implication of the dominance of a Euro-Western worldview. • Indigenous Peoples and Communities: Social work students have opportunities to… a) 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; b) demonstrate relational solidarity with the self-determination of Indigenous Peoples; c) affirm the distinct nature of Indigenous social work and Indigenous healing practices; d) understand the role and importance of Indigenous languages in decolonizing; and e) affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions

Instructions: Please identify program area here. *Example: Certified Medical Laboratory Assistant*	*Instructions: Identify whether the initiative is:* • *New (new this academic year and is ongoing).* • *Ongoing (has been previously reported on and is ongoing)* • *Completed (completed this year)* *Example: New*	*Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 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.* *Example: One Indigenous professor recruited that will begin in Fall 2023.*
UBCV School of Nursing	Ongoing New New	As above, since 2021, UBCV's Indigenous Nursing Lead, Tania Dick, RN, MN/NP, serves as an integral part of the school's planning, prioritization, and engagement, providing consultation and strategic guidance across all facets of the school's work. Two Indigenous Assistant Professors, Dr. S. Ramsay and Dr. J. Auxier, have been recruited. Dr. Ramsawy began in January 2024 and Dr. Auxier began in July 2024. With funding from Providence Health Centre and St. Pauls Hospital Foundation and the PAEI Campaign initiative, UBCV has developed a Providence Professorship in Indigenous Cultural Safety and Nursing at UBC. This professorship will include a tenure-stream faculty appointment. The search committee and the School have convened and are finalizing the search. The school is currently recruiting for the new role of Indigenous Nursing Lead – Students. The Indigenous Nursing Lead (INL) will provide onsite support for Indigenous nursing students, and establish and maintain 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

	Ongoing	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. 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.
Faculty of Medicine	Ongoing/New	Mr. James Andrew, Associate Director of Indigenous Initiatives, Office of the Vice-Dean, Education (2022-Present; formerly Indigenous Student Initiatives Manager). Mr. James Andrew, a member of the Lil'Wat Nation, is the Associate Director, Indigenous Initiatives within the office of the Vice Dean, Education. In his role, he oversees the implementation of Indigenous student engagement and support programs across the Faculty, in programs including Audiology and Speech Sciences, Physical Therapy, Occupational Therapy, Midwifery, Medical Laboratory Science, and others. Ms. Meghan MacGillvray, Indigenous Student Initiatives Manager, Student Affairs, MDUP (2022-present; formerly MD Indigenous Initiatives and Admissions Coordinator). Ms. Meghan MacGillivray, Red River Metis and a member of the Metis Nation of BC, works as the Indigenous Student Initiatives Manager for the MD Program. In this role, she works in both MD Admissions, supporting the development of the Indigenous MD Admissions Pathway, and Student Affairs, leading Indigenous medical student support initiatives. The Indigenous Student Initiatives Manager also leads a provincial team of Indigenous Initiatives Coordinators in Victoria, Kelowna, and Prince George: • Ms. Cicelia Arsenault, Indigenous Initiatives Coordinator, Island Medical Program • Ms. Saige Werstiuk, Indigenous Initiatives Coordinator, Southern Medical Program • Ms. Abby Lodge, Indigenous Initiatives Coordinator, Northern Medical Program These Coordinators similarly work in MD Admissions and Student Affairs, supporting outreach, recruitment, and student support initiatives in their regions.

		Mr. Derek Thompson, Director, Indigenous Engagement (2023-present; formerly Indigenous Initiatives Advisor). Derek Thompson - Čaabaťˇ Bookwilla is from the diitiidʔaaʔtx̣ – Ditidaht First Nation, one of fourteen Nuuchahnulth Nations on the west coast of Vancouver Island. He created the Indigenous Speakers Series to begin, continue and advance the conversation about telling the truth and reconciling for the future, and continues to provide vision, advice, strategic leadership, and diplomacy in advancing the Faculty's work in the area of cultural safety and humility through key presentations, keynote addresses, talks, and various committee work. Dr. Terri-Leigh Aldred, Site Director, Indigenous Family Medicine Residency Program (2016-2024). Dr. Terri Aldred is Carrier from the Tl'Azt'En territory located north of Fort St. James. She is Lysiloo (Frog) Clan who are traditionally known as the voice of the people. Terri grew up in both the inner city of Prince George and on the Tachet reserve (in Lake Babine Territory). She served as MD Postgraduate Program's Director of the Indigenous Family Medicine Residence Program, which 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. Dr. Aldred is now Medical Director for the First Nation Health Authority, and has handed directorship to Drs. Morgan Lindsay and Chelsea Monell. Dr. Rebecca Howse, Anti-Racism, Equity, Diversity & Inclusion Co-Faculty Lead and UGME Faculty Lead, Indigenous Health (2021-present). 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 Anti-Racism, Equity, Diversity & Inclusion Co-Faculty Lead and UGME Faculty Lead, Indigenous Health. In this role, Dr. Howse works closely with the Undergraduate Medical Education Leadership, Course Directors, Faculty Development and the Centre for Excellence in Indigenous Health 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. The University of British Columbia (UBC) Faculty of Medicine has diversity targets for faculty members, senior academic leaders, and staff that align with federally designated

		equity-deserving groups to reflect the diversity of the population of British Columbia. This is set at 6% for Indigenous peoples, in accordance with 2021 Census data. To achieve these targets, the Faculty has implemented various recruitment programs and initiatives: The School of Population and Public Health, in partnership with Centre for Excellence in Indigenous Health and First Nations Health Authority, will recruit a faculty member in the research area of Indigenous Health Services to address the critical need for collaborative research and knowledge translation for optimizing health and wellness care for Indigenous people in BC. The School of Population and Public Health will recruit a faculty member to lead a program of research in Indigenous health sciences, with a focus on Indigenous data science, Indigenous data sovereignty, and the application of data science methods for Indigenous health. Department of Medicine, in partnership with Northern Medical Program and Northern Health, will recruit a junior faculty member to lead a research program in virtual health in the rural and remote setting of northern BC, where virtual health is used to augment in-person health care for remote and rural communities in medicine and several subspecialties, such as family practice, emergency medicine, and dermatology. Department of Medicine will recruit a faculty member in partnership with Southern Medical Program and Centre for Chronic Disease Prevention and Management to lead research on the implementation science of virtual health innovations to improve healthcare and disease prevention in rural, remote, and other isolated communities. In 2021, the Undergraduate Medical Education Committee (UGMEC) set a strategic goal to promote equity and diversity in teacher allocation within the MD Undergraduate Program. As a result, guidelines were established to encourage broader engagement with the UBC Faculty of Medicine community in teaching and leadership opportunities within the Program. These guidelines have been approved by UGMEC and are now used by MDUP Leadership when making recommendations or decisions around provincial Lecturer and Week Lead vacancies as well as new positions.
Centre for Excellence in Indigenous Health	Ongoing/New	The Centre for Excellence in Indigenous Health (CEIH) has made significant contributions to advancing Indigenous health outcomes. The centre actively works towards all 8 goals outlined in the Indigenous Strategic Plans, and contributes to over

		30 actions aimed at improving Indigenous health. In 2024, the CEIH hosted a total of 16 core staff members, 6 WorkLearn students, 10 Summer Science staff members, 6 Elders, and 8 Volunteers, 90% of which identify as Indigenous, and engaged over 100 Indigenous and non-Indigenous facilitators through UBC 23 24. The Centre benefits from the guidance of the following Indigenous leaders: Dr. Nadine Caron, Director (2014-present). A member of the Sagamok Anishnawbek First Nation, Dr. Caron currently resides in Prince George, BC where she provides surgical oncology care for those that call rural and remote Canada home. As the First Nations Health Authority Chair in Cancer and Wellness, Dr. Caron's work seeks to overcome disparities that exist between Indigenous and non-Indigenous people, and to enhance overall wellness among Indigenous communities. She also leads the Northern Biobank Initiative and the Silent Genomes Project, which are aimed at lowering barriers to accessing tools for genetic disease diagnosis, enhancing access to treatment and care, and advancing the effectiveness of precision medicine for Indigenous children. Dr. Caron is also the director of the Centre for Excellence in Indigenous Health (CEIH). Drew St. Laurent, Director of Operations (2017-present). Drew is of Métis (Cree) and German ancestry, born in Winnipeg, Manitoba. Drew grew up in the community of Powell River, BC. Drew oversees day-to-day operations, budgeting, finances, operations at the CEIH. Courtney Smith, UBC 23 24 Co-Associate Director (2023-present) (2019-2023 UBC 23 24 Curriculum Manager). Courtney Smith is a Scottish highlander from the McLeod clan on her paternal side and is of German ancestry on her mother's. Courtney shares her Co-Associate position for UBC 23 24 with Bree Beveridge. Her portfolio focuses on curriculum, advocacy, funding and strategy. Bree Beveridge, UBC 23 24 Co-Associate Director (2023-present). Bree is of Cree, Swedish, and British ancestry born just outside of Saskatoon. Bree shares her Co-Associate position for UBC 23 24 with Courtney Smith. Her portfolio focuses on engagement, innovation, partnerships and strategy.

		Salina Schmidt, UBC 23 24 Curriculum Manager (2023-present). Salina is a proud member of the shíshálh Nation. She resides within her home community on the Sunshine Coast of British Columbia within the traditional and unceded lands (*swiya) of the shíshálh people. Salina ensures information pertaining to the distributed sites within the UBC 23 24 curriculum is kept up to date, and coordinates activities on facilitation days. Teah Bryce, UBC 23 24 Operations Coordinator (2021-2024 as WorkLearn student, hired as staff member 2024). Teah is Métis on her mother's side and mixed European settler on her father's side. Her Métis roots are from the St. Albert settlement and the Red River. She grew up on the lands of scəẇ aθən məsteyəxʷ (Tsawwassen) people in Ladner, BC for most of her life. Teah ensures UBC 23 24 workshops run smoothly at all campuses. Cynthia Lung, CEIH Communications and Marketing Specialist (2018-present). Cynthia is non-Indigenous with family ties rooting from Hong Kong. Cynthia, prior to 2021,was the UBCLC Production Coordinator. Cynthia is the backbone behind communications, graphics, web designing for the CEIH. Sarain Squakin, UBCLC Program Manager (2021-present). Sarain is Syilx Okanagan on her mother's side and Jicarilla Apache and Belgian settler on her father's side. She grew up in Snpintktn also known as Penticton in the Syilx Okanagan Nation. Sarain is responsible for booking guest speakers and moderating discussions on Indigenous health and wellbeing for the UBC Learning Circle. Rhonda Carriere, Indigenous Public Health Program Manager, Certificate in Indigenous Public Health (2019 – 2022, 2024 -present). Rhonda Carriere is a proud Métis with roots from the Red River on her father's side, and German settler ancestry on her mother's side. Rhonda is returning to the role of Indigenous Public Health Program Manager after holding the Cultural Support Program Coordinator role for the Indian Residential School History and Dialogue Centre and First Nations House of Learning at UBC. Rhonda oversees the running of the IPH program that takes place biannually in Feb and August, and is responsible for assisting students with registration, finances, housing, and bursaries, as well as inviting guest lecturers and arranging for gifts and honoraria.

		Melanie Rivers, 7imlemelwet, Curriculum Development Manager (2018 – present). Melanie is Coast Salish from the Squamish Nation. Her St'atl'imc name is 7imlemelwet which means 'medicine'. Melanie is a part-time staff member who leads in the development of two programs at the CEIH: the Indigenous health Administration and Leadership Program (IHALP) and SPPH 404: Indigenous Health Historical Impacts and Contemporary Approaches.
UBC Faculty of Medicine Health Professions	Ongoing/New	Ms. Abby Lodge, Indigenous Initiatives Coordinator, Master of Occupational Therapy-North, Indigenous Program Coordinator, Master of Physical Therapy-North (2022-present). The MOT-North Program has appointed Ms. Abby Lodge to the position of Indigenous Coordinator for the Division of Medical Sciences as well when it underwent expansion in 2022, to support the integration of Indigenous curriculum and community outreach. Ms. Lodge also holds a second appointment as Indigenous Program Coordinator for MOT-North. Ms. Shannon Field, Indigenous Initiatives Manager, Master of Physical Therapy (2023-present). Shannon Field is Métis, Cree, and Swedish on her mother's side, and Irish and English on her father's side. As Indigenous Initiatives Manager for the Master of Physical Therapy, Ms. Field supports MPT students in their learning journey, and leads Indigenous student recruitment and engagement initiatives for the program. Ms. Katia Mordak, Indigenous Midwifery Coordinator, Midwifery Program. Katia Mordak is a Spune'luxutth/Scottish/English Registered Midwife who completed her midwifery education at The University of British Columbia in 2022. Katia is currently a practicing Midwife on the beautiful, traditional and unceded territory of Ligwiłda'xw people, the We Wai Kai, Wei Wai Kum, Kwiakah, Homalco and K'omoks First Nations. As Indigenous Midwifery Student Coordinator, 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. Ms. Marcia Pleitez, Indigenous Community Learning Experience Coordinator, School of Audiology and Speech Sciences (2024-present). The School of Audiology and Speech Sciences has an Indigenous Community Learning Experience Coordinator, Marcia Pleitez, who organizes and manages Indigenous Community Learning Experience placements for our MSc students (as part of Audi 540, see below). She also supports

		the curriculum relating to clinical Indigenous education in the School and supports Indigenous students enrolled in our MSc programs in audiology and speech-language pathology.
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
UBCV School of Nursing 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.	2024 funding for up to 5 participants + Indigenous peer mentor	4 students enrolled, all applied for & transitioning into UBC graduate nursing programs. 1 Indigenous PhD student provided mentorship & support to participants via weekly mentorship meetings.

Indigenous Graduate Education in Nursing collaborative program Admissions of Indigenous students	 Fall 2024 funding for 6 students instead of 3 as part of the collaboration	6 students enrolled and completing first or second year of MSN program 7 currently enrolled in BSN, 3 in NP, 6 in MSN, 2 in PhD program
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.	N/A	2.8% Indigenous learner enrollment over last 10 years (total 13 individuals, self-reported).
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.	N/A	The program had received no recent Indigenous applicants prior to 2023, but two applicants were interviewed for the 2024 admissions cycle (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.	Since establishment of the Indigenous MD Admissions Pathway in 2002, the Pathway aims to fill 5% of seats (currently 16 seats) per year with Indigenous students.	4% Indigenous learner enrollment over last 10 years (total 116 individuals, self-reported; 105 individuals through the Indigenous Pathway).
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).
Physical Therapy—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 6% of seats (140 total) are held for qualified self-identified Indigenous applicants.	4.5% Indigenous learner enrollment over last 10 years (total 41 individuals, self-reported).
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.	15% of all students identifying as Indigenous	12-15% of students self-identify as Indigenous
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.	15% of all students identifying as Indigenous	15% of students self-identify as Indigenous

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	N/A	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.
The School of Social Work has an agreement with Okanagan College to allocate 5 seats to eligible ABA-CRE Program students who are members of an Aboriginal group and identify as a First Nation, Metis, Inuit or Indigenous Person. School of Social Work	School of Social Work	This strategy has been implemented for the 2025 admissions intake (outcome TBD)
The admissions committee prioritizes applicants who self-identify on their application as Aboriginal (referring to the "Aboriginal Self- Identification" question on application form). Applicants are supported and followed along during admissions process. They are also informed of the application fee waiver available for Indigenous applicants through the College of Graduate Studies (in place to reduce barriers and support the recruitment of Indigenous graduate students).		

School of Social Work		
The Graduate Student Coordinator connects with the Indigenous Graduate Student Advisor, Indigenous Programs & Services at the College of Graduate Studies to support with students interested in pursuing graduate school who are part of the Indigenous Pathways to Graduate Studies program. The Graduate Student Coordinator reaches out to the students who are referred by the Indigenous Graduate Student Advisor and offers a 1:1 meeting to answer any questions related to the program and offer support on the admissions process. School of Social Work	School of Social Work	This strategy has been implemented for the 2025 admissions intake (outcome TBD)

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
UBCV School of Nursing – Bachelor of Science in Nursing	Ongoing	As above, since 2018, the UBC Vancouver (UBCV) School of Nursing has a required course in the BSN program - NURS 353: *Promoting the Health of Indigenous Peoples.* 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.

		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.
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. The MD Undergraduate Program has integrated curriculum on mistreatment and on the learning environment that is spiralled through Foundations of Medical Practice (MEDD 411/412), Transition into Clinical Education (MEDD 422/TICE), Clerkship (MEDD 431) and Transition into Postgraduate Education & Practice (MEDD 448/TIPP). All MDUP students also attend a virtual Interprofessional Respectful Learning Environment workshop in Week 2 of medical school. As well, 10 (out of 56) Case-Based Learning (CBL) Cases across Years 1 and 2 are centred around Indigenous patients. Through discussing these Cases, students reflect on factors that may affect access and quality of care received by Indigenous peoples, Indigenous approaches to health and healing, and the importance of cultural safety when providing care.
MD (Postgraduate)	Ongoing	Several, e.g., Sa<u>n</u>'yas Indigenous Cultural Safety Training Program and Indigenous Cultural Competency Certificate. The Faculty's clinical affiliates, including hospitals and Health Authorities, offer various approaches, resources, and educational events to promote cultural safety and address racism/discrimination. Some examples include: • Interior Health: Developing a workshop on calling out in racist/discriminatory situations through simulation, as well as mandatory education modules for new staff on Indigenous Cultural Safety, Workplace Bullying, and Harassment.

		• Northern Health: Offers a Respectful Workplace Workshop several times a year, and has published a plan to support the implementation of their Cultural Safety Implementation Framework. • Island Health and Fraser Health: San'yas Indigenous Cultural Safety Program, completed over 8 weeks. • Vancouver Coastal Health: Offers leadership development path which includes classes on Diversity, Equity, and Inclusion. These initiatives aim to promote cultural safety, address racism/discrimination, and create a respectful workplace for all staff.
Audiology and Speech Language Pathology	Ongoing	UBC 23 24 Indigenous Cultural Safety AUDI_V 540 (1) Approaches to Audiology and Speech-Language Pathology for People of First Nations, Métis or Inuit Heritage
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.
UBCO School of Health and Exercise	Ongoing	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. 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. INDG 319 Indigenous Perspectives on Health and Physical Activity: A course that is being delivered to BHES students as an upper-year elective.

		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. 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.
UBCO Master of Social Work	Ongoing	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. 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. 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.
Social Work 517: Social Work and Indigenous Peoples in Canada Social Work 531: Anti-Racist and Anti-Oppressive Clinical Practice	Ongoing Ongoing	• As noted above this is a required 13-week course for all Foundational MSW students that incorporates all of the above components and is taught by Indigenous Instructors using Indigenous pedagogical components. • This elective course is taught on an annual basis and incorporates all of the subjects above.