

2023 Indigenous Strategic Plan Progress Report

Certificate in Climate Studies and Action

READ ME

This document reports on the progress we've made in the Certificate to the actions outlined in the Certificate's Indigenous Strategic Action Plan (available online here: <https://geog.ubc.ca/undergraduate/climate-certificate/>). Each action has been given a rating on the scale: *not started, working on this, fulfilling commitment*

Area 1: Supporting People

Program Actions	Outputs	Outcomes	Performance Measure	Progress Report
Assist in establishing a fund to support students from Indigenous, black, racialized and other equity deserving communities (IBPOC+) studying climate at UBC ¹	Partial or full tuition cost of Certificate (18-credits) covered for successful IBPOC+ applicants	IBPOC+ students better supported, a greater diversity of student perspectives in the classroom and in required courses	Donations secured for a fund to support 1-2 students for 2023W term. Actively work to support more students from there with new targets as appropriate. # of students supported	<p>Assessment: working on this</p> <p>Substantial work and time have been put into this project and the fund is up and running in 2023-24 but with a reduced amount being awarded (\$1000 total as opposed to the target of one or two \$3500 awards). At the project outset, we had imagined developing a proposal for the fund and then transferring the project to the Development Office in the Faculty of Arts to take forward. The reality has been far different and we've faced major institutional hurdles getting the project off the ground. The Development Office is able to provide (very minimal) support for the project but do not take on projects like this on their own. Fundraising and management of the fund is going to be the responsibility of the Departments (EOAS and GEOG). This is challenging because none of the people within the Departments working on the fund have time allocated or experience with this type of work. These systemic institutional issues have been raised multiple times. Over the long term, the goal is for the fund to be given more substantial and direct support that matches how well it is aligned with UBC priorities.</p> <p>Despite these challenges the progress that has been made includes:</p> <ul style="list-style-type: none"> - A team has been set up to work on the project. Dr. Nina Hewitt (Project Lead, Geography), Dr. Rachel White (Project lead,

				<p>EOAS), Hannah Tredigo (FoA, Development Office), Mary Halton (Communications Manager, Geography), Hanno Southam (Research Assistant for Certificate)</p> <ul style="list-style-type: none"> - Both departments have provided \$1000 in seed funding (\$2000 total) - \$1615 has been raised from sourcing donations from faculty in the Departments, for a total of \$3615 in the fund - A set of supporting documents have been created: Proposal, Fundraising Plan, Promotions Copy - Financial infrastructure (a worktag) has been created - A webpage on the UBC Giving website was created for the fund. - The first cycle of the fund is running in 2023-24 (see application page). \$1000 is going to be awarded to a single student or to two students (\$500 each). The deadline to apply is 30 September 2023 and decisions will be made in October. Eleven students have applied (as of 31 Aug 2023). <p>In the long term, the goal is to secure larger, semi-permanent donors and to fund multiple students each cycle at the full tuition cost of the Certificate. The supporting documents and student stories from this first cycle will give us a better case for making this ask to donors in the coming years.</p>
<p>Support faculty in program with aligning their curriculum with ISP goals and supporting Indigenous students in their classes by (1) holding an annual teaching and learning seminar focused on this theme (aligned with annual curriculum review - see table below) and (2) facilitating the exchange of resources and experiences on an ongoing basis</p>	<p>Annual teaching and learning seminar</p>	<p>Faculty are supported and challenged in continual advancement of curriculum that aligns with the ISP plan; faculty are better able to support Indigenous students in their classes</p> <p>Increased familiarity with relevant resources and Indigenous student services in faculty and program administration</p>	<p>Feedback from faculty at annual teaching and learning seminar and annual student survey</p>	<p>Assessment: working on this</p> <p>The feedback from the faculty teaching the core classes at the annual curriculum review was generally good on this action. No annual teaching and learning seminar was organized and the annual student survey has not been completed yet, but faculty reported significant cross talk between courses and capacity for increasing the Indigenous focused or framed content in their courses.</p> <p>Two action items for the next year were discussed at the curriculum review: (1) applying for a central pool of funds for faculty to use to pay guest lecturers and Indigenous partners and (2) gathering resources developed in different classes into a central place where all the faculty in the Certificate can see and use them (this was discussed especially in relation to a virtual land acknowledgement that was created in</p>

				partnership with the Tsleil-Waututh for the GEOG 302 class).
Conduct annual Certificate student survey and include section that assesses (1) Indigenous student experience and (2) advancement of curriculum goals	Annual student assessment to improve Indigenous student support and curriculum in Certificate	Co-directors and advisory committee have knowledge of Indigenous student experience and reflections on the program	Annual survey conducted	<p>Assessment: working on this</p> <p>This survey has been developed and will be given to students during class time of the Climate Action Labs in September 2023. The target audience is students that were in the Certificate last year (2022-23). The survey questions assess (1) functional aspects of the Certificate, (2) whether students feel welcomed and respected in the classroom, (3) whether they feel wellbeing supports are in place and (4) how well they feel their life experience is represented in the curriculum. Results will be compiled and followed up on in winter 2023-24. A second student survey assessing student learning and the impact of the Certificate is also being developed.</p>

Area 2: Certificate Curriculum

Program Actions	Outputs	Outcomes	Performance Measure	Progress Report
Build-out core course offering to meet the two program learning objectives that relate to the ISP curriculum goals and continually reflect on and update course curriculum to better achieve these goals ¹	Core Certificate courses include curriculum that meets these goals	Students leave program meeting or exceeding the learning objectives ¹	<p>Syllabus content directly relating learning objectives¹ increases over 2 years and actively maintained</p> <p>Feedback from annual student survey assessing these objectives</p>	<p>Assessment: fulfilling commitment</p> <p>Feedback from faculty at the annual curriculum review gave the impression this work was underway. Specific examples include:</p> <ul style="list-style-type: none"> - Decolonization was made a focus of the Climate Action Labs. In each year of the labs, students develop skills or a practice for a specific thing. In the second year of the labs this is the practice of decolonization. In the future iterations, this is going to be the focus of the first year so students are exposed to this framing as one of their first learning experiences in the Certificate. (Lead for curriculum building: Dr. Tara Ivanochko) - GEOG 302 (Climate Justice) was built out this year to be rooted in Indigenous worldviews. This included working with Rueben George of the Tsleil-Waututh to create a virtual land acknowledgement, featuring Indigenous scholars in the readings and continually returning to this grounding in the course. (Lead for curriculum building: Avi Lewis)

				<p>- GEOG 202 also featured extensive Indigenous scholarship and a lecture by Chief Wilson from West Moberly First Nation in partnership with the Centre for Climate Justice, Critical Indigenous Studies, and Geography.</p> <p>To advance this action further, work needs to be done to ensure that this curriculum building is permanent and featured in the class regardless of who is teaching.</p> <p>Though not one of the core required courses, a directly relevant note is that FNIS is offering a new class titled Indigenous Peoples and Climate Change (FNIS 401H) in 2023-24. The class is taught by Dr. Pasang Sherpa and is currently a topics class, though a proposal is in the works to make it permanent. This class is going to be added as an accepted Option credit in the Certificate and we will support the proposal however we can.</p>
Invite and compensate Indigenous partners, faculty and experts to teach in Certificate.	Indigenous developed and led content a part of core course offering	Student learning enriched by teaching from Indigenous partners, faculty and experts	<p>Mechanism to facilitate invitations established in year 1 of program (2022-23)</p> <p>Where relationships are formed, Indigenous partners, faculty and experts teaching in core courses, with fair reimbursement</p>	<p>Assessment: not started</p> <p>No work was done this year to establish a mechanism for inviting and compensating Indigenous partners and faculty into the Certificate. From the feedback at the annual curriculum review, it seems like guest lectures and engagement are happening through other pathways. Creating a centralized pool of funds for faculty to draw from to compensate Indigenous partners seems like an important priority. As discussed for the second action of Supporting People, this has been identified as an important resource to enable faculty to increase the Indigenous focus of their curriculum. It would also allow for longer term, recurring relationships to be established; for example, working with Musqueam to develop a sibling land acknowledgement to the one developed with the Tsleil-Waututh in GEOG 302 and having the ability to revisit and update those land acknowledgements every few years.</p>
Develop workshops and course content in Climate Action Labs (CALs) and Capstone related to ethically engaging with Indigenous communities, as well as reflect on and continually update these courses	Workshops and content integrated into CAL and Capstone	Students leave program with introductory exposure to ethical community engagement as a foundation to work with and for Indigenous communities	<p>Workshops and content are developed over 2 years and then actively maintained and updated</p> <p>Feedback from annual student survey and community partners in CALs and Capstone</p>	<p>Assessment: fulfilling commitment</p> <p>The work done this year to develop a focus on decolonization in the Climate Action Labs is good evidence that this action is being worked on. The Capstone wasn't offered this year but this focus will need to be maintained there in the coming years when it is; in particular, the Capstone will need to build curriculum around principles of ethical community</p>

				engagement.
Actively contribute to anti-discrimination work by complicating and denaturalizing stereotypes about Indigenous Peoples in core curriculum, including universalizing, romanticizing, and victim-narratives	Course content, assignments and discussion focused on identifying and avoiding these stereotypes	Increased awareness of discriminatory stereotypes in Certificate faculty and student body	Feedback from annual student survey	Assessment: working on this The annual student survey has not been completed yet but the impressions from the annual curriculum review make it seem like this is occurring. At our next curriculum meeting we should pose a specific question to the instructors about this.
Conduct annual curriculum review to assess progress and encourage faculty to revise and update their courses to better meet program and ISP goals	Annual curriculum review	Certificate leadership and instructors equipped with understanding of programs status and progress on curriculum goals related to the ISP and associated learning objectives ¹ Curriculum continuously improved	Annual curriculum review (using this document as an assessment framework) completed every year	Assessment: fulfilling commitment The annual curriculum review was on April 21st 2023. The session was two hours long and had representation from the faculty teaching all the core classes. A focus of the review was progress towards the Indigenous Strategic Action Plan. Lots of useful feedback was generated that has shaped this report and ongoing work for next year.
Notes				
1. These learning objectives are: (1) "Apply an intersectional lens (including but not limited to processes of racialization, patriarchy and colonialism) to analyze social drivers and impacts of climate change"; (2) "Ethically engage Indigenous worldviews, epistemologies and ontologies to interpret climate change and relate these ways of being and knowing as distinctly valuable alternatives to dominant paradigms"				