



Vancouver Senate

THE SIXTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2019/2020 ACADEMIC YEAR

WEDNESDAY, 12 FEBRUARY 2020

6:00 P.M.

ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961
EAST MALL

1. **Call to Order and Territorial Acknowledgement – Prof Santa J. Ono** (information)
2. **Minutes of the Meeting of 22 January 2020 – Prof Santa J. Ono** (approval) (docket pages 3-15)
3. **Business Arising from the Minutes – Prof Santa J. Ono** (information)
4. **Remarks from the Chair - Prof Santa J. Ono** (information)
5. **Admissions Committee – Prof. Carol Jaeger**
 - a) Master of Public Policy and Global Affairs – Revisions to Admission Requirements (approval) (docket pages 16, 17-28)
 - b) 2020-2021 Enrolment Targets (approval) (docket pages 16, 29-39)
6. **Awards Committee – Dr Lawrence Burr**
New and Revised Awards (approval) (docket pages 40-45)
7. **Curriculum Committee – Dr Peter Marshall**
Curriculum Proposals from the Faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies, Allard Law, and Science (approval) (docket pages 46-127)
8. **Joint Report of the Admissions and Curriculum Committees – Prof. Carol Jaeger and Dr Peter Marshall**
New Program Option: Master of Business Administration and Master of Business Analytics Dual Degree Program Option (approval) (docket pages 128-148)



9. Report from the Provost – Dr Andrew Szeri

- a) 2018-2019 Report on External Reviews (information) (docket pages 149-171)
- b) 2018-2019 Report on Student Evaluation of Teaching (information) (docket pages 172-182)

10. Report from the Registrar – Dr Kathleen Ross

2020-2021 Term Dates (information) (docket pages 183-184)

11. Other Business



VANCOUVER SENATE

MINUTES OF 22 JANUARY 2020

DRAFT**Attendance**

Present: S. J. Ono (Chair), K. Ross (Secretary), D. Agosti-Moro, T. Ahmed, S. Bates, R. Boushel, J. Chai, C. Dauvergne, B. Fischer, S. Forwell, J. Gilbert, C. Gilby, A. Gonzalez, S. Haffey, C. Hakim, P. Harrison, J. M. Holmes, A. Ivanov, P. Keown, A. Kindler, M. Koehoorn, C. Koenig, C. Krebs, M. Kuus, P. Loewen, P. Marshall, S. Matsui, W. McKee, L. Milroy, A. Murphy, J. Olson, T. Onifade, N. Pang, S. Porter, N. Rygnestad-Stahl, A. Sheppard, S. Singh, A. Szeri, A. Tanner, R. Tees, M. Thachuk, S. Thorne, V. Tsang, R. Yada

Regrets: M. Aronson, G. Averill, V. Bungay, J. Burnham, L. Burr, P. Choi, A. Collier, M. Coughtrie, R. Djavanmardi, A. Dulay, G. Faulkner, A. Fisher, B. Frank, I. Frigaard, C. Godwin, L. Gordon, S. Grayston, J. Greenman, V. Griess, R. Helsley, J. Innes, M. Isaacson, C. Jaeger, D. Kelleher, P. Keown, H. Leong, K. Lo, D. MacDonald, M. MacDougall, C. Marshall, B. McNulty, P. Meehan, S. Ngo, C. Nislow, T. Rogers, J. Shepherd, M. Stewart, L. Stothers, C. Suriawan, G. Tsiakos, R. Ty, E. Suzman.

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the fourth regular meeting of the Vancouver Senate for the 2019/2020 Academic Year to order at 6:04 pm.

Minutes of 18 December 2019

Richard Tees
Julia Chai

} *That the Minutes of the Meeting of 18 December 2019 be adopted as corrected:*

Corrections:

Senator Haffey's comments on p. 9 conclude with "people who wished to speak against a motion"

Motion to postpone not approved on p. 9.

Krebs – substitute emergencies for organizations on p. 9



Approved

President's Remarks

The President and Chair of the Senate, Professor Santa Ono, noted that last week universities across Canada observed a moment of silence for the victims on Ukrainian International Airlines Flight 752. He asked for Senate to also observe a moment of silence for those who lost their lives.

Dr Ono welcomed Dr Nadine Caron as the founding First Nations Health Authority Chair in Cancer and Wellness. He also noted that, last week, UBC officially opened the renovated and expanded Biological Science Building.

Tributes Committee

Dr Sally Thorne, Chair of the Senate Tributes Committee, presented.

MEMORIAL MINUTE FOR DR LUIS DE SOBRINO

The Senate Tributes Committee wishes to pay their respects towards Professor Emeritus Luis Sobrino, who passed on 11 November 2019.

Luis Gonzaga de Sobrino y Sierra was born in Cadiz, Spain on 16 November 1929. On 12 March 1957 he married Margarita (Margara) de la Lastra y Terry, to whom he remained married until her death in 2002. After deserting from the Spanish Navy, Luis went to the United States in 1957 to pursue an MSc and PhD in Nuclear Engineering at the Massachusetts Institute of Technology. Upon completing his Doctorate in 1960, he accepted a teaching position in the Physics Department at the University of British Columbia, became a full professor in 1968, and remained at UBC until his retirement in 1995. He served as a Representative of Joint Faculties in the UBC Senate from 1984 to 1993; at various times he also served as the Chair of the Senate Curriculum Committee.

Dr. Sobrino was one of the founders of the UBC's Arts One and later Science One programs, and was also active in the peace movement as a founding member of the Vancouver Science for Peace Chapter and as an advisory board member with Physicians for Social Responsibility. He was a well-regarded teacher and scholar, who certainly influenced departmental decisions. To his family and friends, the Senate and the University of British Columbia extend their condolences and thanks.

Sally Thorne
Chris Hakim

}

That Senate approve the Memorial Minute for Dr. Luis de Sobrino, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.



Approved

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Paul Harrison, presented.

CANCER INSTITUTE

Paul Harrison	}	<i>That Senate approve and recommend to the Board of Governors that the British Columbia Cancer Research Institute be established within the Faculty of Medicine effective 1 March 2020, as set out in the attached proposal.</i>
Richard Tees		

Dr Harrison noted that this would be the last research institute being recommended by the Academic Policy Committee, as responsibility for centres and institutes was in the process of being transferred to the Senate Research and Scholarship Committee.

With permission of Senate, Dr Francois Benard presented on behalf of the Faculty of Medicine. He noted that this would be a research institute with \$70-100M in funded research; he advised that the group had already been functioning de facto as an institute but would like formal university approval.

The President noted the incredible work of the Faculty in this area and thanked Dr Benard for his leadership in this proposal.

Approved

PROFESSIONAL MASTERS PROGRAMS

Paul Harrison	}	<i>That Senate approve the revisions to the Academic Regulations for Professional Masters' programs in the Faculty of Commerce and Business Administration set out in the attached proposal.</i>
Dante Agosti-Moro		

Approved



Awards Committee

A member of the Senate Awards Committee, Dr Robert Boushel presented.

AWARDS REPORT

See Appendix A: Awards Report

Robert Boushel	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Chris Hakim		

Approved

Teaching and Learning Committee

The Chair of the Senate Teaching and Learning Committee, Dr Andre Ivanov, presented.

INTERIM REPORT ON STUDENT EVALUATIONS OF TEACHING

Dr Ivanov introduced Drs Dan Pratt and Simon Bates to present.

Dr Bates advised that this interim report was to present some emerging recommendations as the working group moved to present its final report later this academic year.

Dr Pratt said that the committee had four working principles: student voices should be heard, student evaluations of teaching are not judgments of teaching, contextualize the data, and bias will inevitably exist so we have to mitigate it.

Senator Gonzalez thanked the working group for its efforts.

Senator Thatchuk asked what would come from this process.

Dr Pratt said that eight recommendations have been made. The task of the committee was to look at student evaluations of teaching and we did make recommendations on how that could be integrated and interpreted with other evaluations of teaching.



Report from the Provost

2019-2020 ENROLMENT REPORT

The Provost, Dr Andrew Szeri, presented.

Dr Szeri highlighted the following data from his presented report:

- 55,802 students (*p.30, Table 4*) (2% increase over previous year)
- Delivered FTEs are at 40,078. 0% increase (112% of government funded FTE target) (*p.29*)
 - 107% undergraduate utilization
 - 144% graduate utilization
- 3.0% of domestic students are Aboriginal (n= 1,207) (*p.32*)
- 16,098 international students, a 4% increase (27% of undergrad pop 38% of grad) (*p. 34, Table 7*)

Dr Szeri noted that there were three focus groups of students he wished to bring to Senate's attention:

- Youth Formerly in Government Care

There are currently 54 former youth in government care students studying at UBC and receiving a tuition waiver. This is a 20% increase over last year.

- World University Service of Canada

8 new-to-UBC WUSC students enrolled this year. 38 Students in total on both campuses.

- Vantage College

In 2019/20, students transitioned into; Arts (V campus), Science (V) and Engineering (V and O). This year there are 235 student in the Arts Vantage stream, 136 in the Science stream and 69 in the Applied Science stream.

Dr Ono noted the difference between the campuses for out of province students. Is there a trend for growth within Canada at Vancouver?

With permission of Senate, Vice-Provost Pamela Ratner replied. She said that yes, we have increased our Canadian recruitment efforts for people outside of BC. Typically, only 10% of Canadians leave their home province for higher education. On that basis, she suggested that UBC was doing well.



Senator Singh said that in a figure it looked like domestic students have flat lined versus international and this optically presented challenges. He asked if there was any way to increase domestic enrolment.

Dr Szeri said that we are faced with a 20% demographic dip for Canadian students. Overall, we should see a decline in applications but these should be smaller for UBC given the quality of the institution. Last year, we saw a 3% decline in domestic applications, which is what we expected. Over the past decade, the admit rate has hovered around 70-80% and has been constant despite that dip. We have not become any more or less restrictive to domestic applicants over time.

Dr Singh asked if Simon Fraser or Victoria had similar challenges

Dr Ratner said that we worked collaboratively in the BC system and many were struggling to meet their targets unlike UBC. In a cooperative spirit we have not exceeded our targets to their detriment.

Dr Ross said that applications for this year seemed slightly up.

Senator Holmes said that looking at utilization this year which was 107%; he asked what our target was.

Dr Ratner said 105%.

Senator Holmes asked what was the cost of being over 100% and if we were creating a problem?

The Provost said it could be calculated; there was a cost but there was also a benefit to hundreds of students.

Dr Ross said that it would increase or competitiveness.

Senator Tanner note that degree completion rate for PhDs was heading towards 5 years and what was being done.

Dean Porter said that it was a complex issue. We are conscious of the factors that are controllable and those that are not. We do our best to fund students, follow progress rigorously, but there are some things out of our control.

Dr Tees said that if we overenrolled we do not have government support for those students; this was a particular issue for graduate students.

Dr Szeri said that it was a matter of a conversation with the government each year. Graduate funding does not have bespoke funding in BC. Government support for



graduate education, such as Ontario provides, does not have an analogue in BC. Last year the government did make an appropriation directly for BC graduate student support but this was one-year funding. We used this as matching funds for Blue and Gold and doubled it. We have brought this to the government with a request for continuation.

Senator Ty noted that the 6 year completion rate was 80%; he asked what the reasons are for the 20%

Dr Ratner said it was a mixed group. We do have students who have been here for 10 years but are still making progress towards their degrees.

The Registrar said across north America the average was 60%.

Senator Singh noted that doctoral admissions were down and asked why.

The Dean of Graduate and Postdoctoral Studies said that true across Canada.

Other Business

SENATOR HARRISON'S MOTION REGARDING ACADEMIC FREEDOM AND PARTNER UNIVERSITIES

Paul Harrison Richard Tees	}	<i>Given that some universities in China have specifically removed reference to academic freedom from their governing documents and given that UBC Vancouver has student exchange and other agreements with those institutions, this Senate requests the Vice-President Academic and Provost to arrange for a review of such relationships and report back to Senate by May 2020.</i>
-------------------------------	---	---

Dr Harrison expressed a concern given media reports and expressed that it would be prudent to review our relationships to ensure that our people are aware of what was expected at those institutions.

Senator Agosti-Moro asked if this would extent past those that had just changed their formal charters.

Senator Harrison said that this motion was directed at those that made formal changes.



Senator Kindler expressed a concern with the wording of the motion. She was not sure what was meant by reviewing; she appreciated that Senator Harrison's motivation was not pointed at rescinding such agreements. Secondly, she expressed concern that we were reacting to media reports and singling out those institutions without reacting to those institutions around the world that are either silent or have policies against academic freedom.

Senator Holmes agreed with Senator Kindler.

J. Maximillian Holmes	}	<i>That “in China” be struck from the motion and</i>
Dante Agosti-Moro		<i>that by “by May 2020” be struck and replaced by</i>
		<i>“and report back to Senate with an interim report</i>
		<i>by October 2020 and with a final report when</i>
		<i>completed.”</i>

The Provost said that we have relationships with over 500 universities. He noted that this amendment would mean tracking down each of their documents and report back by May 2020. This would be a burdensome task given the expanded scope. We would have to have a lot of people and may need translations.

Amendment
Approved

Senator Thorne said that she was comfortable with passing the motion if the Provost could exercise some judgment on what we are reviewing. There is a risk in this conversation in viewing a statement on academic freedom as a blanket good and that was a problem in a world where such statements are more complicated.

The Provost asked what we would do with the data. For instance, he asked if we would strike the agreements from those institutions who made changes.

Dr Harrison said that he hoped that this would make UBC pay attention to the notion of academic freedom and that our people are well informed of what they are getting involved with when they work with foreign institutions.

Senator Murphy said that a statement would not tell us everything we needed to know about an institution. She drew the example of India where policy can differ from practice.

Senator Krebs said that it was important for UBC to consider its values and ensure that these are shared by those we chose to partner with. How does UBC project its values in the world? When it comes to academic freedom we do not need to review all agreements – some countries have constitutional protections for academic freedoms. Policies are also changing rapidly as countries



change. Does that mean that we break off a partnership if a university no longer shares our values? She suggested that we may do so.

Senator Thatchuk said that we have our values and we should be careful how we apply those to the rest of the world. He suggested that this motion would mean a lot of work without a lot of value. If people want to go on exchange they can look up these policies and practices themselves.

Senator Kindler spoke against the motion. She would be concerned if we judged our relationships with other institutions on the basis of what statements or policies they had on academic freedom. Furthermore, she felt that students from countries or institutions without such policies are those that we should welcome to UBC to give them such opportunities.

Dr Harrison said that this was to seek information and academic freedom was one of our core values.

Senator Gilby noted that sending our students abroad may share notions of academic freedom.

Senator Krebs said that this was a review and a collection of data, not a call for specific action.

Senator Holmes said that we are focusing on one very specific value we have at UBC. If we did a review of agreements for all our values that would be different. He expressed a concern with us reviewing something and collecting data before we knew what we would do with that information. He suggested reviewing this to a committee

Dr Tees noted that the original motion had limited scope and was focused.

Senator Matsui said that partnering with UBC was a great honour and gave status to our partners.

Paul Harrison
Richard Tees

}

Given that some universities have specifically removed reference to academic freedom from their governing documents and given that UBC Vancouver has student exchange and other agreements with those institutions, this Senate request the Vice-President Academic and Provost to arrange for a review of such relationships and report back to Senate with an interim report by October 2020 and with a final report when completed.

Approved as
Amended

**ASSOCIATE VICE-PRESIDENT RESEARCH**

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented a motion from the floor.

Richard Tees
Paul Harrison

}

That Dr Robert Boushel and Dr Theresa Rogers be appointed to the President's Advisory Committee for the Selection of an Associate Vice-President Research and Innovation.

Approved

Report from the Provost**UPDATE ON ACADEMIC RENEWAL**

Sean Haffey
Riley Ty

}

That Senate consider this agenda item in camera.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 8:08 pm.



Appendix A: Awards Report

NEW AWARDS – ANNUAL

Kathleen D. Butler and David Ferguson Centennial Award in Commerce

A \$10,000 entrance award has been made available annually through a gift from Kathleen D. Butler (B. Com. 1992) and David Ferguson for outstanding domestic students entering the Bachelor of Commerce program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Kathleen and David have three children, and understand that attending university can be expensive. They created this award to help make education more accessible by easing the financial burden of an aspiring UBC student. The award is made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2020/2021 winter session).

CREW Vancouver and Conwest Award for Women in Real Estate

Awards totalling \$2,000 have been made available annually through a gift from Commercial Real Estate Women (CREW) Vancouver and Conwest Group of Companies for domestic female Bachelor of Commerce students who have achieved good academic standing, demonstrated an interest in real estate and shown leadership skills through community involvement or volunteerism. Conwest is a local, privately-owned developer with a 35-year history specializing in industrial, commercial, and residential projects in Metro Vancouver. This award was created in remembrance of Lee Hester (Dip. Urban Land Economics 1993), a commercial real estate broker and member of CREW Vancouver, and in recognition of his work with CREW Vancouver to empower women in the commercial real estate industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Master of Laws in Taxation Bursary

Bursaries are offered annually by the Peter A. Allard School of Law for graduate students in the Master of Laws in Taxation (LL.M.(T)) program who demonstrate financial need. Available funding is determined based on the number of students enrolled in the program. The bursaries are adjudicated by Enrolment Services.

Benjamin Pham Bursary in Commerce



Bursaries totalling \$2,000 have been made available annually through a gift from Benjamin Pham (B. Com. 2002) for students in the Bachelor of Commerce program. Preference will be given to First Nations, Inuit and Métis students of Canada. Ben Pham would not have been able to complete his degree without financial assistance and created this bursary to help support current students in the UBC Sauder School of Business. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

ENDOWED AWARDS

4049 – Dave Brown Memorial Thunderbird Rugby Award

Rationale for Proposed Changes

This award was previously approved as an award for members of the men's rugby team. The Department of Athletics would like the award to be for members of both the men's and women's rugby teams to reflect Dave Brown's contributions to rugby at UBC. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment which is to support awards for student athletes in the rugby program.

Current Award Description

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by UBC Rugby Alumni in memory of UBC Rugby General Manager Dave Brown, for current or incoming UBC men's rugby student athletes who display exemplary leadership, strong character and dedication to the sport. This award recognizes Dave Brown's contributions to the sport of rugby nationally and provincially, and his work in supporting UBC Rugby in its goal of becoming the premier university rugby program in North America. The awards are made on the recommendation of the Athletics Award Committee. (First award available for the 2019/2020 winter session).

Proposed Award Description

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by UBC Rugby Alumni in memory of UBC Rugby General Manager Dave Brown, for current or incoming UBC ~~men's~~ rugby student athletes who display exemplary leadership, strong character and dedication to the sport. This award recognizes Dave Brown's contributions to the sport of rugby nationally and provincially, and his work in supporting UBC Rugby in its goal of becoming the premier university rugby program in North America. The



awards are made on the recommendation of the Head Coaches of the Men and Women's Rugby Teams, with review and approval by the Athletics Award Committee. (First award available for the 2019/2020 winter session).

ANNUAL AWARDS

5006 – Spitz Family Transfer Award for Aboriginal Women

Rationale for Proposed Changes

The UBC Sauder School of Business and the donor would like to increase the amount of awards available. The language used to refer to Indigenous students has also been updated.

Current Award Description

A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business.

Proposed Award Name: Spitz Family Transfer Award for ~~Aboriginal~~ Indigenous Women

Proposed Award Description

A ~~One or more~~ awards ~~is~~ of at least \$10,000 each are offered annually by the Spitz Family to a female ~~Aboriginal student~~ First Nations, Inuit, or Métis students of Canada entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The awards may be renewed until graduation from the B.Com. program, provided the recipients remains in good academic standing. The awards ~~is~~ are made on the recommendation of the UBC Sauder School of Business.



31 January 2020

To: Vancouver Senate

From: Senate Admissions Committee

Re: Master of Public Policy and Global Affairs – Revisions to Admission Requirements and 2020/2021 Enrolment Targets

The Committee has reviewed the following proposals and is pleased to recommend them to Senate for approval.

a) Master of Public Policy and Global Affairs – Revisions to Admission Requirements

Motion: *"That Senate approve changes the revised Calendar entry on admission to the Master of Public Policy and Global Affairs program as set out in the attached, effective for entry to the 2020 Winter Session and thereafter."*

The revisions to admission requirements set out in the attached follow a number of curricular changes to the M.P.P.G.A. program that were approved by Senate at its December 2019 meeting. The changes approved in the attached are intended to:

- provide for the inclusion of language to enable two separate applications for the program: one for the accelerated 16-month option and one for the standard 20-month program; and,
- to clarify our policy around transfer credit taken while on an approved academic exchange.

b) Undergraduate Enrolment Targets 2020/21 (approval)

The Committee has reviewed and recommends to Senate for approval enrolment targets for the 2020-2021 academic year, as outlined by Faculty, program, and year-level.

Motion: *"That Senate approve and forward to the Board of Governors for approval the 2020/2021 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act."*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: July 15, 2019 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Degree Programs Public Policy and Global Affairs</p> <p>Proposed Calendar Entry:</p> <p>Public Policy and Global Affairs</p> <p>Degree offered: M.P.P.G.A.</p> <p>Members</p> <p>Professors T. Cheek, P. Evans, G. Hoberg, M. Kandlikar, P. Le Billon, M. Quayle, M.V. Ramana, N. Ramankutty, R. Sumaila.</p> <p>Associate Professors E. Baines, D. Boyd, J. Dierkes, S. Lightfoot, K.-A. Park, T. Shakya, S. Shneiderman.</p> <p>Assistant Professors N. Kunz, K. Ostwald.</p> <p>Program Overview</p> <p>The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program typically takes 20 months to complete. Students who apply and are</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1557#21631</p> <p>Present Calendar Entry:</p> <p>Public Policy and Global Affairs</p> <p>Degree offered: M.P.P.G.A.</p> <p>Members</p> <p>Professors T. Cheek, P. Evans, G. Hoberg, M. Kandlikar, P. Le Billon, M. Quayle, M.V. Ramana, N. Ramankutty, R. Sumaila.</p> <p>Associate Professors E. Baines, D. Boyd, J. Dierkes, K.-A. Park, T. Shakya, S. Shneiderman.</p> <p>Assistant Professors N. Kunz, K. Ostwald.</p> <p>Program Overview</p> <p>The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program can take 20 to 24 months to complete. It offers the acquisition of multi-</p>



accepted for the accelerated option of the program can complete in 16 months. The accelerated option may not be offered for every admissions cycle as it is contingent on demand. Students who apply to the accelerated option can indicate on their application whether they wish to be considered for the regular 20-month program should the accelerated option not go ahead or they do not meet the additional professional experience requirements. If the accelerated option does not go ahead, a student who has applied to the accelerated option and has indicated that they do not wish to be considered for the 20-month program will be refunded their application fee.

Students are not permitted to switch between the accelerated and regular [tuition schedules](#) after the initial payment of the tuition fees in the first term of the program.

The M.P.P.G.A. program offers the acquisition of multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).

Admission Requirements

All applicants must meet the [admission requirements](#) of the Faculty of Graduate and Postdoctoral Studies. Normally, applicants for a master's degree program must hold the

disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).

Admission Requirements

All applicants must meet the [admission requirements](#) of the Faculty of Graduate and Postdoctoral Studies. Normally, applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses.
- Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC).
- Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately



academic equivalent of a four-year bachelor's degree from UBC with one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses.
- Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC).
- Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the [program website](#) for additional information and applicable deadlines.

Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:

- TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or
- IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or
- MELAB: minimum overall score 81.

for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the [program website](#) for additional information and applicable deadlines.

Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:

- TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or
- IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or
- MELAB: minimum overall score 81.

Applicants will be evaluated on the following components of their applications:

- academic transcripts
- application statements
- three required letters of reference
- an acceptable English test score, where applicable

Relevant professional experience (~~one to~~ two years or more) and proficiency in a second or third language relevant to the student's planned program of study will be considered.

Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that



Applicants will be evaluated on the following components of their applications:

- academic transcripts
- application statements
- three required letters of reference
- an acceptable English test score, where applicable

Relevant professional experience (**generally at least** two years or more) and proficiency in a second or third language relevant to the student's planned program of study will be considered.

Applicants wishing to complete the accelerated version of the program must demonstrate additional years of professional experience as outlined on the MPPGA website.

Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

Transfer Credit

Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500–600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program

the number of applicants exceeds the number of available spaces.

Transfer Credit

Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500–600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program
- cannot be used as a basis for admission to the M.P.P.G.A. program.

Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director.

Program Requirements

The M.P.P.G.A. program requires completion of ~~45~~ credits including a minimum of ~~24~~ 500-level core required course credits from within



cannot be used as a basis for admission to the M.P.P.G.A. program.

Students participating in MPPGA approved exchanges can apply up to 12 credits from exchange towards their MPPGA elective requirements provided they meet the [Transfer Credit Requirements](#) of the Faculty of Graduate and Postdoctoral Studies and with approval of the MPPGA Graduate Director.

Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director **and the Faculty of Graduate and Postdoctoral Studies.**

Program Requirements

The M.P.P.G.A. program requires completion of **48.5** credits including a minimum of **27.5** 500-level core required course credits from within the program, 15 elective credits across three streams, **and** a 6-credit global policy project. With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.

Stream 1: Development and Social Change

This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.

Stream 2: Resources, Energy, and Sustainability

This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the

the program ~~(8 courses)~~, 15 elective credits across three streams ~~(5 courses)~~, a 6-credit global policy project, ~~and a digital policy portfolio (completed within GPP 509)~~. With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.

Stream 1: Development and Social Change

This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.

Stream 2: Resources, Energy, and Sustainability

This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.

Stream 3: Global Governance and Security

This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.

Contact Information

~~Moura Quayle, Director, pro tem, School of Public Policy and Global Affairs (SPPGA)~~

C.K. Choi Building
1855 Main Mall, UBC
Vancouver, BC, Canada V6T 1Z2
Tel: 604.822.3801
Email: mppga.program@ubc.ca



needs of policy making on energy and resource use, urbanization and the global environment.

Stream 3: Global Governance and Security

This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.

Contact Information

MPPGA Program

C.K. Choi Building
1855 West Mall, UBC
Vancouver, BC, Canada V6T 1Z2
Tel: 604.822.3801
Email: mppga.program@ubc.ca
Web: sppga.ubc.ca/
Twitter: twitter.com/ubcMPPGA

Web: sppga.ubc.ca/

Twitter: twitter.com/ubcMPPGA

Type of Action:

Updating main calendar entry page for MPPGA

Rationale for Proposed Change:

Sheryl Lightfoot was recently jointly appointed to the SPPGA so we wanted to add her to the list.

The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis. Based on the feedback we received we are updating the programs as follows:

Original Core Courses:

Year 1	
Term 1	Term 2
501 - Microeconomic Analysis for Public Policy (3)	502 - International Macroeconomics (3)
503 - Measurement and Data Analysis A (3)	504 - Policy Analysis and Evaluation (3)
506 - Public Management (3)	505 - Domestic and Global Policy Process (3)
509 - Communicating Policy (3)	508 - Policy in Context (3)

Year 2

590 - Global Policy Project (6) - Over one or two semesters

New Core Courses:

Year 1	
Term 1	Term 2
500 - Economics for Policy (6)	
503 - Measurement and Data Analysis A (3)	504 - Policy Analysis and Evaluation (3)



506 - Public Management (3)	514 - Research Design and Qualitative Methods (2)
508 - Policy in Context (3)	505 - Domestic and Global Policy Processes (3)
509 - Communicating Policy (1.5)	
510 - Professional Practice in Public Policy and Global Affairs (1.5)	
Year 2	
511 – Leadership for Policy Professionals (1.5)	
590 - Global Policy Project (GP ²) (6) - Over one or two semesters.	
<p><i>*Note: Category 1 proposals for the new courses (in bold) have been submitted at the same time as this Category 1 proposal.</i></p> <p>One of the recommendations stemming from the review was the need for more flexible options to complete the program. In particular, there was a need for an option to complete in a shorter timeframe for those with more professional experience. There are some new competitors who are offering 12-month programs. Additionally, the opportunity cost for a professional to leave their job is high. Our employer survey also identified that professional leaves are not long enough to sustain a 20-month program. By creating an option for those with more professional experience to complete in 16 months instead of 20, there will be savings for these professionals in terms of cost of living and opportunity cost. They will be able to return to their employer after 12 months if they complete an online version of GP² or after 16 months if they complete a condensed in-person GP². A fully online version of PPGA 511 will be developed for accelerated-option students who need it.</p> <p>The requirements of the program would be the same for the accelerated option as for the 20 month option. Students in the accelerated option would take some of their electives</p>	



during the summer term to speed up completion of the program. SPPGA faculty are on board with offering some MPPGA electives in the summer. We will be submitting a request to have an accelerated tuition schedule for students who take this option. The tuition will remain the same but will be spread out over fewer payments. As students will not be completing work experience as part of the program, we have indicated that applicants wishing to choose this option will need more work experience to be allowed to complete the accelerated version. Students who wish to complete the program in 16 months must have a minimum of 5 years' work experience. Students who wish to return to work after 12 months must have a minimum of 7 years' work experience, AND they must be able to complete an online GP² with their employer or another client as approved by the program in their remaining 4 months in the program. As this is a new option, we would like to be able to adjust the number of years of professional experience required for the accelerated options, based on the feedback and experience of the students.

The 20 month program is still desirable for students with fewer years of work experience or international students who are interested in Canadian work experience as it allows them to complete a Co-op or other type of work experience as part of the program. For these reasons, we would like to have both the accelerated and standard options.

There will be two separate applications for the program: one for the accelerated option and one for 20-month program. On the accelerated option application, we will have a question about whether or not they wish to be considered for the regular option should the accelerated option not go ahead or if they don't meet the professional experience threshold. We will make a decision once we've reviewed all of the applications to



determine whether or not we can offer the accelerated option taking into account possible acceptance rates and no shows. If we determine that we cannot run the accelerated option, we can offer qualified students the option of switching to the 20-month option prior to starting the program. Those who did not wish to be considered for the 20-month option will be refunded their application fee. We acknowledge that there will be some ambiguity for students applying to the accelerated option as they will not know whether it will go ahead or not. However, we think it is preferable to indicate that the program offering is contingent on demand ahead of the application process so that students are aware of this possibility. We may remove this clause at a later date if applications are consistent.

Students are not permitted to switch between the accelerated and regular [tuition schedules](#) after the initial payment of the tuition fees in the first term of the program. This is based on the information on the graduate studies website pertaining to students [switching between part-time and full-time](#) and is necessary to ensure that the full tuition is collected from students. A student in the accelerated option could still choose to take longer to complete the program but would need to pay the continuing fee.

For years of professional experience required for admission, “one to two years or more” is not a grammatically sound expression as “two years” can be capture by “or more”. We would like to change this to “approximately two years or more” since the aim is for at least two years but we do accept students with less.

The proposed curriculum changes have resulted in an increase to the overall credits for the program (but not an increase to the tuition, because graduate students do not pay



per credit). While the overall credits have increased by 4.5, the overall workload change is minimal. In response to student and employer feedback, professional practice development that formerly occurred extra-curricularly is now being folded into the curriculum (see proposals for PPGA 510 and 511). Individual course forms are being submitted for all of the above changes.

Although the overall goals of GPP 509 are not changing, the e-portfolio project has been removed from GPP 509 and folded into PPGA 510 and 511, to ensure that it will be delivered effectively across both years of the program. As technologies advance, we may decide to switch from an e-portfolio to a different type of technology. For this reason, we would like to not have this as a formal requirement of the program and will use PPGA 510 and 511 to ensure that students leave the program with the necessary professional skills.

GPP 509 will remain a required course for the program at reduced credits – an updated (Cat 2) course entry is being submitted, which will also change its code to PPGA 509. As none of the other core courses for the program are listed in the calendar entry, we feel that 509 should be removed as well for consistency.

With regards to transfer credit, we would like to clarify our policy around transfer credit taken while on an approved academic exchange. As our partnerships have been pre-approved by the program and the university and we encourage our students to participate in them, we would like to formalize the practice of allowing additional transfer credit for students who participate in a pre-approved exchange. The 12 credit limit is in line with the Faculty of Graduate and Postdoctoral Studies limit for exchange transfer credit.



	<p>Lastly, the current Director of SPPGA is leaving. We've updated our contact information to be general so that it does not require changing on a regular basis.</p>
--	---

**MEMORANDUM**

January 15, 2020

To: Members of the Senate Admissions Committee

From: Pam Ratner

Vice-Provost & Associate Vice-President Enrolment and Academic Facilities

Re: **2020/21 Academic Year Undergraduate Enrolment Targets for UBC Vancouver**

I am pleased to provide the enrolment projections (by fiscal year) and intake targets (by academic year), based on the strategic planning decisions of the Faculties. The intake targets for undergraduate programs are set by the Faculties, in consultation with the Provost's Office, the Office of Planning and Institutional Research (PAIR), Enrolment Services, and the International Student Initiative. Intake targets take into account: the provincial government's mandate regarding overall domestic student enrolment (measured as FTEs); the University's strategic goals; and both the opportunities and capacities of the Departments and Schools to provide excellent undergraduate education and appropriate levels of support for students.

Actual FTE Enrolment for Fiscal Year 2019/20

As of March 31, 2020, UBC Vancouver's total full-time equivalent (FTE) enrolment for fiscal year 2019/20 is projected to be 50,095.¹ This includes: 29,850 (59.6%) domestic undergraduate FTEs, 10,452 (20.9%) ISI undergraduate FTEs, 1,464 (2.9%) residents (Medicine, Dentistry, and Pharmacy), and 8,330 (16.6%) graduate students (see Table 2). Compared with 2018/19, domestic undergraduate enrolment decreased by 21 FTEs (-0.1%) and international (ISI) undergraduate enrolment increased by 349 FTEs (3.5%). UBC Vancouver's domestic enrolment is currently above the 2019/20 government-funded targets: 1,387 (4.6%) above the domestic undergraduate student and resident target of 29,927, and 2,485 (42.5%) above the graduate student target of 5,845 (see Tables 1a and 1b).

Undergraduate Headcount Intake Targets for Winter 2020/21

The proposed undergraduate intake targets (in headcount) for the forthcoming 2020/21 academic year include some growth as UBC Vancouver launches three new programs (Bachelor of Design in Architecture, Landscape Architecture, and Urbanism, Bachelor of Science in Forest Bioeconomy Sciences and Technology, and Bachelor of Pharmaceutical Sciences), and increases enrolment in targeted fields. It is proposed that the undergraduate domestic targets remain stable and the ISI targets increase by 119 (3%) (see Table 3). Relative to last year's actual enrolment, the proposed intake targets will result in 27 (0.2%) more new-to-program domestic students and 4 (-0.1%) fewer new-to-program ISI students.

¹ Projected from November 1, 2019 to March 31, 2020.

**Projected Headcount Enrolment Plan for Winter 2020/21**

The proposed intake plan results in a total undergraduate headcount enrolment projection for Winter 2020/21 that includes 217 (0.6%) more domestic and 309 (2.8%) more ISI students over 2019/20. Table 4a provides the projected domestic and ISI undergraduate Winter headcount enrolment for 2020/21 through 2024/25, by Faculty or School. Table 4b provides the percentage of projected Faculty or School undergraduate enrolment that is ISI.

Projected FTE Enrolment Plan for Fiscal Year 2020/21

Including all undergraduate programs and residents, the intake plan is expected to lead to an increase of 247 domestic (0.8%) and 228 (2.2%) ISI FTEs in fiscal year 2020/21, and less than 1% growth per year thereafter (see Table 2). With the addition of 136 more funded FTEs for biomedical engineering, manufacturing engineering, and computer science, the Vancouver campus anticipates being at 105.2% of undergraduate and resident government-funded FTE targets in 2020/21 (see Table 1b).

Table 1a: UBCV Government Targets, by Fiscal Year

Level	Targeted Area	Actual		Projected				
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Undergraduate & Resident	Health Programs	2,490	2,490	2,490	2,490	2,490	2,490	2,490
	Other Programs	27,278	27,437	27,514	27,650	27,786	27,842	27,842
	Total	29,768	29,927	30,004	30,140	30,276	30,332	30,332
Graduate	Health Programs	1,167	1,185	1,185	1,185	1,185	1,185	1,185
	Other Programs	4,645	4,660	4,627	4,627	4,627	4,627	4,627
	Total	5,812	5,845	5,812	5,812	5,812	5,812	5,812
Grand Total Target		35,580	35,772	35,816	35,952	36,088	36,144	36,144

Although UBC counts residents separately, the Ministry includes resident FTEs in the undifferentiated undergraduate FTE target.

Where we do not have information for the projected years, targets and FTE are assumed to remain stable.

Doctor of Medicine and Doctor of Pharmacy are direct entry programs, counted in undergraduate health targets and FTE.

Table 1b: UBCV Total Domestic Normal Load FTE

		Actual		Projected				
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Undergraduate	Baccalaureate Degree	24,654	24,828	25,182	25,368	25,547	25,666	25,734
	Post-Baccalaureate Degree	3,388	3,456	3,417	3,394	3,389	3,390	3,388
	Diploma & Certificate	823	663	663	663	663	663	663
	Non-Degree	1,006	903	903	903	903	903	903
	Total Domestic FTE	29,871	29,850	30,164	30,329	30,502	30,621	30,688
Resident	Resident FTE	1,463	1,464	1,396	1,364	1,340	1,324	1,311
	Unfunded Undergraduate FTE	1,566	1,387	1,556	1,552	1,565	1,613	1,667
	% of Undergraduate Unfunded	5.0%	4.4%	4.9%	4.9%	4.9%	5.0%	5.2%
Domestic Undergraduate & Resident Total		31,334	31,314	31,560	31,692	31,841	31,945	31,999
Graduate	Health Programs	1,206	1,239	1,239	1,239	1,239	1,239	1,239
	Other Programs	6,922	7,091	7,274	7,274	7,274	7,274	7,274
	Total Graduate FTE	8,128	8,330	8,513	8,513	8,513	8,513	8,513
	Unfunded Graduate FTE	2,316	2,485	2,701	2,701	2,701	2,701	2,701
	% of Graduate Unfunded	28.5%	29.8%	31.7%	31.7%	31.7%	31.7%	31.7%
UBC Vancouver Domestic FTE Total		39,462	39,644	40,073	40,205	40,354	40,458	40,512
Unfunded FTE		3,882	3,872	4,257	4,253	4,266	4,314	4,368
% Total Unfunded		9.8%	9.8%	10.6%	10.6%	10.6%	10.7%	10.8%

Graduate student projections provided to the Budget Office by the Faculties.

Table 2: UBCV Normal Load FTE by Faculty/School and Fiscal Year (All Programs)

Category	Domestic/ISI	Faculty/School	Actual		Projected				
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Undergraduate	Domestic	Applied Science	3,620	3,711	3,820	3,962	4,093	4,159	4,188
	Domestic	Arts	8,299	8,246	8,209	8,155	8,111	8,086	8,073
	Domestic	Dentistry	328	337	346	345	345	349	349
	Domestic	Education	1,652	1,711	1,682	1,671	1,670	1,670	1,670
	Domestic	Forestry	596	555	584	590	603	618	631
	Domestic	Kinesiology	1,003	1,004	1,034	1,036	1,033	1,030	1,028
	Domestic	Land & Food Systems	1,053	1,069	1,071	1,089	1,102	1,105	1,107
	Domestic	Law	567	576	586	589	592	592	592
	Domestic	Medicine	1,303	1,320	1,292	1,284	1,277	1,276	1,274
	Domestic	Nursing	287	282	294	292	292	292	292
	Domestic	Pharmaceutical Sciences	869	882	944	1,005	1,058	1,105	1,133
	Domestic	Sauder	2,771	2,585	2,583	2,575	2,577	2,577	2,576
	Domestic	Science	6,515	6,669	6,818	6,836	6,846	6,861	6,872
	Domestic	Vantage College	2	2	0	0	0	0	0
	Domestic	No Faculty	1,006	903	903	903	903	903	903
Undergraduate	Domestic	Total	29,871	29,850	30,164	30,329	30,502	30,621	30,688
	ISI	Applied Science	1,346	1,437	1,495	1,517	1,546	1,566	1,576
	ISI	Arts	3,888	4,085	4,191	4,170	4,127	4,121	4,125
	ISI	Dentistry	2	2	6	10	14	17	17
	ISI	Education	32	21	30	33	33	33	33
	ISI	Forestry	470	494	522	531	528	529	529
	ISI	Kinesiology	97	105	116	123	128	132	133
	ISI	Land & Food Systems	457	475	512	541	559	575	587
	ISI	Law	11	12	13	13	13	13	13
	ISI	Medicine	1	1	1	1	1	1	1
	ISI	Nursing	4	3	2	2	2	2	2
	ISI	Pharmaceutical Sciences	0	0	14	27	39	49	55
	ISI	Sauder	1,427	1,409	1,401	1,389	1,388	1,401	1,406
	ISI	Science	1,604	1,701	1,789	1,859	1,912	1,943	1,957
	ISI	Vantage College	634	593	477	381	381	381	381
	ISI	No Faculty	131	113	113	113	113	113	113
Undergraduate	ISI	Total	10,103	10,452	10,680	10,708	10,783	10,874	10,929
Undergraduate	Total	Total	39,973	40,301	40,844	41,036	41,285	41,496	41,617
Resident	Domestic	Dentistry	6	6	5	6	5	6	5
	Domestic	Medicine	1,411	1,415	1,348	1,315	1,292	1,275	1,263
	Domestic	Pharmaceutical Sciences	46	43	43	43	43	43	43
Resident	Domestic	Total	1,463	1,464	1,396	1,364	1,340	1,324	1,311
Graduate	Total		8,128	8,330	8,513	8,513	8,513	8,513	8,513
Grand Total			49,564	50,095	50,753	50,913	51,137	51,332	51,441

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.

'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

Table 3: UBCV Winter Session Intake Targets (All Programs)

Faculty or School	Degree Program	Year Level	Pathway	Domestic			ISI			Total		
				Target	Actual	Proposed Targets	Target	Actual	Proposed Targets	Target	Actual	Proposed Targets
				2019/20	2019/20	2020/21 2021/22 2022/23	2019/20	2019/20	2020/21 2021/22 2022/23	2019/20	2019/20	2020/21 2021/22 2022/23
Applied Science	BASC	1	Vantage	646	705	646 655 655	303	297	303 303 303	949	1,002	949 958 958
Applied Science	BASC	2		140	114	160 160 160	38	32	31 27 27	178	146	191 187 187
Applied Science	BASC	2					30	41	37 41 41	30	41	37 41 41
Applied Science	BASC	3		50	40	50 50 50		9		50	49	50 50 50
Applied Science	BASC	Total		836	859	856 865 865	371	379	371 371 371	1,207	1,238	1,227 1,236 1,236
Applied Science	BDES	1	Vantage			16 16 16			4 4 4			20 20 20
Applied Science	BDES	2				24 24 24			6 6 6			30 30 30
Applied Science	BDES	Total				40 40 40			10 10 10			50 50 50
Applied Science	BEND	3		22	23		8	7		30	30	
Applied Science	Total			858	882	896 905 905	379	386	381 381 381	1,237	1,268	1,277 1,286 1,286
Arts	BA	1	Vantage	1,590	1,615	1,590 1,590 1,590	673	659	710 750 755	2,263	2,274	2,300 2,340 2,345
Arts	BA	2		360	386	360 360 360	164	226	150 180 223	524	612	510 540 583
Arts	BA	2					185	197	200 128 64	185	197	200 128 64
Arts	BA	3		360	373	360 360 360	148	194	146 148 148	508	567	506 508 508
Arts	BA	4	Vantage		2			1		0	3	0 0 0
Arts	BA	Total		2,310	2,376	2,310 2,310 2,310	1,170	1,277	1,206 1,206 1,190	3,480	3,653	3,516 3,516 3,500
Arts	BFA	1		48	35	38 38 38	22	11	22 22 22	70	46	60 60 60
Arts	BFA	2		14	17	13 13 13	8	1	8 8 8	22	18	21 21 21
Arts	BFA	3		34	22	33 33 33	10	6	10 10 10	44	28	43 43 43
Arts	BFA	4		4	5	4 4 4	2	1	2 2 2	6	6	6 6 6
Arts	BFA	Total		100	79	88 88 88	42	19	42 42 42	142	98	130 130 130
Arts	BIE	1	Vantage	50	51	50 50 50	50	45	50 50 50	100	96	100 100 100
Arts	BIE	2		10	7	10 10 10	10	12	10 10 10	20	19	20 20 20
Arts	BIE	Total		60	58	60 60 60	60	57	60 60 60	120	115	120 120 120
Arts	BMS	1		20	23	20 20 20	20	18	20 20 20	40	41	40 40 40
Arts	BMS	2	Vantage		1			2		0	3	0 0 0
Arts	BMS	Total		20	24	20 20 20	20	20	20 20 20	40	44	40 40 40
Arts	BMUS	1		52	39	52 52 52	8	4	8 8 8	60	43	60 60 60
Arts	BMUS	2		2	6	2 2 2	2	2	2 2 2	4	8	4 4 4
Arts	BMUS	3		10	7	10 10 10	2	1	2 2 2	12	8	12 12 12
Arts	BMUS	Total		64	52	64 64 64	12	7	12 12 12	76	59	76 76 76
Arts	BSW	3	Vantage	55	50	55 55 55		1		55	51	55 55 55
Arts	BSW	Total		55	50	55 55 55		1		55	51	55 55 55
Arts	Certificates & Diplomas			26	19	19 19 19	2	5	5 5 5	28	24	24 24 24
Arts	Total			2,635	2,658	2,616 2,616 2,616	1,306	1,386	1,345 1,345 1,329	3,941	4,044	3,961 3,961 3,945

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.
'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

Table 3: UBCV Winter Session Intake Targets (All Programs)

Faculty or School	Degree Program	Year Level	Pathway	Domestic			ISI			Total		
				Target	Actual	Proposed Targets	Target	Actual	Proposed Targets	Target	Actual	Proposed Targets
				2019/20	2019/20	2020/21 2021/22 2022/23	2019/20	2019/20	2020/21 2021/22 2022/23	2019/20	2019/20	2020/21 2021/22 2022/23
Dentistry	BDSC	1		26	24	26 26 26		1		26	25	26 26 26
Dentistry	BDSC	3			12	15 10 10				0	12	15 10 10
Dentistry	BDSC	4		10	16	10 10 10				10	16	10 10 10
Dentistry	BDSC	Total		36	52	51 46 46		1		36	53	51 46 46
Dentistry	DMD	1		56	53	56 56 56	4	1	4 4 4	60	54	60 60 60
Dentistry	DMD	Total		56	53	56 56 56	4	1	4 4 4	60	54	60 60 60
Dentistry	DRES			3	5	4 5 4				3	5	4 5 4
Dentistry	Total			95	110	111 107 106	4	2	4 4 4	99	112	115 111 110
Education	BEDS	1		366	378	370 370 370	9	4	9 9 9	375	382	379 379 379
Education	BEDS	2								0	0	0 0 0
Education	BEDS	3			2	1 1 1				0	2	1 1 1
Education	BEDS	Total		366	380	371 371 371	9	4	9 9 9	375	384	380 380 380
Education	BEEM	1		382	354	351 351 351	6	2	6 6 6	388	356	357 357 357
Education	BEEM	2								0	0	0 0 0
Education	BEEM	3		3	2	2 2 2				3	2	2 2 2
Education	BEEM	Total		385	356	353 353 353	6	2	6 6 6	391	358	359 359 359
Education	Certificates & Diplomas			250	317	323 323 323	7	9	10 10 10	257	326	333 333 333
Education	Total			1,001	1,053	1,047 1,047 1,047	22	15	25 25 25	1,023	1,068	1,072 1,072 1,072
Forestry	BEST	1		22	*	22 25 30	17	*	8 8 8	39	*	30 33 38
Forestry	BEST	2				3 3 5			2 2 2			5 5 7
Forestry	BEST	3							15 15 15			15 15 15
Forestry	BEST	Total		22	*	25 28 35	17	*	25 25 25	39	*	50 53 60
Forestry	BSCN	1		55	67	62 62 62	28	39	34 34 34	83	106	96 96 96
Forestry	BSCN	2			3	2 2 2	8	1	2 2 2	8	4	4 4 4
Forestry	BSCN	3		2		1 1 1		5	4 4 4	2	5	5 5 5
Forestry	BSCN	Total		57	70	65 65 65	36	45	40 40 40	93	115	105 105 105
Forestry	BSCW	1		15	15	15 15 15	10	4	3 3 3	25	19	18 18 18
Forestry	BSCW	2			3	2 2 2	16	3	2 2 2	16	6	4 4 4
Forestry	BSCW	3					18	23	20 20 20	18	23	20 20 20
Forestry	BSCW	Total		15	18	17 17 17	44	30	25 25 25	59	48	42 42 42
Forestry	BSF	1		52	41	45 45 45	20	29	24 24 24	72	70	69 69 69
Forestry	BSF	2			5	2 2 2		2	2 2 2	0	7	4 4 4
Forestry	BSF	3		5	1	4 4 4	14	18	16 16 16	19	19	20 20 20
Forestry	BSF	Total		57	47	51 51 51	34	49	42 42 42	91	96	93 93 93
Forestry	BSFS	1		27	21	20 20 20	5	8	8 8 8	32	29	28 28 28
Forestry	BSFS	2			1	1 1 1	5	2	2 2 2	5	3	3 3 3
Forestry	BSFS	3			2	1 1 1	10	17	15 15 15	10	19	16 16 16
Forestry	BSFS	Total		27	24	22 22 22	20	27	25 25 25	47	51	47 47 47

*The BEST target for 2019/20 was set to 39 in anticipation of the program launch. After Senate targets were approved, the launch of BEST was deferred to 2020/21.

Table 3: UBCV Winter Session Intake Targets (All Programs)

Faculty or School	Degree Program	Year Level	Pathway	Domestic			ISI			Total								
				Target	Actual	Proposed Targets	Target	Actual	Proposed Targets	Target	Actual	Proposed Targets						
				2019/20	2019/20	2020/21	2021/22	2022/23	2019/20	2019/20	2020/21	2021/22	2022/23	2019/20	2019/20	2020/21	2021/22	2022/23
Forestry	BUF	1		42	34	36	36	36	18	27	26	26	26	60	61	62	62	62
Forestry	BUF	2		5	1	2	2	2	10	3	2	2	2	15	4	4	4	4
Forestry	BUF	3		12						17	18	18	18	12	17	18	18	18
Forestry	BUF	Total		59	35	38	38	38	28	47	46	46	46	87	82	84	84	84
Forestry	Total			237	194	218	221	228	179	198	203	203	203	416	392	421	424	431
Kinesiology	BKIN	1		200	207	200	200	200	24	30	35	35	35	224	237	235	235	235
Kinesiology	BKIN	2		24	26	24	24	24		1				24	27	24	24	24
Kinesiology	BKIN	3		103	110	103	103	103		2				103	112	103	103	103
Kinesiology	BKIN	Total		327	343	327	327	327	24	33	35	35	35	351	376	362	362	362
Kinesiology	Certificates & Diplomas			11	14	14	14	14						11	14	14	14	14
Kinesiology	Total			338	357	341	341	341	24	33	35	35	35	362	390	376	376	376
Land & Food Systems	BSAB	1		105	108	105	105	105	45	60	45	45	45	150	168	150	150	150
Land & Food Systems	BSAB	2		36	22	36	36	36	7	9	7	7	7	43	31	43	43	43
Land & Food Systems	BSAB	3		9		9	9	9	3		3	3	3	12	0	12	12	12
Land & Food Systems	BSAB	Total		150	130	150	150	150	55	69	55	55	55	205	199	205	205	205
Land & Food Systems	BSFE	1				2	2	3			2	2	2			4	4	5
Land & Food Systems	BSFE	Total				2	2	3			2	2	2			4	4	5
Land & Food Systems	BSFN	1		132	153	135	136	137	96	74	98	100	102	228	227	233	236	239
Land & Food Systems	BSFN	2		36	37	37	38	39	13	17	14	14	15	49	54	51	52	54
Land & Food Systems	BSFN	3		12	3	12	12	12	1		1	1	1	13	3	13	13	13
Land & Food Systems	BSFN	Total		180	193	184	186	188	110	91	113	115	118	290	284	297	301	306
Land & Food Systems	BSGR	2		30	25	31	32	33	14	6	15	16	17	44	31	46	48	50
Land & Food Systems	BSGR	3		5	8	5	5	5	1	5	1	1	1	6	13	6	6	6
Land & Food Systems	BSGR	Total		35	33	36	37	38	15	11	16	17	18	50	44	52	54	56
Land & Food Systems	Total			365	356	372	375	379	180	171	186	189	193	545	527	558	564	572
Law	JD	1		190	183	190	190	190	3	7	3	3	3	193	190	193	193	193
Law	JD	2		20	10	20	20	20						20	10	20	20	20
Law	Total			210	193	210	210	210	3	7	3	3	3	213	200	213	213	213
Medicine	MDPHD	1		4	3	4	4	4						4	3	4	4	4
Medicine	MDPHD	2			1									0	1	0	0	0
Medicine	MDPHD	Total		4	4	4	4	4						4	4	4	4	4
Medicine	MD	1		284	285	284	284	284						284	285	284	284	284
Medicine	BMLS	3		23	20	23	23	23		1				23	21	23	23	23
Medicine	BMW	1		20	20	20	20	20						20	20	20	20	20
Medicine	MRES			395	398	354	354	354						395	398	354	354	354
Medicine	Certificates & Diplomas			15	6	6	6	6		1	1	1	1	15	7	7	7	7
Medicine	Total			741	733	691	691	691		2	1	1	1	741	735	692	692	692
Nursing	BSN	3		117	117	117	117	117	3	0	3	3	3	120	117	120	120	120
Nursing	Total			117	117	117	117	117	3		3	3	3	120	117	120	120	120

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.
'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

Table 3: UBCV Winter Session Intake Targets (All Programs)

Faculty or School	Degree Program	Year Level	Pathway	Domestic			ISI			Total		
				Target 2019/20	Actual 2019/20	Proposed Targets 2020/21 2021/22 2022/23	Target 2019/20	Actual 2019/20	Proposed Targets 2020/21 2021/22 2022/23	Target 2019/20	Actual 2019/20	Proposed Targets 2020/21 2021/22 2022/23
Pharmaceutical Sciences	BPSC	1				50 50 50		15 15 15				65 65 65
Pharmaceutical Sciences	PHRMD	1		230	220	230 230 230				230	220	230 230 230
Pharmaceutical Sciences	PHRMFX	5		20	3	12 15 17				20	3	12 15 17
Pharmaceutical Sciences	PRES			46	43	43 43 43				46	43	43 43 43
Pharmaceutical Sciences	Total			296	266	335 338 340		15 15 15		296	266	350 353 355
Sauder	BBRE	2		2	6	2 2 2				2	6	2 2 2
Sauder	BBRE	3		1	3	1 1 1				1	3	1 1 1
Sauder	BBRE	4			2					0	2	0 0 0
Sauder	BBRE	Total		3	11	3 3 3				3	11	3 3 3
Sauder	BCOM	1		450	445	450 450 450	290	258	290 290 290	740	703	740 740 740
Sauder	BCOM	2		80	86	80 80 80	60	62	60 60 60	140	148	140 140 140
Sauder	BCOM	3		30	35	30 30 30	20	25	20 20 20	50	60	50 50 50
Sauder	BCOM	Total		560	566	560 560 560	370	345	370 370 370	930	911	930 930 930
Sauder	Certificates & Diplomas			527	445	445 445 445	80	89	89 89 89	607	534	534 534 534
Sauder	Total			1,090	1,022	1,008 1,008 1,008	450	434	459 459 459	1,540	1,456	1,467 1,467 1,467
Science	BCS	3		90	85	90 90 90	5	14	15 15 15	95	99	105 105 105
Science	BCS	Total		90	85	90 90 90	5	14	15 15 15	95	99	105 105 105
Science	BSC	1		1,380	1,365	1,410 1,410 1,410	270	257	270 270 270	1,650	1,622	1,680 1,680 1,680
Science	BSC	2		280	305	270 270 270	72	90	125 114 114	352	395	395 384 384
Science	BSC	2	Vantage				123	115	100 111 111	123	115	100 111 111
Science	BSC	3		20	39	30 30 30	5	12	10 10 10	25	51	40 40 40
Science	BSC	Total		1,680	1,709	1,710 1,710 1,710	470	474	505 505 505	2,150	2,183	2,215 2,215 2,215
Science	Total			1,770	1,794	1,800 1,800 1,800	475	488	520 520 520	2,245	2,282	2,320 2,320 2,320
Vantage College	VC-BA	1					225	234	150 75 75	225	234	150 75 75
Vantage College	VC-BAS	1					60	68	75 75 75	60	68	75 75 75
Vantage College	VC-BSC	1					130	135	150 150 150	130	135	150 150 150
Vantage College	Total						415	437	375 300 300	415	437	375 300 300
No Faculty	ACES			152	119	119 119 119	25	17	17 17 17	177	136	136 136 136
No Faculty	EXCH			1,002	1,015	1,015 1,015 1,015				1,002	1,015	1,015 1,015 1,015
No Faculty	UNCL			507	521	521 521 521	35	29	29 29 29	542	550	550 550 550
No Faculty	VISI			132	128	128 128 128	152	170	170 170 170	284	298	298 298 298
No Faculty	Total			1,793	1,783	1,783 1,783 1,783	212	216	216 216 216	2,005	1,999	1,999 1,999 1,999
Grand Total				11,546	11,518	11,545 11,559 11,571	3,652	3,775	3,771 3,699 3,687	15,198	15,293	15,316 15,258 15,258

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.
'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

Table 4a: UBCV Winter Session Undergraduate Headcount Forecast, as of November

Faculty or School	Domestic /ISI	Program Type	Actual		Projected		Projected		
			2018/19 Winter	2019/20 Winter	2020/21 Winter	2021/22 Winter	2022/23 Winter	2023/24 Winter	2024/25 Winter
Applied Science	Domestic	Baccalaureate	3,472	3,557	3,644	3,762	3,895	3,961	3,990
Applied Science	ISI	Baccalaureate	1,342	1,435	1,494	1,517	1,545	1,564	1,575
Applied Science	Total	Total	4,814	4,992	5,138	5,278	5,440	5,525	5,565
Arts	Domestic	Baccalaureate	9,799	9,755	9,690	9,630	9,575	9,544	9,527
Arts	Domestic	Other Programs	41	36	36	36	36	36	36
Arts	ISI	Baccalaureate	4,338	4,567	4,685	4,673	4,620	4,612	4,616
Arts	ISI	Other Programs	3	7	7	7	7	7	7
Arts	Total	Total	14,181	14,365	14,418	14,346	14,238	14,199	14,186
Dentistry	Domestic	Baccalaureate	144	144	156	159	158	159	159
Dentistry	Domestic	Other Programs	219	226	221	221	221	224	224
Dentistry	ISI	Baccalaureate	2	1	1	1	1	1	1
Dentistry	ISI	Other Programs		1	5	9	13	16	16
Dentistry	Total	Total	365	372	383	390	393	400	400
Education	Domestic	Other Programs	1,460	1,498	1,473	1,472	1,471	1,471	1,471
Education	ISI	Other Programs	30	26	31	31	31	31	31
Education	Total	Total	1,490	1,524	1,504	1,503	1,502	1,502	1,502
Forestry	Domestic	Baccalaureate	646	611	633	640	654	670	685
Forestry	ISI	Baccalaureate	501	503	525	537	533	532	533
Forestry	Total	Total	1,147	1,114	1,158	1,177	1,187	1,203	1,218
Kinesiology	Domestic	Baccalaureate	1,149	1,159	1,183	1,186	1,183	1,180	1,178
Kinesiology	Domestic	Other Programs	12	15	15	15	15	15	15
Kinesiology	ISI	Baccalaureate	108	119	129	136	143	147	149
Kinesiology	Total	Total	1,269	1,293	1,327	1,338	1,341	1,342	1,342
Land & Food Systems	Domestic	Baccalaureate	1,190	1,206	1,209	1,231	1,249	1,253	1,256
Land & Food Systems	ISI	Baccalaureate	491	512	551	581	602	620	633
Land & Food Systems	Total	Total	1,681	1,718	1,760	1,812	1,851	1,872	1,888
Law	Domestic	Other Programs	574	588	595	598	602	602	602
Law	ISI	Other Programs	11	13	13	13	13	13	13
Law	Total	Total	585	601	608	611	615	615	615

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.

'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

Table 4a: UBCV Winter Session Undergraduate Headcount Forecast, as of November

Faculty or School	Domestic /ISI	Program Type	Actual		Projected		2022/23 Winter	2023/24 Winter	2024/25 Winter
			2018/19 Winter	2019/20 Winter	2020/21 Winter	2021/22 Winter			
Medicine	Domestic	Baccalaureate	114	125	118	122	123	123	123
Medicine	Domestic	Other Programs	1,202	1,196	1,180	1,167	1,159	1,158	1,156
Medicine	ISI	Baccalaureate	1	1	1	1	1	1	1
Medicine	ISI	Other Programs	1	1	1	1	1	1	1
Medicine	Total	Total	1,318	1,323	1,300	1,291	1,285	1,283	1,281
Nursing	Domestic	Baccalaureate	229	229	233	231	231	231	231
Nursing	ISI	Baccalaureate	4	2	2	2	2	2	2
Nursing	Total	Total	233	231	235	233	233	233	233
Pharmaceutical Sciences	Domestic	Baccalaureate	885	897	970	1,040	1,103	1,161	1,198
Pharmaceutical Sciences	ISI	Baccalaureate			15	28	39	50	56
Pharmaceutical Sciences	Total	Total	885	897	985	1,068	1,143	1,211	1,254
Sauder	Domestic	Baccalaureate	2,432	2,419	2,416	2,404	2,407	2,406	2,406
Sauder	Domestic	Other Programs	1,543	1,452	1,452	1,452	1,452	1,452	1,452
Sauder	ISI	Baccalaureate	1,459	1,446	1,441	1,427	1,426	1,440	1,446
Sauder	ISI	Other Programs	146	165	165	165	165	165	165
Sauder	Total	Total	5,580	5,482	5,474	5,448	5,450	5,464	5,469
Science	Domestic	Baccalaureate	6,778	6,994	7,101	7,122	7,131	7,147	7,158
Science	Domestic	Other Programs	1	1	1	1	1	1	1
Science	ISI	Baccalaureate	1,649	1,736	1,842	1,914	1,971	2,003	2,018
Science	Total	Total	8,428	8,731	8,944	9,037	9,102	9,151	9,177
Vantage College	Domestic	Baccalaureate	1	1					
Vantage College	ISI	Baccalaureate	497	439	375	300	300	300	300
Vantage College	Total	Total	498	440	375	300	300	300	300
No Faculty	Domestic	Other Programs	2,180	2,199	2,199	2,199	2,199	2,199	2,199
No Faculty	ISI	Other Programs	222	232	232	232	232	232	232
No Faculty	Total	Total	2,402	2,431	2,431	2,431	2,431	2,431	2,431
Grand Total	Total	Total	44,876	45,514	46,040	46,263	46,511	46,730	46,862

'Other Programs' include Post-Baccalaureate, Diploma, Certificate, Access Studies, Unclassified, Visiting, and Exchange programs.

Table 4b: UBCV Winter Session Undergraduate Headcount, ISI as a Percent of Faculty or School

Faculty or School	Program Type	Actual		Projected				
		2018/19 Winter	2019/20 Winter	2020/21 Winter	2021/22 Winter	2022/23 Winter	2023/24 Winter	2024/25 Winter
Applied Science	Baccalaureate	28%	29%	29%	29%	28%	28%	28%
Applied Science	Total	28%	29%	29%	29%	28%	28%	28%
Arts	Baccalaureate	31%	32%	33%	33%	33%	33%	33%
Arts	Other Programs	7%	16%	16%	16%	16%	16%	16%
Arts	Total	31%	32%	33%	33%	32%	33%	33%
Dentistry	Baccalaureate	1%	1%	1%	1%	1%	1%	1%
Dentistry	Other Programs	0%	0%	2%	4%	6%	7%	7%
Dentistry	Total	1%	1%	2%	3%	4%	4%	4%
Education	Other Programs	2%	2%	2%	2%	2%	2%	2%
Education	Total	2%	2%	2%	2%	2%	2%	2%
Forestry	Baccalaureate	44%	45%	45%	46%	45%	44%	44%
Forestry	Total	44%	45%	45%	46%	45%	44%	44%
Kinesiology	Baccalaureate	9%	9%	10%	10%	11%	11%	11%
Kinesiology	Total	9%	9%	10%	10%	11%	11%	11%
Land & Food Systems	Baccalaureate	29%	30%	31%	32%	33%	33%	33%
Land & Food Systems	Total	29%	30%	31%	32%	33%	33%	33%
Law	Other Programs	2%	2%	2%	2%	2%	2%	2%
Law	Total	2%	2%	2%	2%	2%	2%	2%
Medicine	Baccalaureate	1%	1%	1%	1%	1%	1%	1%
Medicine	Other Programs	0%	0%	0%	0%	0%	0%	0%
Medicine	Total	0%	0%	0%	0%	0%	0%	0%
Nursing	Baccalaureate	2%	1%	1%	1%	1%	1%	1%
Nursing	Total	2%	1%	1%	1%	1%	1%	1%
Pharmaceutical Sciences	Baccalaureate	0%	0%	2%	3%	3%	4%	4%
Pharmaceutical Sciences	Total	0%	0%	2%	3%	3%	4%	4%
Sauder	Baccalaureate	37%	37%	37%	37%	37%	37%	38%
Sauder	Other Programs	9%	10%	10%	10%	10%	10%	10%
Sauder	Total	29%	29%	29%	29%	29%	29%	29%
Science	Baccalaureate	20%	20%	21%	21%	22%	22%	22%
Science	Total	20%	20%	21%	21%	22%	22%	22%
Vantage College	Baccalaureate	100%	100%	100%	100%	100%	100%	100%
No Faculty	Other Programs	9%	10%	10%	10%	10%	10%	10%
Grand Total	ISI	24%	25%	25%	25%	25%	25%	25%

'Other Programs' include Post-Baccalaureate, Diploma, Certificate, Access Studies, Unclassified, Visiting, and Exchange programs.

'Residents' includes all those in Medical, Dental, Pharmaceutical, and Psychiatric residencies.

'Non-degree' and 'No Faculty' includes all students who are Unclassified (UNCL), Visiting (VISI), here on Exchange (EXCH), or in Transition (TRAN) or Access Studies (ACES) programs.

12 February 2020

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

The Senate Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval, and that letters of thanks be sent to the donors.”

NEW AWARDS – ENDOWED

Blue & Gold Centennial Indigenous Scholars Award

Renewable entrance awards totalling \$4,000 have been made available through an endowment established by the University of British Columbia for domestic First Nations, Inuit, or Métis undergraduate students of Canada entering university directly from secondary school, or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2020/2021 winter session).

Franco and Suzann Corona Scholarship in Civil Engineering

Scholarships totalling \$2,000 have been made available through an endowment established by Franco and Suzann Corona for outstanding domestic Bachelor of Applied Science students specializing in Civil Engineering. Franco Corona emigrated from Italy to Canada in 1967 where he met Suzann and worked on landmark development projects such as the Vancouver Shangri-La Tower. As philanthropists, Franco and Suzann are committed to contributing to their community and have championed many causes across Canada. They hope that this scholarship will help enable students, who will be building the future in Canada, to access as many opportunities as possible. The scholarships are made on the recommendation of the Department of Civil Engineering. (First award available for the 2020/2021 winter session).

Allan L. Edgeworth Bursary in Geological Engineering

Bursaries totalling \$2,000 have been made available through an endowment established by Allan L. Edgeworth (B.A.Sc. 1973) for Bachelor of Applied Science students specializing in Geological Engineering. Preference will be given to 2nd year students. Mr. Edgeworth is a second generation UBC alumnus who spent his forty-five year career as an engineering consultant. He worked in the natural gas energy sector and served as Director of the Alberta Securities Commission, as well as for many publicly traded Canadian energy infrastructure companies. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Roper Greyell LLP Bursary in Law

Bursaries totalling \$4,000 have been made available through an endowment established by Roper Greyell LLP, along with matching funds from the University of British Columbia, for J.D. students in the Peter A. Allard School of Law. This bursary was established in celebration of the seventy-fifth anniversary of the law school at UBC. The bursaries are adjudicated by Enrollment Services. (First award available for the 2020/2021 winter session).

Dr. Judith Johnston Fellowship in Child Language

Fellowships totalling \$16,000 have been made available through an endowment established by an estate gift from Dr. Judith R. Johnston (1943–2018) for outstanding Ph.D. students in the School of Audiology and Speech Sciences whose research focuses on child language or child language disorders. Conditional on the recipient's continued satisfactory academic progress in their Ph.D. program, the fellowship may be renewed for up to three years (for four years of total funding). Dr. Johnston was a Professor Emerita and former Director of the School of Audiology and Speech Sciences. She received many honours and awards for her contributions to the field of communication sciences and disorders. These included a Canadian 3M Teaching Fellowship, the Honors of the American Speech-Language and Hearing Association, and a lifetime achievement award from colleagues at the Symposium for Research in Child Language Disorders. The fellowships are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Dr. Rimas Pakalnis Memorial Research Prize in Rock Mechanics

Prizes totalling \$1,200 have been made available through an endowment established in memory of Dr. Rimas Pakalnis (October 28, 1956–October 18, 2018) for graduate students studying Mining Engineering whose research performance or publication record are expected to have a significant impact on the field of rock mechanics. Dr. Rimas Pakalnis (B.Eng., M.A.Sc. 1982, Ph.D. 1986) was a Professor Emeritus in the Norman B. Keevil Institute of Mining Engineering. A highly respected proponent of Empirical Mine Design, Dr. Pakalnis was instrumental in the development of design methodologies for rock mechanics in underground mining operations.

The prizes are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2019/2020 winter session).

Dr. Christopher Wyatt Graduate Award in Dentistry

Awards totalling \$2,000 have been made available through an endowment established by Dr. Christopher Wyatt (B.Sc. 1981, D.M.D. 1986, M.Sc., Dip Pros) for graduate students in the Faculty of Dentistry with an interest in prosthodontics or geriatric dentistry. Dr. Wyatt is the Head of the Department of Oral Health Sciences, Chair of the Division of Prosthodontics & Dental Geriatrics, Director of Graduate Prosthodontics Program and Director of the Geriatric Dentistry Program in the UBC Faculty of Dentistry. His research is focused on prosthodontics and dental geriatrics. The awards are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Xue Juan Cao Memorial Scholarship in Medicine

Scholarships totalling \$2,000 have been made available annually through a gift from Anna Zhang in memory of her grandmother Xue Juan Cao (1925–2018) for outstanding students enrolled in the M.D. program. Preference will be given to students with an interest in working in a remote or rural community. Xue Juan Cao was born in Tianjin, China, and worked as a manager and designer at a clothing company for over thirty years. She dedicated her life to helping communities in need, donating money, clothing and food to families from rural China. Xue Juan visited UBC during a trip to Vancouver in 1992, and the campus left a lasting impression on her. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

Go Global Pathfinder International Student Award

Awards of up to \$5,000 each have been made available annually for international students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Graduate Studies Completion Award in Educational Studies

Awards totaling \$6,000 have been made available annually through a gift from Dr. Shauna Butterwick (B.S.N. 1978, M.A. 1987, Ed.D. 1993) for M.A., Ed.D. and Ph.D. students in the Department of Educational Studies who are in the final stages of completing their thesis or dissertation, who have demonstrated outstanding academic achievement and received limited

funding assistance to finish their degree. Financial need may be considered. Dr. Butterwick taught at UBC for twenty-five years and is a Professor Emeritus in the Department of Educational Studies. In 2017 she received the CASAE/ACEEA Lifetime Achievement Award from the Canadian Association for the Study of Adult Education in recognition of her exceptional contributions to the field of adult education in Canada. The award is made on the recommendation of the Department of Educational Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Mr. Naotaka Ide Memorial Scholarship in Medicine

Scholarships totalling \$2,000 have been made available annually through a gift from Noriko Ide in memory of her husband Naotaka Ide (1937–2019) for outstanding students enrolled in the M.D. program. Preference will be given to a student with an interest in neurodegenerative disease research. Mr. Ide was an international patent attorney for Toyota for most of his career. He was also an engineer and a professional piano player. He suffered from dementia later in life and wished to give back to the research community through this scholarship. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

Ken James Memorial Bursary

Bursaries totalling \$5,500 have been made available annually through a gift from Lewis James (B.Sc. 1970, M.S.) in memory of his father, Ken James (1917–1993), for undergraduate students who are permanent residents of Canada. Ken was born in Lismore, New South Wales, Australia. He graduated from New England University College in Armidale, New South Wales in 1941 before immigrating to British Columbia. He was an accomplished musician who played the guitar, clarinet and recorder. This bursary was established to help make Canadian higher education more accessible to permanent residents and to encourage them to successfully earn their degrees. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Mary Anne McWaters Bursary in Education

Bursaries totalling \$25,000 have been made available annually through a gift from Mary J. Anne McWaters (B.A. 1946, B.Ed. 1949) for students enrolled in the Bachelor of Education program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

4435 – George E. Loveseth Award in Geological Sciences

Rationale for Proposed Changes

The description has been revised to broaden the candidate pool; as discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment, which is to support awards for undergraduate students in Geological Sciences. The Department of Earth, Ocean and Atmospheric Sciences has approved the revised description.

Current Award Description

Awards totalling \$4,000 have been endowed by George E. Loveseth (B.A.Sc. 1958) to support and recognize undergraduate students registered in the final year of Geological Engineering or Honours Geology. The awards are made on the recommendation of the Department of Earth and Ocean Sciences.

Proposed Award Description

Awards totaling \$4,000 have been endowed by George E. Loveseth (B.A.Sc. 1958) to support and recognize undergraduate students registered in the final year of **in** Geological Sciences, **with a preference for those in the final year of Geological Engineering** or Honours Geology. The awards are made on the recommendation of the Department of Earth, **and Ocean and Atmospheric** Sciences.

Annual Awards

1049 – Phillips, Hager & North Scholarship in Finance

Rationale for Proposed Changes

The donor would like to update the name of the scholarship to clarify that the scholarship is funded by the Phillips, Hager & North Research Centre and not the investment services firm Phillips, Hager & North.

Current Name: Phillips, Hager & North Scholarship in Finance

Proposed Name: Phillips, Hager & and North Centre for Financial Research Scholarship in Finance

Proposed Award Description

No change.

5147 – Go Global Pathfinder Award**Rationale for Proposed Changes**

Go Global will be establishing two Pathfinder awards, one for domestic students and one for international students. The description has been revised to reflect that the award is only for domestic students.

Current Award Description

Awards of up to \$5,000 each have been made available annually for students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Proposed Award Description

Awards of up to \$5,000 each have been made available annually for **domestic** students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

12 February 2020

To: Vancouver Senate
From: Senate Curriculum Committee
Re: February Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties and encloses those proposals it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That the new course codes, new courses, new programs, revision of calendar pages, revision of courses, revision of degree requirements, and revision of program be brought forward by the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science, Commerce and Business Administration, and Forestry), Law, and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

FACULTY OF APPLIED SCIENCE

Revised degree requirements

Bachelor of Applied Science > Chemical Engineering or Chemical and Biological Engineering

Revised course

CHBE 352 (4) Transport Phenomena II

Revised course

CHBE 370 (3) Fundamentals of Sustainable Engineering

FACULTY OF ARTS

New minor

Jewish Studies

New course code

MES (Middle Eastern Studies)

New courses

ASIA 210 (3) Traditions of Yoga; **ASIA 321 (3)** Celebrity Culture in Chinese Societies; **MES 300 (3)** The Middle East: Critical Questions and Debates; **TIBT 300 (3)** Classical Tibetan I; **TIBT 301 (3)** Classical Tibetan II

Revised calendar pages

Bachelor of Arts > Academic Concession; Bachelor of Fine Arts > Academic Concession; Bachelor of Media Studies > Academic Concession

FACULTY OF FORESTRY

New program

Bachelor of Science in Forest Bioeconomy Sciences and Technology (BEST) Co-op Program

New courses

BEST 310 (3) Co-operative Work Placement I; **BEST 311 (3)** Co-operative Work Placement II; **BEST 312 (3)** Co-operative Work Placement III; **BEST 410 (3)** Co-operative Work Placement; **BEST 411 (3)** Co-operative Work Placement IV; **BEST 412 (3)** Co-operative Work Placement V; **CONS 488 (6)** Contemporary Forestry and Conservation in China; **UFOR 330 (3)** Environmental Justice and Urban Green Equity; **UFOR 420 (3)** Ecology of Urban Green Infrastructure; **HGSE 370 (3)** Introduction to Resilience Theory in Community; **HGSE 371 (3)** Re-Storying History: Indigenous Perspective; **HGSE 372 (3)** Language and Cultural Continuity; **HGSE 373 (3)** Community Planning and Development for Resilience; **HGSE 374 (3)** Community Resilience Seminar

PETER A. ALLARD SCHOOL OF LAW*New courses*

LAW 200 (3) Indigenous Settler Legal Relations; **LAW 271 (3)** Introduction to Public Law and the Charter; **LAW 291 (2)** Aboriginal and Treaty Rights; **LAW 347 (2-3)** d Federalism; **Law 393 (3)** Green Rights and Warrior Lawyers; **LAW 403 (3)** Principles of Sentencing.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**Applied Science***New course*

APPP 510 (1.5/3) d Topics in Engineering and Health Leadership

Commerce and Business Administration*New course*

BAFI 550 (1.5) Fundamental Finance

Forestry*New course*

UFOR 520 (3) Ecology of Urban Green Infrastructure

FACULTY OF SCIENCE*New courses*

BIOL 370 (3) Principles of Muscle Physiology and Energetics; **BIOL 371 (3)** Principles of Neurobiology I; **BIOL 372 (3)** Principles of Neurobiology II; **GEOB 302 (3)** Paleoecology: Lessons for the Anthropocene; **GEOB 303 (3)** Tropical Ecosystems in a Changing World

Revised program

Combined Honours: Biophysics



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: CHBE Faculty Approval Date: October 31, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: 24 September 2019 Contact Person: Louise Creagh Phone: 604-822-5787 Email: alcreagh@mail.ubc.ca																																																														
Proposed Calendar Entry: Chemical Engineering or Chemical and Biological Engineering <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Third Year</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">CHBE 345</td><td style="width: 20%; text-align: right;">4</td></tr> <tr><td>CHBE 346</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 352</td><td style="text-align: right;">4</td></tr> <tr><td>CHBE 355</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 356</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 362</td><td style="text-align: right;">2</td></tr> <tr><td>CHBE 370</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 376</td><td style="text-align: right;">4</td></tr> <tr><td>STAT 251</td><td style="text-align: right;">3</td></tr> <tr><td>Complementary Studies electives¹</td><td style="text-align: right;">3</td></tr> </table> <p>Plus one of the programs listed below:</p> <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Chemical Engineering</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">APSC 278</td><td style="width: 20%; text-align: right;">3</td></tr> <tr><td>CHBE 366</td><td style="text-align: right;">2</td></tr> </table> <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Chemical and Biological Engineering</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">CHBE 365</td><td style="width: 20%; text-align: right;">2</td></tr> <tr><td>CHBE 381</td><td style="text-align: right;">3</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">37</td></tr> </table>	CHBE 345	4	CHBE 346	3	CHBE 352	4	CHBE 355	3	CHBE 356	3	CHBE 362	2	CHBE 370	3	CHBE 376	4	STAT 251	3	Complementary Studies electives ¹	3	APSC 278	3	CHBE 366	2	CHBE 365	2	CHBE 381	3	Total Credits	37	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,35 Present Calendar Entry: Chemical Engineering or Chemical and Biological Engineering <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Third Year</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">CHBE 344</td><td style="width: 20%; text-align: right;">3</td></tr> <tr><td>CHBE 345</td><td style="text-align: right;">4</td></tr> <tr><td>CHBE 346</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 351</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 355</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 356</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 362</td><td style="text-align: right;">2</td></tr> <tr><td>CHBE 373</td><td style="text-align: right;">3</td></tr> <tr><td>CHBE 376</td><td style="text-align: right;">3</td></tr> <tr><td>STAT 251</td><td style="text-align: right;">3</td></tr> <tr><td>Complementary Studies electives¹</td><td style="text-align: right;">3</td></tr> </table> <p>Plus one of the programs listed below:</p> <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Chemical Engineering</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">APSC 278</td><td style="width: 20%; text-align: right;">3</td></tr> <tr><td>CHBE 366</td><td style="text-align: right;">2</td></tr> </table> <div style="background-color: #d9e1f2; text-align: center; padding: 2px; margin-top: 5px;">Chemical and Biological Engineering</div> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 80%;">CHBE 365</td><td style="width: 20%; text-align: right;">2</td></tr> <tr><td>CHBE 381</td><td style="text-align: right;">3</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">38</td></tr> </table>	CHBE 344	3	CHBE 345	4	CHBE 346	3	CHBE 351	3	CHBE 355	3	CHBE 356	3	CHBE 362	2	CHBE 373	3	CHBE 376	3	STAT 251	3	Complementary Studies electives ¹	3	APSC 278	3	CHBE 366	2	CHBE 365	2	CHBE 381	3	Total Credits	38
CHBE 345	4																																																														
CHBE 346	3																																																														
CHBE 352	4																																																														
CHBE 355	3																																																														
CHBE 356	3																																																														
CHBE 362	2																																																														
CHBE 370	3																																																														
CHBE 376	4																																																														
STAT 251	3																																																														
Complementary Studies electives ¹	3																																																														
APSC 278	3																																																														
CHBE 366	2																																																														
CHBE 365	2																																																														
CHBE 381	3																																																														
Total Credits	37																																																														
CHBE 344	3																																																														
CHBE 345	4																																																														
CHBE 346	3																																																														
CHBE 351	3																																																														
CHBE 355	3																																																														
CHBE 356	3																																																														
CHBE 362	2																																																														
CHBE 373	3																																																														
CHBE 376	3																																																														
STAT 251	3																																																														
Complementary Studies electives ¹	3																																																														
APSC 278	3																																																														
CHBE 366	2																																																														
CHBE 365	2																																																														
CHBE 381	3																																																														
Total Credits	38																																																														



	<p>Type of Action: Remove CHBE 344 and CHBE 373 from core course requirement. Add 1 credit to CHBE 351 (now 352). Add 1 credit to CHBE 376. Add new course CHBE 370.</p> <p>Rationale for Proposed Change: To better meet the needs of CHBE students, a new course (CHBE 370) has been developed to introduce students to sustainable engineering science considered essential core knowledge, CHBE 351 (now 352) is expanded to provide students with a stronger foundation in mass transport, and CHBE 376 is expanded to enhance the student design experience. To accommodate these additions, CHBE 344 and CHBE 373 are removed from the core requirement.</p>
--	---

Category: 1

<p>Faculty: APSC Department: CHBE Faculty Approval Date: October 31, 2019 Effective Session (W or S): W2 Effective Academic Year: 2020</p>	<p>Date: 24 Sept 2019 Contact Person: Louise Creagh Phone: 604-827-5210 Email: alcreagh@mail.ubc.ca</p>
<p>Proposed Calendar Entry: CHBE 352 (4) Transport Phenomena II Heat and mass transfer; conduction and molecular diffusion; convective transfer; analogies among heat, mass and momentum transfer; heat exchanger design; mass transfer coefficients; interphase mass transfer. [4-0-2*] <i>Pre-requisite:</i> All of CHBE 251, MATH 253</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHBE</p> <p>Present Calendar Entry: CHBE 351 (3) Transport Phenomena II Heat and mass transfer; conduction and molecular diffusion; convective transfer; thermal radiation; analogies among heat, mass and momentum transfer; heat exchanger design. <i>Pre-requisite:</i> All of CHBE 251, MATH 253 [3-0-2*] Type of Action: Add mass transfer content, increase lecture contact hours and add 1 credit. Rationale for Proposed Change:</p>



	CHBE 351 (now 352) is being expanded to provide students with a stronger foundation in mass transport and better prepare them for subsequent courses in reactor and separation equipment design.
--	--

Category: 1

Faculty: APSC Department: CHBE Faculty Approval Date: October 31, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: 24 September 2019 Contact Person: Louise Creagh Phone: 604-827-5210 Email: alcreagh@mail.ubc.ca
Proposed Calendar Entry: CHBE 370 (3) Fundamentals of Sustainable Engineering Introduction to sustainable practice for Chemical and Biological Engineers. Pollution prevention, cleaner production, green chemistry and engineering, and sustainable design; environmental impact assessment including life-cycle assessment, total cost analysis and environmental systems analysis; applications in chemical and biological process industries. [3-0-2*] Pre-requisite: All of CHBE 241, CHBE 244	URL: n/a Present Calendar Entry: n/a course name n/a <i>Co-requisite:</i> Type of Action: Create new course. Rationale for Proposed Change: This core course will introduce CHBE students to fundamentals of environmental engineering and sustainable engineering design.

Executive Summary – Minor in Jewish Studies

EXECUTIVE SUMMARY BA MINOR IN JEWISH STUDIES FACULTY OF ARTS, THE UNIVERSITY OF BRITISH COLUMBIA

Overview

This proposal requests authorization to create a BA Minor in Jewish Studies.

Jewish Studies represents an area of potential growth for the University of British Columbia. Currently, UBC is one of the only first-tier research universities in North America that lacks a formal academic program dedicated to the study of Jewish history, literature, and culture. In the absence of a dedicated academic program in Jewish Studies, there is currently no collective, institutional “store front” or banner for Jewish Studies that is readily identifiable by current or prospective students interested in pursuing the study of Jewish civilization in a dedicated, concentrated, and sustained way (i.e., at present there are only one-off courses, which can be taken under the umbrella of other degree programs under different names that do not provide formal credentials in Jewish Studies). There is currently no formal credential or possible indication on a transcript for students who have completed significant coursework in Jewish Studies. The lack of a formal Jewish Studies academic program has also obscured UBC’s resources in this area, especially as the three core, permanent, tenure-stream UBC faculty who specialize primarily in Jewish Studies are distributed over two different departments (Classical, Near Eastern, and Religious Studies; and History). These three faculty include one endowed chair. The existing courses that primarily address Jewish Studies topics are scattered across the university and there is currently no structure in place to help coordinate the teaching of Jewish Studies across departments. A Jewish Studies Minor would also help coordinate and signal UBC’s resources in, and commitment to, Jewish Studies to the broader academic community beyond UBC. A new Minor will help demonstrate the contributions, connections, relevance, and integration of Jewish Studies in the broader Arts curriculum and UBC landscape – as the Minor constitutes an identifiable, visible, and concrete manifestation of institutional linkage between the field of Jewish Studies and other areas of teaching and research throughout UBC.

Note Regarding the Religion, Literature and the Arts program (rename to Program in the Study of Religion, pending)

The Jews are identified as an ethnoreligious group. Their civilization is thus an expression of both their religion and ethnic (i.e. not necessarily religious) identity. The study of Jewish Studies, therefore, should not be framed, defined, or limited by the confines of the study of Religion or Religious Studies. Students who wish to study religions broadly can Major or Minor in the Study of Religion (pending). However, this would not produce a formal credential on one’s transcript in “Jewish Studies.” We would encourage students of any and all majors who wish to explore Jewish Studies to undertake a Minor in Jewish Studies. Moreover, only the completion of a Minor in Jewish Studies would result in a formal, recognizable credential in Jewish Studies on a student’s transcript. Like all major universities, UBC should offer students the opportunity to concentrate on the study of Judaism and earn academic credentials specifically in Jewish Studies.

For these reasons, the UBC Minor in Jewish Studies is proposed as a standalone program – not to be folded into any other program, Major, or Minor (perhaps akin to UBC’s Minor in Asian Canadian and Asian Migration Studies). As a comparison, it is notable that there are over 220 universities in North America with an academic program in “Jewish Studies” (or a similar title, e.g. “Judaic Studies”) – of which, approximately 180 also have academic programs in “Religious Studies” (or “Religion,” etc.). There is,

therefore, a strong academic tradition, track record, and justification for offering academic programs in both Jewish Studies and Religious Studies, as it is the norm for both to exist and co-exist.

Proposed Credential to be Awarded

The proposed credential is a BA Minor in Jewish Studies that will be available to all undergraduate degree programs that allow their students to complete Minor programs within the Faculty of Arts. It is anticipated that most students will be within the Bachelor of Arts.

Location of where the new degree program will be offered

The University of British Columbia, Vancouver Campus

Faculty Offering the Proposed Degree Program

The Minor in Jewish Studies is an interdisciplinary and interdepartmental undergraduate program administered through the Faculty of Arts. The Jewish Studies Minor will be offered as an interdepartmental program within the Faculty of Arts, with teaching support through its existing departments. The Minor's minimum faculty needs are addressed by the three existing permanent tenure-stream faculty positions, whose areas of specialization and current holders are identified below under "Curriculum Coordinating Committee" (hereafter, "the Committee"). In addition to their specific areas of specialization, the faculty on the Committee are characterized by their expertise (in training, teaching, and research) in multiple eras of the diachronic history of Jewish civilization and in their engagement with the academic field of Jewish Studies. One member of the committee will be appointed as the Chair of the Jewish Studies Minor ("the Chair") for a period of three years (renewable). The Chair will administer the program and teach a required core course. They will receive a course release and/or stipend and other support from the Dean's Office to be negotiated in the future. Administrative support for the minor program will be provided through the Dean's Office. Teaching assignments for faculty members who contribute courses will continue to be made by the Heads of their home departments and that the Heads of participating departments will consult with the Chair to ensure the viability and vitality of the program. The Chair and heads of the participating units will consult to ensure that a sufficient number of Jewish Studies courses are regularly offered as colleagues rotate into the Chair role. Administrative support is needed to assist the Chair with administrative tasks related to the minor, such as keeping track of student progress towards the minor, other forms of record keeping, follow-up with students who have completed the Minor and keeping connected with alumni, assisting with anticipated curriculum development (see below), administrative tasks related to transfer credits, providing administrative support for planning study abroad courses (including coordinating with Go Global), coordinate independent study courses, coordinate student internships and Research Assistantships, provide administrative support for planning local field trips for courses (e.g. Jewish Museum and Archives of BC, Holocaust Education Centre), help plan events for students minoring in Jewish studies (e.g. meet and greets for students and faculty, informational events, special programs), recruitment and publicity (including social media) for the minor, creating and maintaining an email distribution list, manage the Minor's website, and more broadly student engagement coordination, special projects coordination, community engagement coordination, and marketing and communications. The Chair is expected to consult with the other faculty on the Minor's Curriculum Coordinating Committee. All service by the Chair and members of the Committee provided to the Jewish Studies Minor will be accounted for and off-set by each faculty member's home department. If additional faculty who specialize in Jewish Studies are hired by UBC, they will be incorporated into the Minor's Curriculum Coordinating Committee.

Anticipated Program Start Date

It is anticipated that the program will be offered in the 2020/21 academic year, beginning in September of 2020.

Outcomes

Program Goals

The Minor aims to situate UBC as a leader in Jewish Studies in Western Canada, and to build an engaging educational program that reflects the interests of the students and the university. An inter-departmental Jewish Studies Minor aims to benefit UBC and its students of all backgrounds and interests in the following ways:

1. Provide a new, coordinated means for sustained study of the history, culture, literature, and languages of Jews and Judaism – and how they interconnect with other religions, peoples, and civilizations – from the ancient world to today, in all regions of the world.
2. Bring together faculty from diverse fields who teach courses related to Jewish Studies to share and exchange ideas and experiences with regard to teaching and research.
3. Provide a new avenue for students to pursue a liberal arts education.
4. Promote understanding of social, religious, and cultural diversity.
5. Create a new opportunity for students to pursue interdisciplinarity and strengthen their interdisciplinary perspectives by demonstrating how different areas of study (as the Minor draws courses from an array of departments) can be used together to enhance our understanding of a single topic.
6. Serve as a springboard into expertise in the field of Jewish Studies.
7. Provide students with a formal credential in Jewish Studies that is recognized and valued by graduate programs and employers.
8. Demonstrate the importance and contribution of Jewish Studies to the broader Arts curriculum and the broader UBC landscape of teaching and research.
9. Provide visible and concrete institutional linkage between the field of Jewish Studies and UBC.
10. Elevate UBC's commitment to Jewish Studies to bring it in line with its importance at peer institutions.

Learning Outcomes

Upon successful completion of this Minor, students are expected to acquire:

1. A broad understanding of the culture, history, and literature of Jews and Judaism, as well as an understanding of the academic field of Jewish Studies.
2. Develop an informed understanding of religious and cultural diversity by examination of a minority, one which has often been the victim of persecution, including genocide.
3. Use Jewish Studies as a lens through which students will gain an understanding of a diverse array of broader fields, methodologies, and scholarship from across Arts (humanities and social sciences), such as history, literature, ethics, religion, law, archaeology, etc.
4. Through the lens of studying Jewish texts and culture, develop an understanding of the differences between critical and scientific approaches on the one hand, and traditional and devotional approaches on the other.
5. Develop close reading skills, to understand and analyze primary sources (both texts and material culture) within their historical and cultural contexts.
6. Critically read, analyze, and assess modern scholarship in the field of Jewish Studies
7. Provide an avenue for students to develop research, writing, and analytical skills through term papers and other research projects; oral communication skills through class presentations and other assignments; critical thinking and analytical skills; and an informed understanding of cultural diversity.

8. Gain exposure to a number of different disciplines and methodologies that are characteristic of the fields from which Jewish Studies draws.

Anticipated Curriculum Development

The proposed Minor is already anchored in a requirement to complete an introductory level course (100-level or higher), which provides broad background to the subject matter and prepares students for success in 300+ level courses. The Minor is also anchored in the requirement that students complete certain core courses – namely, at least 3 credits in each of three major periods of Jewish civilization: “Ancient Israel and Hebrew Bible,” “Second Temple and Rabbinic,” and “Medieval and Modern.” The courses reflect those that are taught within the context of the academic field of Jewish Studies, and in relation to the broader Jewish tradition. This requirement will also encourage students to have exposure to different kinds of sources (archaeology, ancient texts, modern documentary sources, archives, etc.), methodologies, and intellectual challenges. The structure of the Minor is designed to allow for flexibility in fulfilling these requirements. While not required, some students may wish to focus on particular areas in light of personal interest or in anticipation of pursuing specific professional goals or graduate studies.

As such, the short-term plan is to provide advising to guide those students who wish to focus on specific areas (e.g. Biblical Studies; Jewish History; Ancient Judaism; Contemporary Judaism) as they select their courses. A longer-term plan is to continually evaluate the Minor and revise it as necessary, in light of student interests and developments in teaching and research in Jewish Studies globally. Such evaluations will include tracking student enrolment, examining teaching evaluations, assessing the impact of study abroad courses, as well as conducting surveys of the first three graduating cohorts of students. We will also consider and discuss – based on student interest and in the event of new available resources, the development of new courses (such as a fourth-year “capstone” or research-intensive course in Jewish Studies; Modern Hebrew; Yiddish; etc.).

Consultations

The following faculty departments and units were consulted and recommend approval of the proposed Minor in Jewish Studies:

Department of Classical, Near Eastern, and Religious Studies (CNERS)
 Department of Central, Eastern, and Northern European Studies (CENES)
 Department of History (HIST)
 Department of Political Science (POLI)
 Department of Philosophy (PHIL)
 Religion, Literature, and the Arts (RGLA) – soon to be Program in the Study of Religion (RGST)
 Department of English Language and Literatures (ENGL)

Students have informally indicated support for this Minor. A more formal assessment of student interest is in progress and will be completed by December 6, 2019 (to be attached to this proposal). Assessment data being sought includes a survey of students currently enrolled in selected relevant courses as well as those active in the Hillel House, UBC Vancouver location. Current student enrolment in the lower-level foundation courses listed in the program requirements are as follows:

<i>Course</i>	<i>Year Last Offered</i>	<i>Enrolment Total</i>
RELG101	2019W	148
RELG201	2019W	135
RELG203	2019W	97
RELG209	2019W	45
		425

* Total of 396 unique students
enrolled across these courses

Curriculum Coordinating Committee

Dr. Gregg E. Gardner (Faculty Lead), Associate Professor and the Diamond Chair in Jewish Law and Ethics,
Department of Classical, Near Eastern and Religious Studies

Dr. Richard Menkis, Associate Professor of Medieval and Modern Jewish History, History Department

Dr. Sara J. Milstein, Associate Professor of Hebrew Bible and Ancient Near Eastern Studies, Department of
Classical, Near Eastern and Religious Studies

Course Requirements

The Minor is designed to be flexible and provide exposure to a range of topics and methodologies (in contrast to Majors, which tend to aim for more comprehensive coverage of subject area). It includes the completion of certain core courses at the 300+ level (see below), which will ensure that students learn about the major eras of Jewish civilization and their respective sources. More broadly, the Minor's requirements will ensure that students come away from the Minor with a broad understanding of Jewish Studies. These requirements also ensure that students learn about how these topics are studied within the academic field of Jewish Studies and in relation to the broader, diachronic history of Jewish civilization (other courses may be substituted upon approval of the Chair of the Minor)

A Minor in Jewish Studies requires the completion of a total of 21 credits, including 18 at the upper-level, as follows:

Lower-Level Requirements

- **Foundation:** 3 credits in one of the following lower-level courses: RELG 101, RELG 201, RELG 203, RELG 206, RELG 209. All five of these lower-level options provide students with a foundation in the subject matter that can springboard effectively into upper level Jewish Studies courses.

Upper-level Requirements

- **Ancient Israel and the Hebrew Bible:** 3 credits from RELG 305, RELG 306, or RELG 307; and,
- **Second Temple Period and/or Classical Rabbinic Literature:** 3 credits from RELG 308, RELG 313, RELG 330, or RELG 335; and,
- **Medieval and/or Modern Judaism:** 3 credits from HIST 341 or HIST 342
- 9 credits of additional courses with Jewish Studies content (on any period) at the 300-level or higher, from the List of Approved Courses.

List of Approved Courses for the Jewish Studies Minor		
CENS	303	Representations of the Holocaust The Nazi Holocaust in film and literature from Central, Eastern, and Northern European Countries.
GERM	305	The Culture of Nazism Literature, film and ideology in the Third Reich.
GERM	426	German Representations of the Holocaust The German Nazi Holocaust in German literature and film. <i>Prerequisite:</i> Third Year Standing or permission of instructor.
HEBR	101	Beginning Biblical Hebrew I Biblical Hebrew, with an introduction to vocabulary and grammar, and the reading of simple biblical texts in the original.
HEBR	102	Beginning Biblical Hebrew II

		Biblical Hebrew, with further introduction to vocabulary and grammar, and the reading of biblical texts in the original. <i>Prerequisite:</i> HEBR 101.
HEBR	201	Intermediate Biblical Hebrew I Biblical Hebrew. Devised to enrich vocabulary and grammar and enhance fluency in reading and interpreting a range of biblical texts. <i>Prerequisite:</i> HEBR 102.
HEBR	202	Intermediate Biblical Hebrew II Biblical Hebrew. Devised to further enrich vocabulary and grammar and to enhance fluency in reading and interpreting a range of biblical texts. <i>Prerequisite:</i> HEBR 201.
HEBR	479	Supervised Study in Classical Hebrew <i>This course is not eligible for Credit/D/Fail grading. Prerequisite:</i> HEBR 405.
HIST	341	Medieval Jewish History A survey of the political, social, economic, and cultural history of the Jews from the time of the Christianization of the Roman Empire to the expulsion of professing Jews from Spain and Portugal at the end of the fifteenth century.
HIST	342	Modern Jewish History A survey of the political, social, economic, and cultural history of the Jews from the beginning of the sixteenth century to the present with special emphasis on changing attitudes to Jews and Judaism, social and cultural transformations. Cross-listed as RELG 331
HIST	441	History of the Holocaust A study of the systematic attempt to destroy European Jewry during the Nazi regime, 1933-1945. Topics of special importance include: the motivations and behaviour of the perpetrators; the reactions of the victims; the roles of bystanders. Cross-listed as RELG 332
POLS	426	The German Nazi Holocaust in Polish Literature and Film (in English) The German Nazi Holocaust in Polish Literature and film.
RELG	101	Introduction to the Western (Abrahamic) Religions: Judaism, Christianity, and Islam An overview of the three main western monotheistic (Abrahamic) religions, together with the concepts used in studying religion. The focus will be on the origins and representative texts along with some historical development and current experience of each religion.
RELG	201	Near Eastern and Biblical Mythology An introduction to the world of Near Eastern mythology, from the Gilgamesh Epic to the Book of Genesis and beyond.
RELG	203	Scriptures of the Near East An introduction to the scriptures of Judaism, Christianity, and Islam.
RELG	206	Introduction to Judaism and its Texts What is Judaism? An overview of the key texts that have defined the Jewish religion, from the Hebrew Bible through works of contemporary thinkers. Recommended as a basis for upper-level courses in religious studies.
RELG	209	Eden to Exile: Introduction to the Hebrew Bible An overview of the Hebrew Bible ("Old Testament"), with emphasis on its ancient Near Eastern context; its competing religious perspectives; and its limits as a historical source.
RELG	305	The Prophetic Personality in Ancient Israel An exploration of the unique phenomenon of the biblical prophet in its wider Near Eastern context.
RELG	306	Archaeology and the Bible The impact of archaeological research on understanding the history and religion of ancient Israel.
RELG	307	Sex, Lies, and Violence in the Hebrew Bible An exploration of the Bible's "dark side," with emphasis on texts that center on sex, deceit, and murder.
RELG	308	Talmud, Midrash and the Rabbinic Imagination

		The Talmud, Midrash, and other late-antique (3rd - 7th centuries) rabbinic writings, focusing on biblical interpretation and narratives.
RELG	309	Jews and Christians Aspects of Jewish-Christian relations from the beginnings of Christianity to the present day. Emphasis on the study of Christian and Jewish texts in translation.
RELG	310	Jewish Responses to Catastrophe Topics include the destruction of the Second Temple, the Crusades, the expulsions from Spain and Portugal, and the Holocaust. A study of texts in translation.
RELG	311	Jewish Literature in Translation A survey of Jewish literature in medieval and modern times.
RELG	312	Jews and Judaism in Canada The history of the Jewish community in Canada, from New France to the present. Emphasis on the relationship between immigration and religious transformation, Jewish-Christian relations, the development of community structures.
RELG	313	Modern Jewish Ethics in Historical Perspective Readings from key texts in English translation, tracing how Jewish approaches to ethical issues evolved from biblical times to the present.
RELG	330	The Origins of Judaism Surveys the history of Jews and Judaism in the Second Temple era, from the destruction of the First Jerusalem Temple (586 B.C.E.) to the beginnings of the rabbinic movement (200 C.E.).
RELG	335	Jewish Law History, sources, theoretical issues and current state of research about early Jewish legal traditions, focusing on close readings of classic primary texts in English translations.
RELG	385	Mystical Traditions: Jewish and Christian Methodology, textual study and scholarly analysis of selected texts from these traditions.
RELG	407	Topics in Early Judaism Judaism and Hellenism, the rise of the synagogue, Jewish sects, the development of Mishnah and Talmud.
RELG	408	Topics in Medieval Judaism The work of Maimonides and other Jewish philosophers, early developments in Jewish mysticism, the Jews as a minority culture in Islamic and Christian lands.
RELG	409	Topics in Modern Judaism The Jews in the ghetto culture, Hasidism, the Emancipation, Reform, Orthodox, and Conservative Movements.
RELG	485	Images of Eve The story of Adam and Eve, and its influence on the role and image of women in Judaism, Christianity, and Islam.

Other courses, (such as CNRS 335: Practicum in Classical or Near Eastern Archaeology; HIST 490: Seminar for Majors in History; RELG 415: The Life and Thought of Paul of Tarsus; RELG 475: Topics in Religion; PHIL 313: Medieval Philosophy; PHIL 314: Philosophy in the 17th century; PHIL 347: Philosophy of Religion), graduate-level courses, and study abroad courses may also count towards the Jewish Studies Minor, depending on the course's particular content in a given year and upon approval by the Chair of the Jewish Studies Minor. In light of discussions with CNERS (i.e. the faculty, its curriculum committee, and Acting Head), CNERS is committed to regularly offering the courses within the purview of Dr. Gardner's and Dr. Milstein's areas of teaching. The department hopes that the Minor will provide the impetus and possible resources (e.g. through funds for the Minor Chair's possible course release mentioned above) to revive the teaching of courses in Canadian Judaism and Jewish Mysticism, due to the attractive nature of these courses and their distinctiveness to a Jewish studies curriculum especially at a Canadian university. The majority of courses for the minor are drawn from CNERS as a consequence of the fact that UBC currently only has three permanent full-time tenure-stream faculty who specialize in Jewish Studies, and two of the three are housed in CNERS. Because Jewish Studies is a highly interdisciplinary field, the Jewish Studies Minor should

be set up in a way that is amenable to and promotes interdisciplinarity. For this reason, the Jewish Studies Minor is proposed as an inter-departmental minor, as opposed to being housed in any particular department. If new courses related to Jewish Studies in any department are added to the UBC Course Calendar, they may be counted towards the Minor and added to the list above at the discretion of the Chair and in consultation with the Committee.

Name, title, phone number and e-mail address of the institutional contact person

Dr. Gregg E. Gardner, Associate Professor and the Diamond Chair in Jewish Law and Ethics, The University of British Columbia, gregg.gardner@ubc.ca

UNDERGRADUATE PROGRAMS

Minor in Jewish Studies

New Minor Program – Proposal for Calendar Entry

<p>Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: 21 November 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 20, 2019 Contact Person: Gregg Gardner and Stefania Burk Phone: 73703 Email: gregg.gardner@ubc.ca and stefania.burk@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Jewish Studies</p> <p>Proposed Calendar Entry:</p> <p>Jewish Studies</p> <p>The Jewish Studies {link 'Jewish Studies' to https://jewishstudies.arts.ubc.ca } Minor is an interdisciplinary program exploring the culture, history, and literature of Jews throughout the ages. Through this Minor, students will gain an understanding of Jewish civilization and its sources, from Ancient Israel and the Hebrew Bible, to the Second Temple Period and Classical Rabbinic Literature, to the Middle Ages and Modern Judaism. The Minor in Jewish Studies is an interdisciplinary and interdepartmental undergraduate program administered through the Faculty of Arts.</p> <p>Minor in Jewish Studies</p> <p>The minor consists of 21 credits, of which at least 18 credits must be at the 300-level or above.</p>	<p>URL: Please create a new program page for Minor in Jewish Studies. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create a Minor degree program in Jewish Studies.</p> <p>Rationale for Proposed Change:</p> <p>Jewish Studies represents an area of potential growth for the University of British Columbia. Currently, UBC is one of the only first-tier research universities in North America that lacks a formal academic program dedicated to the study of Jewish history, literature, and culture. In the absence of a dedicated academic program in Jewish Studies, there is currently no collective, institutional "store front" or banner for Jewish Studies that is readily identifiable by current or prospective students interested in pursuing the study of Jewish civilization in a dedicated, concentrated, and sustained way (i.e., at present there are only one-off courses, which can be taken under the umbrella of other degree</p>

<p>Lower-level Requirements</p> <ul style="list-style-type: none"> • Foundation: 3 credits from RELG 101, RELG 201, RELG 203, RELG 206, or RELG 209 <p>Upper-level Requirements</p> <ul style="list-style-type: none"> • Ancient Israel and the Hebrew Bible: 3 credits from RELG 305, RELG 306, or RELG 307; and, • Second Temple Period and/or Classical Rabbinic Literature: 3 credits from RELG 308, RELG 313, RELG 330, or RELG 335; and, • Medieval and/or Modern Judaism: 3 credits from HIST 341 or HIST 342 • 9 credits of additional courses with Jewish Studies content (on any period) at the 300-level or higher, from the List of Approved Courses. <p>For the current List of Approved Courses, please see the website for the Minor in Jewish Studies. {link 'Jewish Studies' to https://jewishstudies.arts.ubc.ca }</p>	<p>programs under different names that do not provide formal credentials in Jewish Studies). There is currently no formal credential or possible indication on a transcript for students who have completed significant coursework in Jewish Studies.</p> <p>The lack of a formal Jewish Studies academic program has also obscured UBC's resources in this area, especially as the three core, permanent, tenure-stream UBC faculty who specialize primarily in Jewish Studies are distributed over two different departments (Classical, Near Eastern, and Religious Studies; and History). The existing courses that primarily address Jewish Studies topics are scattered across the university and there is currently no structure in place to help coordinate the teaching of Jewish Studies across departments.</p> <p>This proposed Minor requires students to complete at least one lower-level course that provides a foundation to understanding Jewish Studies and effectively prepares them for more advanced studies at the upper-level. See attached Appendix for the lower-level foundation courses and a list of approved upper-level courses. This list will be kept up to date on the program website, which is linked to the UBC Calendar page.</p> <p>A Jewish Studies Minor would help coordinate and signal UBC's resources in, and commitment to, Jewish Studies to the broader academic community beyond UBC. A new Minor will also help demonstrate the contributions, connections, relevance, and integration of Jewish Studies in the broader Arts curriculum and UBC landscape – as the Minor constitutes an identifiable, visible, and concrete manifestation of institutional linkage between the field of Jewish Studies and other areas of teaching and research throughout UBC.</p> <p><i>See the attached Executive Summary at the end of this report for more information.</i></p>
---	--

**List of Approved Courses that will be made
available on the *Jewish Studies* website**

Lower-level

HEBR	101	Beginning Biblical Hebrew I
HEBR	102	Beginning Biblical Hebrew II
HEBR	201	Intermediate Biblical Hebrew I
HEBR	202	Intermediate Biblical Hebrew II
RELG	101	Introduction to the Western (Abrahamic) Religions: Judaism, Christianity, and Islam
RELG	201	Near Eastern and Biblical Mythology
RELG	203	Scriptures of the Near East
RELG	206	Introduction to Judaism and its Texts
RELG	209	Eden to Exile: Introduction to the Hebrew Bible

Upper-level

CENS	303	Representations of the Holocaust
GERM	305	The Culture of Nazism
GERM	426	German Representations of the Holocaust
HEBR	479	Supervised Study in Classical Hebrew
HIST	341	Medieval Jewish History – cross-listed as RELG 331
HIST	342	Modern Jewish History – cross-listed as RELG 332
HIST	441	History of the Holocaust
POLS	426	The German Nazi Holocaust in Polish Literature and Film (in English)
RELG	305	The Prophetic Personality in Ancient Israel
RELG	306	Archaeology and the Bible
RELG	307	Sex, Lies, and Violence in the Hebrew Bible
RELG	308	Talmud, Midrash and the Rabbinic Imagination
RELG	309	Jews and Christians
RELG	310	Jewish Responses to Catastrophe
RELG	311	Jewish Literature in Translation
RELG	312	Jews and Judaism in Canada
RELG	313	Modern Jewish Ethics in Historical Perspective
RELG	330	The Origins of Judaism
RELG	335	Jewish Law
RELG	385	Mystical Traditions: Jewish and Christian
RELG	407	Topics in Early Judaism
RELG	408	Topics in Medieval Judaism
RELG	409	Topics in Modern Judaism
RELG	485	Images of Eve

Courses that may count towards the Jewish Studies Minor, depending on the course's particular content in a given year and upon approval by the Chair of the Jewish Studies Minor:

CNRS	335	Practicum in Classical or Near Eastern Archaeology
HIST	490	Seminar for Majors in History
PHIL	313	Medieval Philosophy
PHIL	314	Philosophy in the 17 th century
PHIL	347	Philosophy of Religion
RELG	415	The Life and Thought of Paul of Tarsus
RELG	475	Topics in Religion

Other courses with significant Jewish Studies content, including other UBC courses, study abroad courses, and transfer courses, may also count towards the Minor, upon consultation with and approval by the Program Chair.

Bachelor of Arts > Table of Contents – Edit to add Jewish Studies

Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: 21 November 2019 Session (W or S): W Effective Academic Year: 2020	Date: September 20, 2019 Contact Person: Gregg Gardner and Stefania Burk Phone: 73703 Email: gregg.gardner@ubc.ca and stefania.burk@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Proposed Calendar Entry: . . . Italian and Italian Studies Japanese Jewish Studies Korean Latin . .	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0 Present Calendar Entry: . . . Italian and Italian Studies Japanese Korean Latin . . Type of Action: Edit Faculty of Arts, Bachelor of Arts page to add new program in Jewish Studies. Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Jewish Studies.</i>

Homepage > Academic Programs > Edit to add Jewish Studies

Calendar Navigation: Homepage Academic programs			URL: http://www.calendar.ubc.ca/vancouver/index.cfm?page=programs		
Proposed Calendar Entry:			Present Calendar Entry:		
.			.		
.			.		
.			.		
International Relations	Arts	Undergraduate	International Relations	Arts	Undergraduate
Italian and Italian Studies	Arts	Undergraduate	Italian and Italian Studies	Arts	Undergraduate
Japanese	Arts	Undergraduate	Japanese	Arts	Undergraduate
Jewish Studies	Arts	Undergraduate	Journalism	Graduate Studies	Graduate
Journalism	Graduate Studies	Graduate	Kinesiology	Kinesiology	Undergraduate
Kinesiology	Kinesiology	Undergraduate			
.			.		
.			.		
.			.		
			Type of Action: Edit Homepage, Academic programs to add new Arts undergraduate program in Jewish Studies		
			Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Jewish Studies.</i>		

UNDERGRADUATE COURSES

ASIA – Department of Asian Studies

ASIA 210 (3) Traditions of Yoga

Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: 21 November 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: August 9, 2019 Contact Person: Lyndsay Bocchinfuso and Adheesh Sathaye Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca
---	---

<p>Proposed Calendar Entry:</p> <p>ASIA 210 (3) Traditions of Yoga</p> <p>Philosophical, religious, and cultural development of yoga in classical and medieval South Asia and its relation to contemporary globalized practice.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Today, yoga is practiced in nearly every country in the world, and has fostered a massive, multi-billion-dollar industry. Currently at UBC “Yoga” is covered in one class session in ASIA 308, “Myth, Ritual, and Epic in Ancient India,” or as part of a more exclusively philosophical investigation within ASIA 378, “Philosophical Wisdom of Early India.” This proposed course will explore the philosophical, religious, and cultural roots of contemporary globalized yoga, within its South Asian context. The course would therefore be of great appeal to Asian Studies students interested in South Asia, Sanskrit literature and culture, or Indian philosophy. Additionally, it would be of interest to students in Philosophy, History, Department of Central, Eastern, and Northern European Studies, Anthropology, or Kinesiology, along with a broad range of students who themselves practice (modern postural) yoga. It would also potentially garner the interest of yoga instructors and practitioners in the Vancouver area.</p>
---	--

ASIA 321 (3) Celebrity Culture in Chinese Societies

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: August 9, 2019 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 321 (3) Celebrity Culture in Chinese Societies</p> <p>Histories, controversies, and implications of celebrity culture in Chinese societies,</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p>

<p>with a focus on the entanglement of author, audience, and media across different sociopolitical contexts.</p>	<p>Rationale for Proposed Change: The Department of Asian Studies offers several courses that focus on modern Chinese literature, cinema, Cantonese music and contemporary Chinese popular culture, but there is as yet no course that deals explicitly with celebrity studies in Asian context. Although this course focuses on twentieth-century mainland China, it is designed to include consideration of celebrity culture in traditional Chinese society, Hong Kong, Taiwan, and contemporary Japan and Korea. It could be productively paired with ASIA 319: Popular Culture in Contemporary China. Whereas ASIA 319 explicitly focuses on China in the late twentieth and early twenty-first century, ASIA 321 extends from premodern Chinese societies to the present-day ones. ASIA 319 addresses various genres of pop culture in contemporary China, ranging from entertainment, sports, news, fashion to technology. ASIA 321, by contrast, hinges on the construction of iconic subjectivity in context, and traces how the figure of celebrity cuts across pop culture, mass culture, and high culture. To sum up, ASIA 321 is narrower in focus (i.e., celebrity figure rather than all aspects of popular culture) and broader in context (Chinese societies across time and space rather than contemporary China). Students often come to Asian Studies courses with rich and detailed knowledge of celebrities based on various mass and social media and are keen to learn more. This course engages students from this place of natural curiosity, and guides them to a deeper, critical, academic understanding of celebrity as a culture. The course would also have appeal to students interested in celebrity studies in general, and students from other programs in the university, including those offered by Theatre and Film, Journalism, Anthropology and Sociology.</p>
--	---

MES – Faculty of Arts

MES – Create new course code, Middle East Studies

<p>Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: Effective Session (W or S): W</p>	<p>Date: September 2, 2019 Contact Person: Pheroze Unwalla Phone: (778) 980 2312 Email: pheroze@mail.ubc.ca</p>
--	--

Effective Academic Year: 2020	
Proposed Calendar Entry: MES – Middle East Studies	<p>URL: Create a new page for MES courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new subject code – MES – to designate Middle East Studies courses offered within the Faculty of Arts.</p> <p>Rationale for Proposed Change: The Faculty of Arts seeks to launch a new Middle East Studies course, in connection to a prospective Middle East Studies Minor program. The Faculty requests a distinct subject code for this course – MES – that can also be used for future Middle East Studies courses.</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as a Category 1 proposal for a new course that uses this subject code (MES 300).</i></p>

Faculty of Arts > Table of Contents > Edit to add MES Middle East Studies

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>LING Linguistics</p> <p>MDVL Medieval Studies</p> <p>MES Middle East Studies</p> <p>MUSC Music</p> <p>NEST Near Eastern Studies</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>LING Linguistics</p> <p>MDVL Medieval Studies</p> <p>MUSC Music</p> <p>NEST Near Eastern Studies</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Edit Faculty of Arts, Table of Contents, to add the new MES code for Middle East Studies courses.</p>
---	---

	<p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new MES Course Code.</i></p>
--	---

Courses by Subject Name > Edit to Add MES (Middle East Studies)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>MEDG Medical Genetics</p> <p>MEDI Medicine</p> <p>MES Middle East Studies</p> <p>MGMT Management</p> <p>MICB Microbiology</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>MEDG Medical Genetics</p> <p>MEDI Medicine</p> <p>MGMT Management</p> <p>MICB Microbiology</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>Type of Action: Edit, Courses By Subject Code, to add new course code MES, Middle East Studies.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new MES Course Code</i></p>
---	---

Courses by Subject Code > Edit to Add MES (Middle East Studies)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>LING Linguistics</p> <p>MDVL Medieval Studies</p> <p>MES Middle East Studies</p> <p>MUSC Music</p> <p>NEST Near Eastern Studies</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>LING Linguistics</p> <p>MDVL Medieval Studies</p> <p>MUSC Music</p> <p>NEST Near Eastern Studies</p> <p style="text-align: center;">.</p>
---	---

<p>.</p> <p>.</p> <p>.</p>	<p>.</p> <p>.</p> <p>Type of Action: Amend the calendar list of courses offered by the Faculty of Arts to include the new MES code for Middle East Studies courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new MES Course Code</i></p>
----------------------------	---

MES 300 (3) The Middle East: Critical Questions and Debates

<p>Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 2, 2019 Contact Person: Pheroze Unwalla Phone: (778) 980 2312 Email: pheroze@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MES 300 (3) The Middle East: Critical Questions and Debates</p> <p>Critical questions and debates in Middle East Studies that shape scholarly and public perception of the region.</p>	<p>URL: This proposal is submitted alongside a Category 1 proposal request to create a new MES course code and a new page for MES course.</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: MES 300 will serve as the core course for a prospective Middle East Studies minor program at UBC. The course introduces MES minor students to key questions and debates that frame the study of the Middle East, providing essential preparation for further training in the field.</p> <p>The course challenges students with complex debates on violence, authoritarianism, gender politics, religiosity, globalization and other subjects that continue to shape scholarly and public imaginations on the Middle East. Despite its area studies orientation, the course also advocates for a global focus that breaks down the boundaries constructed by area studies and disrupts misleading claims of Middle Eastern exceptionalism. As such, we believe the course will serve the wider university community by confronting harmful,</p>

	<p>engrained stereotypes about the region, its cultures and peoples.</p> <p>Finally, given its topical subject matter and interdisciplinary scope, we believe the course will appeal to students from across the Faculty of Arts and university.</p> <p><i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new subject course code MES.</i></p>
--	--

TIBT – Department of Asian Studies, Tibetan

TIBT 300 (3) Classical Tibetan I

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: August 12, 2019 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>TIBT 300 (3) Classical Tibetan I</p> <p>The basics of classical Tibetan grammar and vocabulary, with readings from a selection of daily prayer verses.</p> <p>Prerequisite: Completion of TIBT 100 or TIBT 390 with a minimum grade of 60%.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=TIBT</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: UBC will become one of only a handful of select North American universities offering instruction in classical Tibetan. Introductory classical Tibetan courses, TIBT 300 and TIBT 301, will be an important addition to currently taught colloquial Tibetan courses, as most of the students taking Tibetan have their interest grounded in Tibetan Buddhism. Classical Tibetan is homogenous throughout Tibet in its rich living and written traditions, while the varieties of spoken Tibetan dialects reflect regional differences rooted in local tradition. Offering classical Tibetan courses makes a strong statement about the importance of Tibetan Buddhism, a living tradition rooted in Tibet, Himalayas, Mongolia, and attracting a growing interest across the world in recent times. These introductory courses will contribute to the Tibetan</p>

	<p>language offerings as the students can now pursue learning classical Tibetan once they have taken one or both colloquial classes, TIBT 100 and TIBT 101. It supplements lower level Tibetan language courses currently offered at UBC.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
--	--

TIBT 301 (3) Classical Tibetan II

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: August 12, 2019 Contact Person: Lyndsay Bocchinfuso and Sonam Chusang Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca and sonam.chusang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>TIBT 301 (3) Classical Tibetan II</p> <p>Continuation of introductory classical Tibetan grammar and vocabulary, with selected readings to strengthen one's foundation in classical Tibetan.</p> <p>Prerequisite: Completion of TIBT 300 with a minimum grade of 60%.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=TIBT</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: UBC will become one of only a handful of select North American universities offering instruction in classical Tibetan. Introductory classical Tibetan courses, TIBT 300 and TIBT 301, will be an important addition to currently taught colloquial Tibetan courses, as most of the students taking Tibetan have their interest grounded in Tibetan Buddhism. Classical Tibetan is homogenous throughout Tibet in its rich living and written traditions, while the varieties of spoken Tibetan dialects reflect regional differences rooted in local tradition. Offering classical Tibetan courses makes</p>

	<p>a strong statement about the importance of Tibetan Buddhism, a living tradition rooted in Tibet, Himalayas, Mongolia, and attracting a growing interest across the world in recent times. These introductory courses will contribute to Tibetan language offerings as students can now pursue learning classical Tibetan once they have taken one or both colloquial classes, TIBT 100 and TIBT 101. It supplements lower level Tibetan language courses currently offered at UBC.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
--	--

1. Faculty of Arts: Concession Policy Calendar Changes

Category 1: Undergraduate, Faculty-Level

BA > Academic Concession

Bachelor of Arts: amend Academic Concession policy to bring it into alignment with UBC Academic Concession policy

Category: 1 Faculty: Arts Department: Arts Academic Advising Faculty Approval Date: November 21, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: October 30, 2019 Contact Person: Nancy Campbell Phone: 74257 Email: nancy.campbell@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Academic Concession	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1577
Proposed Calendar Entry: Academic Concession	Present Calendar Entry: Academic Concession

Purpose and Goals

The Faculty of Arts is committed to supporting students in their academic pursuits through the application of academic concessions in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work.

When considering requests for academic concessions, the Faculty of Arts applies principles of transparency, flexibility, and compassion, as outlined in [UBC's Academic Concession policy](#). Academic concession policies and procedures aim for fairness, recognizing that fair treatment is not necessarily equal treatment in all circumstances. Decision-makers have the flexibility to apply the reasonable exercise of discretion, sound judgement, and compassion in response to the unique circumstances of an individual student's case. In responding to students' requests for academic concessions, the Faculty of Arts upholds the academic standards of the curriculum and expects that the requirements of each course or academic program will be met.

Types of Academic Concession

The most appropriate [type of concession](#) is determined by the student's unique situation and the academic requirements for the course. **In-term concession** for course work or attendance may be considered by instructors or Academic Advisors in Arts Academic Advising; students are advised to consult their course syllabus. Other forms of academic concession that may be granted by Academic Advisors,

~~Bachelor of Arts students unable to complete mid-term or final exams or other graded work due to conflicting responsibilities or unforeseen circumstances are advised to contact Arts Academic Advising as soon as possible to discuss Academic Concession. Students registered with Centre for Accessibility whose studies are adversely impacted by their disability should contact their Accessibility Advisor at the Centre for Accessibility.~~

~~Students requesting Academic Concession are required to complete an application form and provide supporting documentation, as requested. Requests for Academic Concession must be submitted by the deadline. In most cases, students will need to speak directly with an Academic Advisor. Academic Concessions are granted only by Academic Advisors in Arts Academic Advising, typically in consultation with instructors, and are a privilege, not a right. Academic Concessions that may be granted include Standing Deferrals for final exams or final coursework, and Late Withdrawals if the extenuating circumstance impacted the student throughout the term(s). In other cases, in-term concession for course work or attendance may be considered. Except in rare and exceptional circumstances, no concession will be provided for exams which have already been written.~~

~~Students granted a Standing Deferred are responsible for making satisfactory arrangements for completion of outstanding course requirements. If the outstanding work is a final examination, students have the opportunity to write a deferred exam through Enrolment Services during the Deferred Exam Period. In some~~

in consultation with instructors when it is not clear that the academic criteria for concession have been met, include **Standing Deferrals** for final exams or final coursework, and **Late Withdrawals**. Except in rare and exceptional circumstances, no concession will be provided for exams which have already been written.

Initiating Requests for Academic Concession

Bachelor of Arts students are expected to schedule their commitments so as to avoid conflicts with academic courses, including exams. Those who experience unanticipated events or circumstances that interfere with their ability to accomplish their academic coursework are advised to consult their course syllabus. Students unable to complete final course assessments, including final exams, for such reasons should notify Arts Academic Advising immediately. Students with disabilities eligible for academic accommodations under Joint Senate and Board Disability Accommodation Policy are required to work with the Centre for Accessibility in this regard.

The initiation of a request for academic concession does not ensure the granting of concession. Students should be aware of deadlines to initiate a request for academic concession, and know that they may be required to provide supplemental information. In some circumstances, Arts Academic Advising will require more detailed documentation, such as in the event of repeated academic concession requests for the same concern.

Resolving a Standing Deferred

exceptional cases instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. Note that some departments permit students to write deferred exams with the next regularly scheduled final exam sitting for the course; students should consult the relevant department. If the deferred work is something other than a final exam, students must consult their instructor. If a student fails to complete deferred requirements by the deadline for completing all Standing Deferred course work, the Standing Deferred will be replaced with a grade or standing that reflects requirements completed in the course.

Students unable to meet the deadline for completion of Standing Deferred course work because of additional extenuating circumstances must contact Arts Academic Advising as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if students submit documentation of new circumstances preventing completion of the course. See also Academic Concession and Grading Practices. Students with Standing Deferred credits should reduce their course load in the session immediately following (Summer or Winter) by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter session, that student should not enrol in more than 9 credits in the following Summer session, although the permitted maximum is 12. Students requesting academic concession may be required to formulate and follow an academic plan which could include a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Centre for Accessibility; or other appropriate actions. This plan may be

Students granted a Standing Deferred are responsible for making satisfactory arrangements for completion of outstanding course requirements. If the outstanding work is a final examination, students have the opportunity to write a deferred exam through Enrolment Services during the Deferred Examination Period. In some exceptional cases, instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. Note that some departments permit students to write deferred exams with the next regularly scheduled final exam sitting for the course; some Science departments offer January sittings for first-year pre-requisite courses: in both cases, students should consult the relevant department. If the deferred work is something other than a final exam, students must consult their instructor. If a student fails to complete deferred requirements by the deadline for completing all Standing Deferred course work, the Standing Deferred will be replaced with a grade or standing that reflects requirements completed in the course.

Students whose eligibility to continue in studies cannot be determined because they have one or more deferred standings (SD) in their Winter Session courses may be granted tentative registration eligibility for the following Winter Session. Students in this circumstance are encouraged to resolve their SDs as soon as possible in order to determine if they can continue in studies in September. Students who do not meet continuation requirements may be de-registered from courses in the following Winter Session.

~~developed in consultation with health-care professionals as well as Arts Academic Advising. Ongoing support from the academic unit may require periodic updates from the student on their academic plan and/or the submission of documentation from a treating health professional or other source of personal support. This documentation might be a "Statement of Illness" form obtained from the Student Health Service, or an informative letter from the attending physician, from Counselling Services, or from another recognized counselor.~~

~~Repeated requests for academic concession based on same or similar reasons, failure to comply with an established plan, or failure to progress in completing classes for ongoing extenuating circumstances may result in a limitation on the number of credits allowed for registration or a hold preventing registration. These restrictions will be lifted when the student is able to provide documentation, from a medical or counselling professional or from the Centre for Accessibility, of a nature sufficient to satisfy the University that the student is ready to continue studies.~~

Type of Action: Replace Faculty of Arts Academic Concession page content.

Rationale: With the recent change to the University's Academic Concession policy, this page must be brought into alignment and Arts' policy into compliance.

**Inability to Resolve a Standing
Deferred**

Students unable to meet the deadline for completion of Standing Deferred course work because of additional extenuating circumstances must contact Arts Academic Advising as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if new circumstances prevent completion of the course. See also [Academic Concession](#) and [Grading Practices](#).

**Academic Planning with
Concession**

Students with Standing Deferred credits should reduce their course load in the Session immediately following by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter Session, that student should not enrol in more than 9 credits in the following Summer Session, although the permitted maximum is 12.

Students who have been granted academic concession are encouraged to formulate and follow an academic plan which could include a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Centre for Accessibility; or other appropriate actions. This plan may be developed in consultation with Arts Academic Advising. If a student seeks repeated academic concessions without evidence that proactive steps have been taken to address their issue(s), further academic concessions may not be granted.

BFA > Academic Concession

Bachelor of Fine Arts: amend Academic Concession policy to bring it into alignment with UBC Academic Concession policy

<p>Category: 1 Faculty: Arts Department: Arts Academic Advising Faculty Approval Date: November 21, 2019 Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: October 30, 2019 Contact Person: Nancy Campbell Phone: 74257 Email: nancy.campbell@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Fine Arts Academic Concession</p> <p>Proposed Calendar Entry:</p> <p>Academic Concession</p> <p>Purpose and Goals</p> <p>The Faculty of Arts is committed to supporting students in their academic pursuits through the application of academic concessions in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work.</p> <p>When considering requests for academic concessions, the Faculty of Arts applies principles of transparency, flexibility, and compassion, as outlined in UBC's Academic Concession policy. Academic concession policies and procedures aim for fairness, recognizing that fair treatment is not necessarily equal in all circumstances. Decision-makers have the flexibility to apply the reasonable exercise of discretion, sound judgement, and compassion in response to the unique circumstances of an individual student's case. In responding to students' requests for academic concessions, the Faculty of Arts upholds the academic standards of the</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1593</p> <p>Present Calendar Entry:</p> <p>Academic Concession</p> <p>Bachelor of Fine Arts students unable to complete mid-term or final exams or other graded work due to conflicting responsibilities or unforeseen circumstances are advised to contact Arts Academic Advising as soon as possible to discuss Academic Concession. Students registered with Centre for Accessibility whose studies are adversely impacted by their disability should contact their Accessibility Advisor at the Centre for Accessibility.</p> <p>Students requesting Academic Concession are required to complete an application form and provide supporting documentation, as requested. Requests for Academic Concession must be submitted by the deadline. In most cases, students will need to speak directly with an Academic Advisor. Academic Concessions are granted only by Academic Advisors in Arts Academic Advising, typically in consultation with instructors, and are a privilege, not a right. Academic Concessions that may be granted include Standing Deferrals for final exams or final coursework, and Late</p>

curriculum and expects that the requirements of each course or academic program will be met.

Types of Academic Concession

The most appropriate type of concession is determined by the student's unique situation and the academic requirements for the course. **In-term concession** for course work or attendance may be considered by instructors or Academic Advisors in Arts Academic Advising; students are advised to consult their course syllabus. Other forms of academic concession that may be granted by Academic Advisors, in consultation with instructors when it is not clear that the academic criteria for concession have been met, include **Standing Deferrals** for final exams or final coursework, and **Late Withdrawals**. Except in rare and exceptional circumstances, no concession will be provided for exams which have already been written.

Initiating Requests for Academic Concession

Bachelor of Fine Arts students are expected to schedule their commitments so as to avoid conflicts with academic courses, including exams. Those who experience unanticipated events or circumstances that interfere with their ability to accomplish their academic coursework are advised to consult their course syllabus. Students unable to complete final course assessments, including final exams, for such reasons should notify Arts Academic Advising immediately. Students with disabilities eligible for academic accommodations under Joint Senate and Board Disability Accommodation Policy are required to

Withdrawals if the extenuating circumstance impacted the student throughout the term(s). In other cases, in-term concession for course work or attendance may be considered. Except in rare and exceptional circumstances, no concession will be provided for exams which have already been written.

Students granted a Standing Deferred are responsible for making satisfactory arrangements for completion of outstanding course requirements. If the outstanding work is a final examination, students have the opportunity to write a deferred exam through Enrolment Services during the Deferred Exam Period. In some exceptional cases instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. Note that some departments permit students to write deferred exams with the next regularly scheduled final exam sitting for the course; students should consult the relevant department. If the deferred work is something other than a final exam, students must consult their instructor. If a student fails to complete deferred requirements by the deadline for completing all Standing Deferred course work, the Standing Deferred will be replaced with a grade or standing that reflects requirements completed in the course.

Students unable to meet the deadline for completion of Standing Deferred course work because of additional extenuating circumstances must contact Arts Academic Advising as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if students submit documentation of new circumstances preventing completion of the course. See also Academic Concession and Grading Practices.

work with the Centre for Accessibility in this regard.

The initiation of a request for academic concession does not ensure the granting of concession. Students should be aware of [deadlines](#) to initiate a request for academic concession, and know that they may be required to provide [supplemental information](#). In some circumstances, Arts Academic Advising will require more detailed documentation, such as in the event of repeated academic concession requests for the same concern.

Resolving a Standing Deferred

Students granted a Standing Deferred are responsible for making satisfactory arrangements for completion of outstanding course requirements. If the outstanding work is a final examination, students have the opportunity to write a deferred exam through Enrolment Services during the [Deferred Examination Period](#). In some exceptional cases, instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. Note that some departments permit students to write deferred exams with the next regularly scheduled final exam sitting for the course; some Science departments offer January sittings for first-year pre-requisite courses: in both cases, students should consult the relevant department. If the deferred work is something other than a final exam, students must consult their instructor. If a student fails to complete deferred requirements by the [deadline for completing all Standing Deferred course work](#), the Standing Deferred will be replaced with a grade or standing

~~Students with Standing Deferred credits should reduce their course load in the session immediately following (Summer or Winter) by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter session, that student should not enrol in more than 9 credits in the following Summer session, although the permitted maximum is 12. Students requesting academic concession may be required to formulate and follow an academic plan which could include a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Centre for Accessibility; or other appropriate actions. This plan may be developed in consultation with health-care professionals as well as Arts Academic Advising. Ongoing support from the academic unit may require periodic updates from the student on their academic plan and/or the submission of documentation from a treating health professional or other source of personal support. This documentation might be a "Statement of Illness" form obtained from the Student Health Service, or an informative letter from the attending physician, from Counselling Services, or from another recognized counselor.~~

~~Repeated requests for academic concession based on same or similar reasons, failure to comply with an established plan, or failure to progress in completing classes for ongoing extenuating circumstances may result in a limitation on the number of credits allowed for registration or a hold preventing registration. These restrictions will be lifted when the student is able to provide documentation, from a medical or counselling professional or from the Centre for Accessibility, of a nature sufficient to satisfy the University that the student is ready to continue studies.~~

that reflects requirements completed in the course.

Students whose eligibility to continue in studies cannot be determined because they have one or more deferred standings (SD) in their Winter Session courses may be granted tentative registration eligibility for the following Winter Session. Students in this circumstance are encouraged to resolve their SDs as soon as possible in order to determine if they can continue in studies in September. Students who do not meet continuation requirements may be de-registered from courses in the following Winter Session.

Inability to Resolve a Standing Deferred<\b>

Students unable to meet the deadline for completion of Standing Deferred course work because of additional extenuating circumstances must contact Arts Academic Advising as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if new circumstances prevent completion of the course. See also [Academic Concession](#) and [Grading Practices](#).

Academic Planning with Concession<\b>

Students with Standing Deferred credits should reduce their course load in the Session immediately following by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter Session, that student should not enrol in more than 9 credits in the following Summer Session, although the permitted maximum is 12.

Type of Action: Replace Faculty of Arts Academic Concession page content.

Rationale: With the recent change to the University's Academic Concession policy, this page must be brought into alignment and Arts' policy into compliance.

<p>Students who have been granted academic concession are encouraged to formulate and follow an academic plan which could include a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Centre for Accessibility; or other appropriate actions. This plan may be developed in consultation with Arts Academic Advising. If a student seeks repeated academic concessions without evidence that proactive steps have been taken to address their issue(s), further academic concessions may not be granted.</p>	
--	--

BMS > Academic Concession***Bachelor of Media Studies: amend Academic Concession policy to bring it into alignment with UBC Academic Concession policy***

Category: 1 Faculty: Arts Department: Arts Academic Advising Faculty Approval Date: November 21, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: October 30, 2019 Contact Person: Nancy Campbell Phone: 74257 Email: nancy.campbell@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Media Studies Academic Regulations Proposed Calendar Entry: Academic Regulations [...] Academic Concession Purpose and Goals The Faculty of Arts is committed to supporting students in their academic pursuits through the application of academic concessions in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work. When considering requests for academic concessions, the Faculty of Arts applies principles of transparency, flexibility, and compassion, as outlined in UBC's Academic Concession policy. Academic concession policies and procedures aim for fairness, recognizing that fair treatment is not necessarily equal treatment in all circumstances. Decision-makers have the flexibility to apply the reasonable exercise of discretion, sound judgement, and compassion in response	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,955,1526 Present Calendar Entry: Academic Regulations [...] Academic Concession Students whose attendance or academic performance is severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration from their instructor or Arts Academic Advising as soon as possible. Students are advised to contact instructors if unable to complete exams or other graded work because of short term illness or for other reasons, and arrange to make up missed work according to written guidelines given at the start of the course. See Grading Practices. Students also have the right to request Academic Concession from Arts Academic Advising. Students absent from final examinations held during any of the official examination periods must request Academic Concession from Arts Academic Advising. Students must report their absence and apply for an

to the unique circumstances of an individual student's case. In responding to students' requests for academic concessions, the Faculty of Arts upholds the academic standards of the curriculum and expects that the requirements of each course or academic program will be met.

Types of Academic Concession<\b>

The most appropriate type of concession is determined by the student's unique situation and the academic requirements for the course. **In-term concession<\b>** for course work or attendance may be considered by instructors or Academic Advisors in Arts Academic Advising; students are advised to consult their course syllabus. Other forms of academic concession that may be granted by Academic Advisors, in consultation with instructors when it is not clear that the academic criteria for concession have been met, include **Standing Deferrals<\b>** for final exams or final coursework, and **Late Withdrawals<\b>**. Except in rare and exceptional circumstances, no concession will be provided for exams which have already been written.

Initiating Requests for Academic Concession<\b>

Bachelor of Media Studies students are expected to schedule their commitments so as to avoid conflicts with academic courses, including exams. Those who experience unanticipated events or circumstances that interfere with their ability to accomplish their academic coursework are advised to consult their course syllabus. Students unable to complete final course assessments, including final exams, for such reasons

~~academic concession as soon as possible after the missed examination(s).~~

~~Students requesting Academic Concession will be required to complete an application form and provide supporting documentation as requested. In some cases it will be necessary for the student to attend an interview. Academic concessions are granted only by the senior staff of Arts Academic Advising, and are a privilege; not a right. Among academic concessions that may be granted are permission to withdraw from a course after the final withdrawal deadlines have passed. See [Change of Registration](#), [Deferred Standing](#), [Aegrotat Standing](#), and [Withdrawal from the University](#).~~

~~Deferred Standing may be granted when a student has a valid reason for not completing course requirements as scheduled. Students granted deferred standing in Winter Session courses must complete all outstanding course requirements no later than August 23 following. Students granted Deferred Standing in Summer Session courses must complete all outstanding work no later than December 25 following. Students granted deferred standing are responsible for making satisfactory arrangements with their instructors for completion of outstanding course requirements. If a student fails to complete deferred requirements by the dates specified, the deferred standing will be replaced with a grade or standing that reflects requirements completed in the course. Students unable to meet the specified deadlines because of further medical, emotional, or other difficulties must contact Arts Academic Advising by no later than August 31 (for Winter Session courses) or December 31 (for Summer Session courses) following the original deferral. Extensions will not be~~

should [notify Arts Academic Advising](#) immediately. Students with disabilities eligible for academic accommodations under Joint Senate and Board [Disability Accommodation Policy](#) are required to work with the Centre for Accessibility in this regard.

The initiation of a request for academic concession does not ensure the granting of concession. Students should be aware of [deadlines](#) to initiate a request for academic concession, and know that they may be required to provide [supplemental information](#). In some circumstances, Arts Academic Advising will require more detailed documentation, such as in the event of repeated academic concession requests for the same concern.

Resolving a Standing Deferred

Students granted a Standing Deferred are responsible for making satisfactory arrangements for completion of outstanding course requirements. If the outstanding work is a final examination, students have the opportunity to write a deferred exam through Enrolment Services during the [Deferred Examination Period](#). In some exceptional cases, instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. Note that some departments permit students to write deferred exams with the next regularly scheduled final exam sitting for the course; some Science departments offer January sittings for first-year pre-requisite courses: in both cases, students should consult the relevant department. If the deferred work is something other than a final exam, students must consult their instructor. If a student fails to complete

~~granted for standing deferred requirements. If a student is unable to meet the requirement by the deadline they should contact Arts Academic Advising. See also [Academic Concession](#) and [Grading Practices](#).~~

~~Aegrotat Standing (AEG) allows a student to obtain credit for a course, which the student has not completed course requirements due to medical, emotional, or other difficulties. This standing is awarded only if the course instructor and the Dean (or designate) agree that the student has demonstrated a satisfactory understanding of the course material. When AEG standing is awarded, a letter grade is assigned which is converted to the minimum percentage for that category, for the calculation of averages.~~

~~Students with Standing Deferred credits should reduce the maximum load in the session immediately following (Summer or Winter) by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter Session until August, that student should not enrol in more than 9 credits in the following Summer session, although the permitted maximum is 12.~~

[...]

Type of Action: Replace Faculty of Arts Academic Concession page content.

Rationale: With the recent change to the University's Academic Concession policy, this page must be brought into alignment and Arts' policy into compliance.

deferred requirements by the [deadline for completing all Standing Deferred course work](#), the Standing Deferred will be replaced with a grade or standing that reflects requirements completed in the course.

Students whose eligibility to continue in studies cannot be determined because they have one or more deferred standings (SD) in their Winter Session courses may be granted tentative registration eligibility for the following Winter Session. Students in this circumstance are encouraged to resolve their SDs as soon as possible in order to determine if they can continue in studies in September. Students who do not meet continuation requirements may be de-registered from courses in the following Winter Session.

Inability to Resolve a Standing Deferred

Students unable to meet the deadline for completion of Standing Deferred course work because of additional extenuating circumstances must contact Arts Academic Advising as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if new circumstances prevent completion of the course. See also [Academic Concession](#) and [Grading Practices](#).

Academic Planning with Concession

Students with Standing Deferred credits should reduce their course load in the Session immediately following by the equivalent number of credits. For example, if a student has 3 credits deferred from the Winter Session, that

student should not enrol in more than 9 credits in the following Summer Session, although the permitted maximum is 12.

Students who have been granted academic concession are encouraged to formulate and follow an academic plan which could include a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Centre for Accessibility; or other appropriate actions. This plan may be developed in consultation with Arts Academic Advising. If a student seeks repeated academic concessions without evidence that proactive steps have been taken to address their issue(s), further academic concessions may not be granted.

[...]

Bachelor of Science in Forest Bioeconomy Sciences and Technology (BEST) Co-op program

The Cooperative Education Program is an approved option within the Forest Bioeconomy Sciences and Technology (BEST) degree program. The Co-op program allows students to explore different career options with guidance from the faculty advisor and Co-op coordinator. Through the series of work placements, students learn technical skills, gain job-related experience, and develop valuable workplace maturity.

Program Structure

Eight academic terms are needed to complete the degree requirements for a Bachelor's degree. For the co-op program, an additional four work terms must be completed, integrated throughout the program. The co-op program requires an additional year to complete. Note, there are five work terms in the below schedule, one of which may be dropped if needed.

BEST (Forest Bioeconomy Sciences & Technology)

Year	Term 1	Term 2	Summer
1	Academic 1	Academic 2	Summer
2	Academic 3	Academic 4	Work (BEST 310)
3	Academic 5	Work (BEST 311)	Work (BEST 312)
4	Academic 6	Academic 7	Work (BEST 411)
5	Work (BEST 412)	Academic 8	

Program Operation

Before starting the first co-op work term, students must participate in the orientation workshops. These workshops cover career planning, job search techniques, resume and cover letter writing, interview skills, ethics, cultural diversity, and workplace etiquette.

The co-op coordinator gathers job postings from employers and posts the positions for co-op students in the co-op portal, the Hub. Once interested students apply, the coordinator forwards the applicants to employers. After the employer interviews students, they send offer letters to the co-op coordinator who extends the offers to the students on the employers' behalf. The co-op coordinator provides guidance to students regarding interviews, job offers and other relevant matters.

A work placement consists of full-time employment for a minimum of 12 weeks. In the first two weeks, the student defines the learning objectives. At approximately the mid-point (7 weeks), the student receives a site visit from the co-op coordinator. The coordinator meets with the student to discuss the learning objectives and work duties or any problems, and completes a site visit report. The coordinator also meets with the employer to discuss the student's performance. After the work term is completed, both students and employers complete an evaluation form. Students prepare a co-op assignment which include either a poster, a work term report or a presentation. Senior students complete both a report and presentation.

Co-op Coordinator and Faculty Advisors

The co-op coordinator advertises the program, locates work placements, provides orientation to students, coordinates job postings, interviews and offers, and completes on-site visits. Once the students are working, the faculty advisor and co-op coordinator provide technical advice to the students. The faculty advisor grades the term report or provides feedback for the presentation assignment. The co-op

coordinator provides feedback for poster assignments and presentations and reviews the final evaluation forms.

Grading System

Terms are graded 'Pass' or 'Fail' by the coordinator and faculty advisor. Determination of term grade is based on: learning objectives, a work site visit by the co-op coordinator, an employer evaluation of student performance, a work term poster, report or technical oral presentation by the student.

Students are required to complete an evaluation form for each co-op term. Students who have failed one work term could be asked to withdraw from the co-op program.

The employer and co-op coordinator evaluate students with regard to initiative, organization, ability to learn, judgement, reliability, interpersonal skills, communications skills, and leadership skills.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1 Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020	Date: Contact Person: Dr. Scott Renneckar Phone: 604-827-0637 Email: scott.renneckar@ubc.ca
Calendar Navigation: The Faculty of Forestry > B.Sc. in Forest Bioeconomy Sciences and Technology > Co-operative Education Program Proposed Calendar Entry: In addition to the four-year B.Sc. (Forest Bioeconomy Sciences and Technology) program, students can elect a five-year Co-operative Education Program with work term positions in industry. The Forest Bioeconomy Sciences and Technology Co-operative Education Program is designed to provide students with work experience integrated with their academic programs. The year-round program normally requires completion of five four-month work terms of targeted employment including one Winter and one Fall placement. The five courses for the work terms are BEST 310, 311, 312, 411, and 412. Successful completion of the Co-op	URL: Present Calendar Entry: None Type of Action: Add the Co-operative Education Program option page to the Academic Calendar entry. Rationale for Proposed Change: To add the description of the recently approved Co-Operative Education Program for the Forest Bioeconomy Sciences and Technology program to the calendar entry.

Program requirements will also be acknowledged on the student's degree parchment. The Co-op program requires an additional year to complete the B.Sc. (Forest Bioeconomy Sciences and Technology) requirements.

Students in the program will register in and pay for the appropriate 3-credit Co-operative Education course for each work term once a suitable position is confirmed. See [Program and Course Fees](#).

Students in the B.Sc. (Forest Bioeconomy Sciences and Technology) who wish to be considered for the Co-operative Education Program must apply in the fall term of their second year. To be able to participate in the job search process for the first co-op term, the student needs to have a 64% minimum cumulative average in required Forest Bioeconomy Sciences and Technology courses taken at UBC in first and second year, complete the required application, and have a successful interview with the Co-op Coordinator. Specific deadlines are available from the co-op office. To be accepted into BEST 310, students must have an average of 68% minimum in required Forest Bioeconomy Sciences and Technology courses taken at UBC in first and second year and maintain that average to stay in the Co-op Program.

To graduate from the Co-operative Education Program a student must complete the required number of work terms along with the normal academic requirements.

For more information please contact the [Co-op Office](#).

BEST Co-operative Education Program Requirements:

First Year

Same as above 32

Second Year

Same as above 30

Plus BEST 310 ¹	3	
Third Year		
BEST 300	3	
BEST 301	3	
BEST 302	3	
BEST 308	3	
Restricted Natural Resources Conservation Elective	3	
Total Credits	15	
BEST 311 ¹	3	
BEST 312 ¹	3	
Fourth Year		
BEST 303	3	
BEST 304	3	
FRST 302	3	
FRST 318	3	
BEST 400	3	
BEST 401	3	
BEST 402	3	
Restricted Commerce Elective	3	
Electives	6	
Total Credits	30	
BEST 411 ¹	3	
Fifth Year		
BEST 403	3	
CONS 425	3	
WOOD 365	3	
WOOD 461	3	
Electives	3	
Total Credits	15	
BEST 412 ¹	3	
¹ Co-operative work term		

Category: 1 – New course

Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020	Date: Contact Person: Dr. Scott Renneckar Phone: 604-827-0637 Email: scott.renneckar@ubc.ca
Proposed Calendar Entry: BEST 310 (3) Co-operative Work Placement I Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.	URL: Present Calendar Entry: Type of Action: New course Rationale for Proposed Change: The course is required for students in the Co-operative Education Program option approved for the Forest Bioeconomy Sciences and Technology degree program. <input checked="" type="checkbox"/> Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading

Category: 1 – New course

Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020	Date: Contact Person: Dr. Scott Renneckar Phone: 604-827-0637 Email: scott.renneckar@ubc.ca
Proposed Calendar Entry: BEST 311 (3) Co-operative Work Placement II Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term	URL: Present Calendar Entry: Type of Action: New course Rationale for Proposed Change: The course is required for students in the Co-operative Education Program option approved

<p>assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.</p>	<p>for the Forest Bioeconomy Sciences and Technology degree program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading</p>
---	--

Category: 1 – New course

<p>Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020</p>	<p>Date: Contact Person: Dr. Scott Rennekar Phone: 604-827-0637 Email: scott.rennekar@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BEST 312 (3) Co-operative Work Placement III</p> <p>Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The course is required for students in the Co-operative Education Program option approved for the Forest Bioeconomy Sciences and Technology degree program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading</p>

Category: 1 – New course

Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020	Date: Contact Person: Dr. Scott Renneckar Phone: 604-827-0637 Email: scott.renneckar@ubc.ca
Proposed Calendar Entry: BEST 410 (3) Co-operative Work Placement Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.	URL: Present Calendar Entry: Type of Action: New course Rationale for Proposed Change: The course is for students in the Co-operative Education Program option approved for the Forest Bioeconomy Sciences and Technology degree program. This course is used when a student follows an atypical sequence of work terms. <input checked="" type="checkbox"/> Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading

Category: 1 – New course

Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020	Date: Contact Person: Dr. Scott Renneckar Phone: 604-827-0637 Email: scott.renneckar@ubc.ca
Proposed Calendar Entry: BEST 411 (3) Co-operative Work Placement IV Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term	URL: Present Calendar Entry: Type of Action: New course Rationale for Proposed Change:

<p>assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.</p>	<p>The course is required for students in the Co-operative Education Program option approved for the Forest Bioeconomy Sciences and Technology degree program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading</p>
---	--

Category: 1 – New course

<p>Faculty: Faculty of Forestry Department: Wood Science Faculty Approval Date: Effective Session: W Effective Academic Year: 2020</p>	<p>Date: Contact Person: Dr. Scott Rennekar Phone: 604-827-0637 Email: scott.rennekar@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BEST 412 (3) Co-operative Work Placement V</p> <p>Approved and supervised work experience with a public or private organization for a minimum of 13 weeks full-time. Final work term assignment required. Restricted to students admitted to the Co-operative Education Program in Forest Bioeconomy Sciences and Technology.</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The course is required for students in the Co-operative Education Program option approved for the Forest Bioeconomy Sciences and Technology degree program.</p> <p>Not available for Cr/D/F grading This course follows the Faculty of Forestry standard of pass/fail grading for co-operative education courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail Grading</p>

Category: 1

<p>Faculty: Faculty of Forestry Department: Forest Resources Management Faculty Approval Date: November 7 2019 Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: October 28, 2019 Contact Person: Dr. Guangyu Wang Phone: 604-822-2681 Email: Guangyu.wang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CONS 488 (6) Contemporary Forestry and Conservation in China (UBC Global Seminar Series)</p> <p>One-month UBC Go Global Seminar program in China allows students to learn forestry and conservation in Asia through lectures and field trips to nature reserves, plantations, wood industry firms and national parks in China.</p> <p>Restricted to students with 3th year standing or by permission of instructor.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action:</p> <p>New Course</p> <p>Rationale for Proposed Change:</p> <p>The Go Global Seminar Series on Conservation in China has been successfully running annually since 2013. The program has been developed as a four-week intensive program offered through the UBC Faculty of Forestry in partnership with high profile universities in China, including Beijing Forestry University, and Nanjing Forestry University. The program encourages participation from students with varied backgrounds, and provides them with an exceptional hands-on opportunity to examine the current development of Chinese forestry, wood industry, and conservation through indoor lectures, field trips to nature reserves, and visits to local industries and plantation areas. Testimonials from students establish that they learned a significant amount during the intensive program, and greatly benefited from direct interactions with forestry</p>

	government officials, land managers, and other stakeholders.
--	--

Category: (1)

Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020	Date: September 30, 2019 Contact Person: Susan Day Phone: 604-822-6652 Email: susan.day@ubc.ca
Proposed Calendar Entry: UFOR 330 (3) Environmental Justice and Urban Green Equity Theory, concepts and applications of urban green equity and urban environmental justice with particular focus on implications for urban forest policy, planning, management, and design. [3-0-1] Pre-requisite: 3rd year standing	URL: N/A Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: Access to and governance of urban forests has significant repercussions for health and societal wellbeing. Students in the Bachelor of Urban Forestry require advanced understanding of how the planning, management, and design of urban forests affect this access and governance, and their relationships to environmental justice. This course provides a foundation in sociological theory in the context of environmental justice and explores its application in urban forests. This course will build on concepts developed in UFOR 100 and UFOR 200 to prepare upper-level BUF students to critically evaluate environmental justice issues and analyze the role of these issues in urban forest management and policy decisions, and the impacts of these decisions on society. <input type="checkbox"/> √ Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: This course is a required course for students in the Bachelor of Urban Forestry, and as such, cannot be taken as a Cr/D/F course by BUF students. Cr/D/F grading is permissible for other students.

Category: (1)

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 30, 2019 Contact Person: Susan Day Phone: 604-822-6652 Email: susan.day@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UFOR 420 (3) Ecology of Urban Green Infrastructure</p> <p>The nature and dynamics of urban ecosystems with emphasis on urban forests and greenspaces. The role of green infrastructure in urban sustainability with particular focus on the ecological impact of urban forest management, design, and policy decisions. Credit may be granted for only one of UFOR 420 or UFOR 520. [3-0-1]</p> <p>Pre-requisite: 4th year standing</p>	<p>URL:N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course provides an in-depth study of selected aspects of urban ecosystems that relate to green infrastructure with an emphasis on urban forests and associated ecosystem services. This course will build on concepts developed in UFOR courses at the 200 and 300 level and prepare upper-level Bachelor of Urban Forestry (BUF) students to critically evaluate the ecological impact of urban forest and greenspace management and policy decisions.</p> <p><input type="checkbox"/> ✓ Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This course is a required course for students in the Urban Greenspace Management Minor within the Bachelor of Urban Forestry (BUF) program and optional for students within Landscape Recreation and Planning minor. Therefore, BUF students may not take this course Cr/D/F grading. Limited enrolment will be available outside of the BUF program.</p>

Background on the Haida Gwaii Semesters

Prior to 2018, the Haida Gwaii Semesters were operated and managed by the Haida Gwaii Higher Education Society (HGHEs) through a partnership with UBC Faculty of Forestry. In partnership with the HGHEs, and with approval given by the Council of the Haida Nation for the use of the name, the Haida Gwaii Institute, was approved by the Senate and Board of Governors in early 2018. To date, the UBC Haida Gwaii Institute, located within the UBC Faculty of Forestry, has hosted three successful “semesters” on Haida Gwaii, each comprised of five 3-credit courses.

The Haida Gwaii Semesters have run since 2010, and are intensive, transformative and experiential learning programs that provide undergraduate students with a unique and wide range of community and field opportunities during the course of their studies. The courses offered in the Haida Gwaii Semesters focus on: the social aspects of natural resource management (HGSE 350, 351, 352, 353, and 354); the natural science aspects of natural resource management (HGSE 355, 356, 357, 358, and 359); reconciliation (HGSE 310, 311, 312, 313, and 314); and marine conservation (HGSE 360, 361, 362, 363, and 364). The semesters are designed for cohorts of 22 students, and are generally full. Since 2010, close to 400 students have taken these semesters, from UBC Forestry and other UBC Faculties, and from across Canada and abroad. Approximately 70% of the students who have registered in the courses comprising these semesters have been visiting students from a variety of universities across Canada.

The context within which the Haida Gwaii Semesters are taught, as well as the community in which the students are immersed, is an intercultural resource-dependent community facing economic transition, population decline, increasing local control of natural resources, and new decision-making frameworks. The Haida Gwaii Semesters bridge conventional classroom instruction with field lectures, western science with Indigenous ways of knowing, and theoretical learning with hands-on experiences. It engages local youth, Haida elders, weavers, carvers, provincial, federal and Haida government officials, industry workers, academics, scientists, and community members. The Haida Gwaii Semesters were developed to educate a new intercultural generation of decision-makers and practitioners with innovative and transformative curricula grounded in the people, communities, and environments of Haida Gwaii.

The Haida Gwaii Semesters each provide a full course load. Four courses run in successive 3- week blocks while the final project-based course runs throughout the semester. Classes run from Monday to Friday from 9:00 am to 12:00 pm, with afternoons reserved for discussions with guest speakers, field trips, or time to complete course readings and assignments. Some classes will involve a large field component and will run from 9:00 am to 5:00 pm, Monday to Friday. Evenings are generally free with the exception of public lectures every few weeks and the occasional HGI dinner event. Outside of class time, there are many opportunities for students to participate in activities, engage with the community, and immerse themselves in the Haida Gwaii lifestyle.

Why a Community Resilience Semester is Being Proposed

Haida Gwaii, the traditional, ancestral and unceded territory of the Haida Nation, is the only place in British Columbia to have true joint decision-making between Indigenous Nations and the Crown around lands, ocean, and natural resources. There is a long-standing tradition among the Haida Nation and

islands municipalities of innovation and collaborative leadership resulting in numerous precedent-setting blockades, legal battles, and negotiated agreements. The Haida Nation and islands municipalities understand the need to broaden the scope of intercultural engagement and collaboration to ensure a sustainable, resilient future of the islands and its surrounding environment. Haida Gwaii provides the foundation for a unique program that shares the story of the ground-breaking cross-cultural work that has been done by the Haida Nation and settler communities of Haida Gwaii. This includes the Haida Land Use Plan - Haida Gwaii Yah'guudang *Respect* (2005); the unprecedented Haida Gwaii Strategic Land Use Agreement between the Council of the Haida Nation, Government of Canada, and Province of British Columbia (2007); the Kunsta'aa guu-Kunst'aayah Reconciliation Protocol between the Council of the Haida Nation and the Province of British Columbia (2009); the Haida Gwaii Marine Plan and the Marine Plan Partnership for the North Pacific Coast (MaPP) between Council of the Haida Nation and 15 other First Nations with the Province of British Columbia (2015); Gwaii Haanas Gina 'Waadluxan KilGulGa Land-Sea-People Management Plan between Council of the Haida Nation and Government of Canada (2018); and the ongoing Haida Title case.

A new Haida Gwaii Semester in Community Resilience is being proposed by the UBC Haida Gwaii Institute, to be offered in the month(s) of September, October, November and early December. The roots of this program lie with the previously run Haida Gwaii Semester in Reconciliation Studies. The Reconciliation Studies semester was first offered in the fall of 2017. This semester ran for two consecutive years during the fall term based in the communities of Old Massett and Masset in the north end of Graham Island on Haida Gwaii. After two years, a decision was made to take a step back to look at the lessons learned from the experience of implementing the program; to critically evaluate the program based on feedback from students, instructors, community members and staff; and to evaluate the appropriateness of the current curriculum in relation to both the local and national discourse on Indigenous and Non-Indigenous relations in Canada. HGI considered revising or redesigning the semester in a way that would continue to meet the overall semester goals and offer an approachable, well balanced, engaging, and impactful learning experience for students. With the plan and funding that is both supporting the development and implementation of a second semester in Old Massett and Masset, HGI decided this was an opportunity to not just design one semester, but to design/re-design two new semesters that would reframe much of the content from the Reconciliation Studies semester courses to fit within the new semesters' foci. What has now arisen from this are two new semesters that are inspired from content covered in the initial Reconciliation Studies semester and framed/contextualized under the fields of "community resilience" and "social-ecological change", which both semesters are respectively named after. It is our plan to offer the Haida Gwaii Semester in Community Resilience in the fall, starting in September, and the Haida Gwaii Semester in Social-Ecological Change in the winter, starting in January. The Haida Gwaii Semester in Reconciliation Studies will be put on hold for the time being as we pilot the two new semester programs.

The Haida Gwaii Semester in Community Resilience introduces the theory of resilience as it can be applied to cross-cultural community settings, using case studies from communities on Haida Gwaii and other exceptional cases of community resilience in the face of both natural and human induced disturbances. With its roots in complex adaptive systems theory, resilience includes the ability to: persist in the face of challenges, adapt to changing circumstances and new realities, or transform to fundamentally new paths for development. Resilience can be examined across scales within ecosystems and human systems. The focus in this program is on community and how it interacts with resilience across different scales; as such a resilience analysis requires an understanding of the historical evolution of a social-ecological system. Using a transdisciplinary, cross-cultural approach, this program explores the intertwined nature of people, place, and environment from the perspective of resilience theory

drawing on Indigenous science and ways of knowing, and Western science and ways of knowing. Through such topics of Indigenous history of Canada, language and cultural continuity, and cross-cultural community development, the Haida Gwaii Semester in Community Resilience aims to develop student's knowledge and skills in the areas of community engagement, leadership, collaboration, problem solving, community building, and reconciliation to create resilient communities in an era of rapid social-ecological transformation due to climate and economic change.

Working with a core team of curriculum developers, including members of the HGI team and respected Haida and non-Indigenous knowledge holders in the subject areas; the courses for the Haida Gwaii Semester in Social-Ecological Change were outlined. Additional curriculum developers from the community, including local HGI instructors and past curriculum developers, both Haida and non-Indigenous, were engaged to finalize course curriculum. The semester was then vetted through a local community review, again both Haida and non-Indigenous, throughout September 2019. It was important for HGI to engage in an inclusive process with the community moving forward. Community members were identified to review, provide feedback, suggestions and ideas, and to also ensure that topic areas and content resonated, and reflected community interests and perspectives. The syllabi were then reviewed, reconciled and linked by HGI staff. As is the case for all existing Haida Gwaii Semesters, the courses proposed for this semester are intended for university students in their third or fourth year of study in a variety of interdisciplinary programs.

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: October 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 4, 2019 Contact Persons: Robert Kozak / Carlos Ormond Phone: 604-822-2402 / 1-250-559-7885 ext. 232 Email: rob.kozak@ubc.ca / carlos.ormond@ubc.ca
Proposed Calendar Entry: HGSE 370 (3) : Introduction to Resilience Theory in Community Theory of social-ecological resilience as applied to cross-cultural community settings, using case studies from communities on Haida Gwaii and other exceptional cases of community resilience. Corequisites: All of HGSE 371, HGSE 372, HGSE 373, HGSE 374	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: See the preamble material for a general rationale for this package of five courses. The first four courses (HGSE 370 Introduction to Resilience Theory in Community; HGSE 371 Re-Storying History: Indigenous Perspectives; HGSE 372 Language and Cultural Continuity; HGSE 373 Community Planning and Development for Resilience) are designed to be offered as sequential 3-week modules with each course building on the learning objectives of the previous course. The fifth course (HGSE 374 Community Resilience Seminar) extends through the term and provides a platform for community-based activities to support the learning of the other four courses. The first course (HGSE 370 Introduction to Resilience Theory in Community) is intended to introduce students to foundations of Resilience Theory and

	<p>provide a framework/lens in which to approach the subsequent courses of the semester.</p> <p>The HGSE 371 Re-Storying History: Indigenous Perspectives and HGSE 372 Language and Cultural Continuity courses are intended to provide the local and historical background, respectively, for an exploration of notions of resilience in community using a place-based approach.</p> <p>HGSE 373 Community Planning and Development and HGSE 374 Community Resilience Seminar provide an opportunity for students to apply knowledge and lessons learned in previous courses through collaborative community-based exercises.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 371 (3): Re-Storying History: Indigenous Perspective</p> <p>Exploration of the diversity of Indigenous peoples of British Columbia and Canada and their unique histories, beginning with origin stories and oral histories and moving on to the histories and relationships that Indigenous groups have with the federal, provincial and territorial governments.</p> <p>Corequisites: All of HGSE 370, HGSE 372, HGSE 373, HGSE 374</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 372 (3): Language and Cultural Continuity</p> <p>An exploration of language as a means of looking at culture, and cultural continuity. Using Xaad Kil—the Haida language—as a framing device, students will explore the integral connections between language, culture, history, land, health and resilience.</p> <p>Corequisites: All of HGSE 370, HGSE 371, HGSE 373, HGSE 374</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 373 (3): Community Planning and Development for Resilience</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p>

<p>An examination of the challenges and opportunities of developing and diversifying resilient resource dependent cross-cultural, rural communities using Haida Gwaii's comprehensive community planning as a case study.</p> <p>Corequisites: All of HGSE 370, HGSE 371, HGSE 372, HGSE 374</p>	<p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 374 (3): Community Resilience Seminar</p> <p>The application of theory, concepts, stories, and histories of community resilience through focused readings, group discussions and engagement with local speakers to provide the opportunity to engage deeply and work at the theory-practice interface.</p> <p>Corequisites: All of HGSE 370, HGSE 371, HGSE 372, HGSE 373</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>

Why a Social-Ecological Change Semester is Being Proposed

Haida Gwaii, the traditional, ancestral and unceded territory of the Haida Nation, is the only place in British Columbia to have true joint decision-making between Indigenous Nations and the Crown around lands, ocean, and natural resources. There is a long-standing tradition among the Haida Nation and islands municipalities of innovation and collaborative leadership resulting in numerous precedent-setting blockades, legal battles, and negotiated agreements. The Haida Nation and islands municipalities understand the need to broaden the scope of intercultural engagement and collaboration to ensure a sustainable, resilient future of the islands and its surrounding environment. Haida Gwaii provides the foundation for a unique program that shares the story of the ground-breaking cross-cultural work that has been done by the Haida Nation and settler communities of Haida Gwaii. This includes the Haida Land Use Plan - Haida Gwaii Yah'guudang *Respect* (2005); the unprecedented Haida Gwaii Strategic Land Use Agreement between the Council of the Haida Nation, Government of Canada, and Province of British Columbia (2007); the Kunsta'aa guu-Kunst'aayah Reconciliation Protocol between the Council of the Haida Nation and the Province of British Columbia (2009); the Haida Gwaii Marine Plan and the Marine Plan Partnership for the North Pacific Coast (MaPP) between Council of the Haida Nation and 15 other First Nations with the Province of British Columbia (2015); Gwaii Haanas Gina 'Waadluxan KilGulGa Land-Sea-People Management Plan between Council of the Haida Nation and Government of Canada (2018); and the ongoing Haida Title case.

A new Haida Gwaii Semester in Social-Ecological Change is being proposed by the UBC Haida Gwaii Institute, to be offered in the month(s) of January, February, March and early April. The roots of this program lie with the previously run Haida Gwaii Semester in Reconciliation Studies. The Reconciliation Studies semester was first offered in the fall of 2017. This semester ran for two consecutive years during the fall term based in the communities of Gaagw *Old Massett* and Masset in the North end of Graham Island on Haida Gwaii. After two years, a decision was made to take a step back to look at the lessons learned from the experience of implementing the program; to critically evaluate the program based on feedback from students, instructors, community members and staff; and to evaluate the appropriateness of the current curriculum in relation to both the local and national discourse on Indigenous and Non-Indigenous relations in Canada. HGI considered revising or redesigning the semester in a way that would continue to meet the overall semester goals and offer an approachable, well balanced, engaging, and impactful learning experience for students. With the plan and funding that is both supporting the development and implementation of a second semester in Gaagw *Old Massett* and Masset, HGI decided this was an opportunity to not just design one semester, but to design/re-design two new semesters that would reframe much of the content from the Reconciliation Studies semester courses to fit within the new semesters' foci. What has now arisen from this are two new semesters that are inspired from content covered in the initial Reconciliation Studies semester and framed/contextualized under the fields of community resilience and social-ecological change, which both semesters are respectively named after. It is our plan to offer the Haida Gwaii Semester in Community Resilience in the fall, starting in September, and the Haida Gwaii Semester in Social-Ecological Change in the winter, starting in January. The Haida Gwaii Semester in Reconciliation Studies will be put on hold for the time being as we pilot the two new semester programs.

The Haida Gwaii Semester in Social-Ecological Change introduces students to the conceptual and theoretical foundations of systems thinking and change, innovation, and transformation. Systems thinking highlights the axiom that the whole is greater than the sum of its parts. That is, when attempting to understand phenomena through a systems lens it is crucial to stand back, stand still and look at the system of interest as a whole as opposed to focusing on particular elements or connections; this can allow the observer/system innovator to see connections and phenomena that can impact a system in profound ways. Most importantly, as David Peter Stroh notes in his book *Systems Thinking for Social Change*, "for any complex problem to be solved, the individual players all need to recognize how they unwittingly contribute to it. Once they understand their own responsibility for a problem, they can begin by changing the part of the system over which they have the greatest control: themselves ... systems thinking can help people tell a new and more productive story. It honours their individual efforts and surfaces the limitations of these efforts ... seeing the big picture and their role in it, people are more motivated and able to work together to redesign the whole". Through a look at local, national and global economic systems, Canadian and Aboriginal law and governance, social innovation and entrepreneurship; and the application of the pedagogical principles of transformative learning and critical self-reflection, students will explore systems change and reconciliation initiatives/processes on Haida Gwaii and beyond, and learn how to apply innovative tools for social-ecological change in their own lives and communities.

Working with a core team of curriculum developers, including members of the HGI team and respected Haida and non-Indigenous knowledge holders in the subject areas; the courses for the Haida Gwaii Semester in Social-Ecological Change were outlined. Additional curriculum developers from the community, including local HGI instructors and past curriculum developers, both Haida and non-Indigenous, were engaged to finalize course curriculum. The semester was then vetted through a local community review throughout September 2019. It was important for HGI to engage in an inclusive process with the community moving forward. Community members, both Haida and non-Indigenous, were identified to review, provide feedback, suggestions and ideas, and to also ensure that topic areas and content resonated, and reflected community interests and perspectives. The syllabi were then subjected to a final review and were reconciled and linked by HGI staff. As is the case for all existing Haida Gwaii Semesters, the courses proposed for this semester are intended for university students in their third or fourth year of study in a variety of interdisciplinary programs.

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: October 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 4, 2019 Contact Persons: Robert Kozak / Carlos Ormond Phone: 604-822-2402 / 1-250-559-7885 ext. 232 Email: rob.kozak@ubc.ca / carlos.ormond@ubc.ca
Proposed Calendar Entry: HGSE 380 (3): Systems Thinking and Social-Ecological Change Theories of systems change, including complex systems thinking, resilience/transformation, transition management and other social science-based change theories. Corequisites: All of HGSE 381, HGSE 382, HGSE 383, HGSE 384	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: See the preamble material for a general rationale for this package of five courses. The first four courses (HGSE 380 Systems Thinking and Social-Ecological Change; HGSE 381 Ecological Economics; HGSE 382 Politics, Law and Governance; HGSE 383 Social Innovation and Entrepreneurship) are designed to be offered as sequential 3-week modules with each course building on the learning objectives of the previous course. The fifth course (HGSE 384 Case Studies in Social-Ecological Change) extends through the term and provides a platform for community-based activities to support the learning of the other four courses. The first two courses (HGSE 380 Systems Thinking and Social-Ecological Change and HGSE 381 Ecological Economics) are intended to introduce students to foundations of systems thinking and change theory and principals of ecological economics to provide a

	<p>framework/lens in which to approach the subsequent courses of the semester program.</p> <p>HGSE 382 Political and Legal Aspects of Systems Change gives the historical and background contexts including policies, laws and governance structures and the implications for systems transformation over time.</p> <p>HGSE 383 Social Innovation and Entrepreneurship introduces strategies and tools for identifying opportunities and creating ideal environments for innovation and transformation, while HGSE 374 Case Studies in Social-Ecological Change grounds the learning in each semester course using local case studies and opportunities for practical application of lessons through community-based activities.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 381 (3): Ecological Economics</p> <p>Underlying philosophy and principles of ecological economics, including the cascading effects of change, unintended consequences of change, and why it might be difficult to separate our ecological goals from our political realities.</p> <p>Corequisites: All of HGSE 380, HGSE 382, HGSE 383, HGSE 384</p>	<p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 382 (3): Political and Legal Aspects of Systems Change</p> <p>An examination of the emergence of Aboriginal Law in Canada, with a focus on the development of Aboriginal law as an innovation in shaping new contexts for Federal-, Provincial- and Corporate-Indigenous relations and its implications for systems transformation.</p> <p>Corequisites: All of HGSE 380, HGSE 381, HGSE 383, HGSE 384</p>	<p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 383 (3): Social Innovation and Entrepreneurship</p>	<p>URL: N/A Present Calendar Entry: N/A</p> <p>Type of Action: New course</p>

<p>An examination of the relationships between culture, ingenuity, creativity, entrepreneurship and innovation required to understand and foster systems change through Indigenous and cross-cultural examples.</p> <p>Corequisites: All of HGSE 380, HGSE 381, HGSE 381, HGSE 384</p>	<p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>
<p>Proposed Calendar Entry:</p> <p>HGSE 384 (3): Case Studies in Social-Ecological Change</p> <p>An exploration of complex issues of social-ecological change in the current social-economic-political context of reconciliation initiatives and Indigenous governance, highlighting the Haida worldview and Haida ways of knowing and being with western understandings of social-ecological systems.</p> <p>Corequisites: All of HGSE 380, HGSE 381, HGSE 382, HGSE 383</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: See the preamble material for a general rationale for this package of five courses.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Allard Law Department: Allard Law Faculty Approval Date: October 10, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 10, 2019 Contact Person: Isabel Grant Phone: 604-822-3140 Email: grant@allard.ubc.ca
Proposed Calendar Entry: LAW 200 (3) Indigenous Settler Legal Relations Critical examination of the history and legacy of colonial legal orders in Canada.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course builds on the recommendations of the Truth and Reconciliation Commission of Canada, and in particular Call to Action 28, which states: <i>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 United Nations 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.</i> This course will be mandatory for all new students entering first-year of the JD program in September 2020 or later.

Category: 1

Faculty: Allard Law Department: Allard Law Faculty Approval Date: October 10, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 10, 2019 Contact Person: Isabel Grant Phone: 604-822-3140 Email: grant@allard.ubc.ca
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/cour

<p>LAW 271 (3) Introduction to Public Law and the Charter</p> <p>Introduction to the structure, powers, duties of and relationships among the various institutions and actors that comprise the Canadian state, and an introduction to the <i>Canadian Charter of Rights and Freedoms</i>.</p>	<p>ses.cfm?page=name&code=LAW</p> <p>Present Calendar Entry:</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Public law is currently offered as a two credit course in Law 251 and the Charter is covered as one of three components in the six credit Law 201 Canadian Constitutional Law. We have combined these two components into one course. The purposes of this restructuring are to ensure that all three components of Canadian Constitutional Law are covered equally and to make room for the new course Indigenous-Settler Legal Relations in the first year curriculum.</p>
---	--

Category: 1

<p>Faculty: Allard Law Department: Allard Law Faculty Approval Date: October 10, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 10, 2019 Contact Person: Isabel Grant Phone: 604-822-3140 Email: grant@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LAW 291 (2) – Aboriginal and Treaty Rights</p> <p>An overview of the unique constitutional status and rights of Aboriginal Peoples in Canada.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=LAW</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Aboriginal and Treaty Rights is currently taught as one of three components of the 6 credit course in Canadian Constitutional Law, LAW 201. Law 201 is being restructured such that the three components will now each be taught in stand-alone courses. Two of these components will be covered in first year and one (Federalism) will be moved to the upper year</p>

	curriculum. The purposes of this restructuring are to ensure that all three components are covered equally and to make room for the new course Indigenous-Settler Legal Relations in the first year curriculum.
--	---

Category: 1

Faculty: Allard Law Department: Allard Law Faculty Approval Date: October 10, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 10, 2019 Contact Person: Isabel Grant Phone: 604-822-3140 Email: grant@allard.ubc.ca
Proposed Calendar Entry: LAW 347 (2-3) d – Federalism An examination of the principles of Canadian federalism.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=LAW Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This material was previously taught as one component of the six credit course Canadian Constitutional Law in LAW 201. Law 201 is being restructured such that the three components will now each be taught in stand-alone courses. Two of these components will be covered in first year and Federalism will be moved to the upper year curriculum. The purposes of this restructuring are to ensure that all three components of constitutional law are covered equally and to make room for the new course Indigenous-Settler Legal Relations in the first year curriculum.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Allard Law Department: Peter A. Allard School of Law Faculty Approval Date: November 14, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 10, 2019 Contact Person: Stepan Wood Phone: 604-827-0441 Email: wood@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Law 393 (3) Green Rights and Warrior Lawyers</p> <p>Explore the human right to a healthy environment and the rights of nature through the stories of environmental lawyers and defenders worldwide who struggle for environmental justice through law.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=LAW</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Convert an existing seminar from a section of a generic "Topics in Environmental Law" course to a standalone course with its own course number and title. Please leave the course entry for LAW 391 (1-3) d Topics in Environmental Law in the calendar. This course will continue to be offered.</p> <p>Rationale for Proposed Change:</p> <p>Around the world, citizens and lawyers are trying to use law to realize the rights of people to live in a healthy environment and the rights of nature to exist and flourish. More than 150 countries recognize a legal right to live in a healthy environment; several recognize the rights of nature itself; and a movement is gaining steam for an international treaty on green rights. Canada stands almost alone (with the US, Australia and a handful of other countries) in not recognizing a constitutional right to a healthy environment at the national level (though Quebec has one in its provincial <i>Charter of Rights and Freedoms</i>). Land defenders and</p>



public interest lawyers in Canada and beyond are increasingly advancing legal claims for environmental justice in terms of rights to clean air, water, soil and a stable climate system.

No other course at Allard addresses this timely and growing subject head on. This course complements existing courses in environmental law, environmental advocacy, human rights and social justice. It is unusual (and possibly unique at Allard) in its combination of legal and journalistic pedagogical techniques. It mixes conventional tools of legal theory, analysis and practice with documentary film, video interviews, biographical research, blogging and storytelling to bring legal issues to life through the stories and lived experiences of environmental defenders and the “warrior lawyers” who represent them.

In this seminar, students explore the theory and practice of environmental rights and public interest legal advocacy through real world case studies of environmental lawyers and defenders on the front lines of struggles to protect people, species and ecosystems in Canada and beyond. Using a range of sources including documentary film, video interviews, investigative journalism, guest lectures, biographical materials, news media, case law, legislation and scholarly writing, students select a lawyer to profile, prepare a class presentation or blog post on that lawyer and their work, and complete a research paper or project applying lessons from the theory and practice of environmental rights to a current environmental law issue in Canada or abroad.



	<p>The seminar was launched on a pilot basis in 2018-19 under the existing “Topics in Environmental Law” rubric (a generic category for occasional, specialized course offerings) on the understanding that, if successful, the instructor would apply to have it approved as a standalone course. The pilot project was very successful (strong enrolment, positive student feedback and excellent learning outcomes as judged by the instructor) and the instructor hopes to offer the course regularly in future.</p>
--	--

Category: 1

<p>Faculty: Allard Law Department: Allard Law Faculty Approval Date: November 14, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 10, 2019 Contact Person: Isabel Grant Phone: 604-822-3140 Email: grant@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LAW 403 (3) Principles of Sentencing</p> <p>Law and policy involved in sentencing persons convicted of crimes. Statutory and case law rules regarding sentencing and application to actual sentencing scenarios.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Convert an existing course from a section of the generic “Topics in Criminal Justice” course to a standalone course with its own course number and title. Please leave the course entry for LAW 406 (1-3) c Topics in Criminal Justice in the calendar. This course will continue to be offered.</p> <p>Rationale for Proposed Change: Because most individuals charged with a crime plead guilty, sentencing is the most significant part of the criminal justice process. Most junior criminal lawyers will spend a majority of their time dealing with sentencing submissions. While most</p>



instructors do an introduction to sentencing in the first year basic criminal law course, this is the only JD course that focuses exclusively on sentencing. This course has been taught several times under course number LAW 406C Topics in Criminal Justice. The course has been well subscribed and positively evaluated by students. Professor Grant would like the course to be assigned a specific course number, named "Principles of Sentencing", and given a specific course description.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: MEL and MHLP Faculty Approval Date: October 31, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: July 29, 2019 Contact Person: Helen May Phone (604) 822-9415 Email: helen.may@ubc.ca
Proposed Calendar Entry: APPP 510 (1.5/3) d Topics in Engineering and Health Leadership Restricted to students in one of: M.E.L., or M.H.L.P. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: N/A Type of Action: new course Rationale for Proposed Change: The Master of Engineering Leadership (M.E.L.) and the Master of Health Leadership & Policy (M.H.L.P.) degrees have 9 technical specialization which are related to engineering and health industries. Both degrees require 30 credits to graduate, which consists of 12-15 credits of 'Platform' courses and 15-18 credits of 'Pillar' courses. The Platform courses focus on the professional skills required for an experienced graduate to be an effective professional leader. The Platform courses are foundational to all specializations. The Pillar courses are applicable to the equivalent specialization a student decides to enroll in. Currently, there is no Platform special topics course for the M.E.L. and M.H.L.P degrees that would allow for the piloting of new courses or to offer courses that address short-term needs and opportunities. However, the need to address special topics in professional leadership does arise in both degrees. Having this kind of flexibility in the programs has the capacity to improve

	<p>student experience and address current and special topics as they arise due to changes in technologies and industries or due to new expertise in UBC.</p> <p>Through version codes, we will also be able to pilot new courses if the need arises. Having variable value credit assignment allows flexibility to match the special topic or version to an appropriate credit level.</p> <p>Topics for an initial version of this course have not been identified.</p> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Courses in Applied Science cannot be taken on a Cr/D/Fail basis</p>
--	---

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce Department: Faculty Approval Date: 2019 Nov 26 Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: September 6, 2019 Contact Person: Jessica Hanna/Kin Lo Phone: 604 827 1732/604 822 8430 Email: Jessica.hanna@sauder.ubc.ca / kin.lo@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BAFI 550 (1.5) Fundamental Finance Fundamental topics in corporate finance and investments, including: business financing methods, capital budgeting, capital structure, valuation of stocks and bonds, risk and return in investments; roles of financial institutions.</p> <p>Note: For students who do not plan to specialize in finance.</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course has been piloted for several years in the Full-Time MBA program as BAFI 580A – Special Topics in Finance. The School would like to formalize this course offering.</p> <p>The course is intended for students who do not plan to specialize in finance (one of four tracks in the program). MBA student who do plan to specialize in finance complete BAFI 500 (1.5) Introductory Finance and BAFI 511 (1.5) Investment Theory and Asset Pricing.</p>

UBC Curriculum Proposal Form Changes to UFOR 520

Category: (1)

Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: November 7, 2019 Effective Session (W or S): Winter Effective Academic Year: 2020	Date: November 13, 2019 Contact Person: Susan Day Phone: 604-822-6652 Email: susan.day@ubc.ca
Proposed Calendar Entry: UFOR 520 (3) Ecology of Urban Green Infrastructure The nature and dynamics of urban ecosystems with emphasis on urban forests and greenspaces. The role of green infrastructure in urban sustainability with particular focus on the ecological impact of urban forest management, design, and policy decisions. [3-0-1] Credit may be granted for only one of UFOR 420 or UFOR 520.	URL: N/A Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: This course provides an in-depth study of selected aspects of urban ecosystems that relate to green infrastructure with an emphasis on urban forests and associated ecosystem services. This course will prepare graduate students in thesis-based programs who have an interest in urban forestry to critically evaluate the ecological impact of urban forest and greenspace management and policy decisions. In addition, it will create an opportunity for graduate students to become familiar with current literature in this area.

Category: (1)

Faculty Approval Date: October 31, 2019

Email: norm@cs.ubc.ca

Proposed Calendar Entry:

Pre-requisites: BIOL 200 and BIOL 260

Present Calendar Entry:

Action: Create new course.

Rationale: The Department of Zoology is proposing to restructure and expand the current offerings in third and fourth year comparative physiology, replacing the existing courses BIOL 361 (Neural and Muscular Physiology) and BIOL 455 (Comparative Neurobiology) with three new courses: BIOL 370 (Principles of Muscle Physiology and Energetics), BIOL 371 (Principles of Neurobiology I), and BIOL 372 (Principles of Neurobiology II).

When BIOL 361 was first offered in 2005, it was the introductory animal physiology course for the Biology Specializations, with the main course objective being to introduce students to the basic principles of neurobiology and muscle physiology. However, since the introduction of BIOL 260 (Fundamentals of Physiology) as an introductory physiology course in 2010, BIOL 361 is no longer students' first exposure to animal physiology. Therefore, it is no longer reasonable for BIOL 361 to cover such a wide breadth of material at the expense of exploring either neurobiology or muscle physiology at the depth appropriate for a third-year course. We aim to remedy this problem by reorganizing and expanding the muscle physiology and energetics material currently taught in BIOL 361 into

the new course BIOL 370, such that students can explore this fascinating material at a more appropriate level of depth. (The neurobiology material currently taught in BIOL 361, together with the material currently taught in BIOL 455, will be reorganized and expanded into two new courses: BIOL 371 and BIOL 372.) Dedicating BIOL 370 entirely to muscle physiology and energetics will allow time to cover the fundamental physiological concepts of the muscular system as well as to explore how these muscular mechanisms have diversified over the course of evolution in different animal groups and to introduce current research techniques in comparative muscle physiology. We will also include activities that will help students to develop skills in reading and critically analyzing primary literature, skills that will better prepare students for their fourth-year courses.

BIOL 370 will not be a required course in the Biology Specializations, but it will fulfill three credits of Life Science Selections, as is currently the case with BIOL 361. This proposal will not change the overall number of sections of comparative physiology offered, as we will be replacing three sections of BIOL 361 and one section of BIOL 455 with one section of BIOL 370, two sections of BIOL 371, and one section of BIOL 372.

Supporting Documents: SCI-19-1-BIOL 370

Faculty: Science
Department: Biology
Faculty Approval Date: October 31, 2019

Date: October 31, 2019
Contact Person: Norm Hutchinson
Phone: 604-822-8188
Email: norm@cs.ubc.ca

Effective Date for Change: 20S
Proposed Calendar Entry:

Present Calendar Entry:

Introduction to the structure and function of the nervous system, excitable membranes, and synaptic signaling using representative vertebrate and invertebrate species. [3-0-0]

Pre-requisites: BIOL 200 and BIOL 260

Action: Create new course.

Rationale: The Department of Zoology is proposing to restructure and expand the current offerings in third and fourth year comparative physiology, replacing the existing courses BIOL 361 (Neural and Muscular Physiology) and BIOL 455 (Comparative Neurobiology) with three new courses: BIOL 370 (Principles of Muscle Physiology and Energetics), BIOL 371 (Principles of Neurobiology I), and BIOL 372 (Principles of Neurobiology II).

Neuroscience is a rapidly growing and exciting field of study, and UBC undergraduate students have shown an increased interest in neurobiology courses. In response to this increased demand, the Department of Zoology is proposing to expand our offerings in neurobiology.

When BIOL 361 was first offered in 2005, it was the introductory animal physiology course for the Biology Specializations, with the main course objective being to introduce students to the basic principles of neurobiology and muscle physiology. However, since the introduction of BIOL 260 (Fundamentals of Physiology) as an introductory physiology course in 2010, BIOL 361 is no longer students' first exposure to animal physiology. Therefore, it is no longer reasonable for BIOL 361 to cover such a wide breadth of material at the expense of exploring either neurobiology or muscle physiology at the depth appropriate for a third-year course. Additionally, many of the key concepts in neurobiology are currently split between BIOL 361 and BIOL 455, which is challenging for students and leads

to an inefficient use of class time. Finally, because BIOL 455, a fourth-year course, is the first course in the Biology Specializations that is dedicated to neurobiology, students with a deep interest in neurobiology do not have sufficient time to further their interest in this field by taking more specialized courses.

We aim to remedy these problems by reorganizing and expanding the neurobiology material currently taught in BIOL 361 and BIOL 455 into two new courses: BIOL 371 and BIOL 372, such that students can explore this fascinating material at a more appropriate level of depth. (The muscle physiology and energetics material currently taught in BIOL 361 will be reorganized and expanded into the new course BIOL 370.) Dedicating both BIOL 371 and BIOL 372 entirely to neurobiology will allow time to include activities designed to help students develop skills in reading and critically analyzing primary literature, skills that will better prepare them for their fourth-year courses. BIOL 371 will cover the structure and function of the nervous system, excitable membranes, and synaptic signaling, while BIOL 372 will build upon these foundational principles of neurobiology, examining the neural systems underlying sensation, action, and complex behaviours such as sleep and memory.

BIOL 371 will not be a required course in the Biology Specializations, but it will fulfill three credits of Life Science Selections, as is currently the case with both BIOL 361 and BIOL 455. This proposal will not change the overall number of sections of comparative physiology offered, as we will be replacing three sections of BIOL 361 and one section of BIOL 455 with one section of BIOL 370, two sections of BIOL 371, and one section of BIOL 372.

Supporting Documents: SCI-19-1-BIOL 371

Faculty: Science
Department: Biology
Faculty Approval Date: October 31, 2019

Date: October 31, 2019
Contact Person: Norm Hutchinson
Phone: 604-822-8188
Email: norm@cs.ubc.ca

Pre-requisites: BIOL 371

Present Calendar Entry:

Action: Create new course.

Rationale: The Department of Zoology is proposing to restructure and expand the current offerings in third and fourth year comparative physiology, replacing the existing courses BIOL 361 (Neural and Muscular Physiology) and BIOL 455 (Comparative Neurobiology) with three new courses: BIOL 370 (Principles of Muscle Physiology and Energetics), BIOL 371 (Principles of Neurobiology I), and BIOL 372 (Principles of Neurobiology II).

Neuroscience is a rapidly growing and exciting field of study, and UBC undergraduate students have shown an increased interest in neurobiology courses. In response to this increased demand, the Department of Zoology is proposing to expand our offerings in neurobiology.

When BIOL 361 was first offered in 2005, it was the introductory animal physiology course for the Biology Specializations, with the main course objective being to introduce students to the basic principles of neurobiology and muscle physiology. However, since the introduction of BIOL 260 (Fundamentals of Physiology) as an introductory physiology course in 2010, BIOL 361 is no longer students' first exposure to animal physiology. Therefore, it is no longer reasonable for BIOL 361 to cover such a wide breadth of material at the expense of exploring either neurobiology or muscle physiology at the depth appropriate for a third-year course. Additionally, many of the key concepts in neurobiology are currently split between BIOL 361 and

BIOL 455, which is challenging for students and leads to an inefficient use of class time. Finally, because BIOL 455, a fourth-year course, is the first course in the Biology Specializations that is dedicated to neurobiology, students with a deep interest in neurobiology do not have sufficient time to further their interest in this field by taking more specialized courses.

We aim to remedy these problems by reorganizing and expanding the neurobiology material currently taught in BIOL 361 and BIOL 455 into two new courses: BIOL 371 and BIOL 372, such that students can explore this fascinating material at a more appropriate level of depth. (The muscle physiology and energetics material currently taught in BIOL 361 will be reorganized and expanded into the new course BIOL 370.) Dedicating both BIOL 371 and BIOL 372 entirely to neurobiology will allow time to include activities designed to help students develop skills in reading and critically analyzing primary literature, skills that will better prepare them for their fourth-year courses. BIOL 371 will cover the structure and function of the nervous system, excitable membranes, and synaptic signaling, while BIOL 372 will build upon these foundational principles of neurobiology, examining the neural systems underlying sensation, action, and complex behaviours such as sleep and memory.

BIOL 372 will not be a required course in the Biology Specializations, but it will fulfill three credits of Life Science Selections, as is currently the case with both BIOL 361 and BIOL 455. This proposal will not change the overall number of sections of comparative physiology offered, as we will be replacing three sections of BIOL 361 and one section of BIOL 455 with one section of BIOL 370, two sections of BIOL 371, and one section of BIOL 372.

Supporting Documents: SCI-19-1-BIOL 372

GEOGRAPHICAL SCIENCES

Category: (1)

Faculty: Science

Department: Geographical Sciences

Faculty Approval Date: October 31, 2019

Date: October 31, 2019

Contact Person: Norm Hutchinson

Phone: 604-822-8188

Email: norm@cs.ubc.ca

Effective Date for Change: 20S

Proposed Calendar Entry:

GEOB 302 (3) Paleoecology: Lessons for the Anthropocene

Paleoecology of terrestrial ecosystems, particularly during the Quaternary, application of historical context to inform contemporary Anthropocene policy and management dilemmas, and including a foundation in relevant ecosystem and ecological concepts. [3-0-0]

Pre-requisites: One of GEOB 102, GEOB 200, GEOB 204, GEOB 207, GEOG 211, BIOL 230, or EOSC 340.

Present Calendar Entry:

Action: Create new course

Rationale: This course will be a timely addition to the Geography program. Students in the Geographical Sciences and the Environment and Sustainability (E&S) Programs in Geography engage in policy analysis of a variety of modern environmental and ecological problems. These problems, for example, climate change's impact, or extinction impacts on trophic dynamics, have analogs in the historical record that may inform current policy dilemmas. While courses on paleobiology (which focuses on older, deep-time records) do exist in Earth Science departments across the UBC V and O campuses, and deep time approaches are introduced in GEOB 307, we lack a course on paleoecology, in particular, one that focuses on data to document ecosystem responses during the recent Pleistocene-Holocene epochs. This course fills that gap and applies that knowledge to understand the present.

The course is positioned within Geography, a fundamentally interdisciplinary field with a long tradition of paleoecological research and studies; It will

appeal to students in both our Geographical Science and Environment & Sustainability programs, the latter being a cross-cutting Program where Social and Geographical Sciences go hand in hand. Interdisciplinary approaches will be essential to address modern environmental policy issues and contribute fresh approaches to long-standing problems that individual disciplines have lacked the scope to tackle. Geographical Science and E&S students, with their combined social science background, are well-positioned to work with paleoecological and other scientific information in unique and important ways to solve policy dilemmas. This course provides them that opportunity. The course is designed to serve the science and non-science student by taking an “ideas” approach to the scientific record, and employing readings from the popular science literature, in addition to the primary scholarly literature, in order to make concepts accessible to those lacking a strong science background.

This course will be listed as an option for our BSc Geographical Sciences, Biogeographical specialization, given its particular focus on ecosystems and in our Environment and Sustainability Major (courses listed under the Geographical Science option). The materials cover concepts that help students understand the science behind many of the issues discussed in the Arts courses on Environment and Sustainability. It provides important context, building upon our introductory Geographical Science courses to develop a more sophisticated understanding of the terms and conditions discussed in upper level science courses. Students can apply concepts learned in this course to their upper level seminars in Environment and Sustainability as well as the materials discussed in the fourth year Biogeography course, GEOB 407.

Supporting Documents: SCI-19-1-GEOB 302

Faculty: Science
Department: Geographical Sciences
Faculty Approval Date: October 31, 2019

Date: October 31, 2019
Contact Person: Norm Hutchinson
Phone: 604-822-8188
Email: norm@cs.ubc.ca

Effective Date for Change: 20S
Proposed Calendar Entry:

Present Calendar Entry:

GEOB 303 (3) Tropical ecosystems in a changing world

Biogeography and ecology of tropical systems, including patterns of species diversity, forest dynamics, plant-animal interactions, carbon and nutrient cycling. Impacts of global environmental change and conservation strategies for tropical ecosystems. [3-0-0]

Prerequisites: One of GEOB 207, BIOL 230, FRST 201.

Action: New course proposal.

Rationale: At present, the University has few courses that review tropical ecosystems. However, the tropics play an important role in sustaining a large portion of the world's biodiversity. For example, a single hectare of tropical forest can contain more tree species than are found in all of Canada. Tropical ecosystems also store significant amounts of carbon in biomass and soils and thus play an important role in the global carbon cycle, helping to regulate global climate.

Today, many tropical species are threatened by global environmental change, leading to fears of an imminent extinction crisis due to overexploitation, habitat loss, climate change, and other factors. It is a critical time of change for these vulnerable environments and an important subject for the education of our students. This course will provide students with an overview of tropical ecology, the major threats to tropical ecosystems, and conservation tools for protecting and restoring tropical ecosystems.

In addition to the topical importance and timeliness of the course, the department also has a significant demand for biogeographical themed courses. Our Biogeography

	<p>300 and 400 level courses are consistently full and these enrollment trends, supported with student interactions reported by our Academic Advisor, suggest that there is opportunity to expand courses in this subject area.</p> <p>We have submitted a program edit request to the Faculty of Arts to include this course as part of our Geographical Sciences course requirements in the Environment and Sustainability Major. The course covers materials that hold intrinsic value to those in the environmental studies program. It is also of great value to our BSc in Geographical Sciences as it builds on the ecology components introduced in GEOB 207. It will be offered as an option in the Biogeography course specialization in our BSc program which will broaden the course selection for students choosing to specialize in that option.</p> <p>Supporting Documents: SCI-19-1-GEOB 303</p>
--	--

PHYSICS

Category: (1)

Faculty: Science Department: Physics & Astronomy Faculty Approval Date: October 31, 2019	Date: October 31, 2019 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: Specializations ... Combined Honours (XXXX): Biophysics (BIOP) ... ⁶ Elective credits together with required courses must fulfill the Faculty of Science's: a) Foundational Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18450]; b) Laboratory Science Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465]; c) Science Breadth Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1663#25998];	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,434 Present Calendar Entry: Specializations ... Honours (1093): Biophysics (BIOP) ... ⁶ Elective credits together with required courses must fulfill the Faculty of Science's: a) Foundational Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18450]; b) Laboratory Science Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465]; c) Science Breadth Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1663#25998];

d) Science and Arts Requirements [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464>];

e) Upper-level Requirement [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466>];

f) General Degree Requirements [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,408>].

Honours specializations have additional requirements, see Introduction to Degree Options [link to:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,404>].

...

Note that Biophysics is considered a combined honours specialization.

d) Science and Arts Requirements [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464>];

e) Upper-level Requirement [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466>];

f) General Degree Requirements [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,408>].

Honours specializations have additional requirements, see Introduction to Degree Options [link to:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,404>].

...

Action: Change category label from “Honours” to “Combined Honors,” and change to a newly issued specialization number. Remove sentence from footnote 6 that is no longer required.

Rationale: Biophysics is intrinsically cross-disciplinary and broad. When the Science Breadth requirement was changed last year, it was recognized that Biophysics should be treated as a “Combined Honours” specialization (requiring students to take a course from 5 out of 7 fields). This was done by adding a sentence to that effect to the standard footnote explaining use of electives to satisfy the Science Breadth and other degree requirements. The current proposal is to simply change the category label from “Honours” to “Combined Honors.” No other change in the specialization will occur.

Supporting Documents: SCI-19-1-Combined Honours (XXXX): Biophysics (BIOP)



31 January 20201

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Master of Business Administration and Master of Business Analytics Dual Degree
Program Option (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Commerce and Business Administration and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: “That the Master of Business Administration and Master of Business Analytics Dual Degree Program Option degree program be approved.”

Respectfully submitted,

Dr. Peter Marshall, Chair Senate Curriculum Committee
Dr. Carol Jaeger, Chair Senate Admissions Committee



FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Commerce and Business Administration

Revised program

Master of Management

Proposal for MBA/MBAN Dual Degree Option

By the Robert H. Lee Graduate School

UBC Sauder School of Business

1. Overview

The Faculty of Commerce and Business Administration (Sauder School of Business) is proposing a new 24-month dual degree option combining the Master of Business Administration (MBA) and Master of Business Analytics (MBAN) to respond to an increasingly data-driven marketplace. By combining courses from both programs, students will graduate with two world-class degrees: the MBA which provides a rigorous, relevant and global business education and the MBAN that will deepen students' knowledge of analytical know-how on collecting, processing, and analyzing data.

The Master of Business Administration and Master of Business Analytics dual degree program option is geared towards motivated professionals who want to both gain specialized knowledge in data analytics as well as develop their leadership and management skills. Graduates will have a combination of managerial expertise and analytics skills that are in high demand from employers across a variety of industries.

The RHL intends to launch the program in September 2021.

Main contact: Kin Lo, Senior Associate Dean, Students, Sauder School of Business

Tel: (604) 822-8430 **Email:** kin.lo@sauder.ubc.ca

2. Contribution to UBC's Mandate and Strategic Plan

In a world characterized by complex societal challenges and heightened public expectations, broad-based innovation is imperative. As institutions of research and learning, universities must embrace creativity and risk-taking across all their activities. Technology and data are reshaping our world and how we interact with one another; this explosion of information is opening new opportunities for study, problem-solving and knowledge exchange beyond the academy.

-UBC's Strategic Plan 2018 p. 32

The proposed dual degree program will contribute to UBC's goal of innovation by offering expanded opportunities in the growing field of data analytics. Students will be given the tools to strategically align and understand new technologies while leveraging data-driven processes and decision making to lead in the business community. The program will offer an exceptional learning environment for students and faculty, and will attract students from around the world to shape the future of tomorrow's business.

3. Rationale

The full-time version of the MBA program has operated since 1955. The MBAN program first launched in September 2017 and has been gaining popularity in Canada and internationally. Since its first year, applications to the MBAN program have grown by 366%.

The Full-Time MBA program has remained relevant by adjusting to new business trends and needs throughout the years. Currently, the program offers four specializations (tracks), not counting the custom MBA option. The specializations include Finance, Product and Service Management, Technology and Analytics Leadership, and Innovation and Entrepreneurship. In addition, the program offers two dual degree programs: the JD/MBA, with the Peter A. Allard School of Law, and the UBC MBA-Yale Master of Advanced Management (MAM), with Yale University.

With the rise of new technologies taking over traditional business models, UBC Sauder School of Business is proposing a new MBA/MBAN dual degree to develop a new generation of highly sought-after professionals who are well versed in business, big data and advanced analytics. Multiple industries are now using big data, from banking and manufacturing, to healthcare, education and energy. The market needs more trained decision makers who understand how to interpret data and make informed business recommendations. The dual degree will shape students into innovative and skilled professionals who will bridge the gap between big data and strategic business decisions.

Potential career outcomes of the dual degree: Business Intelligence Manager, Big Data Consultant, Data Strategist and Chief Data Officer.

4. Objectives

The dual degree's primary objective is to provide students with the business acumen and technical skills needed to become leaders in the data revolution.

Graduates will be skilled in making business decisions using critical thinking and analytical decision tools, in integrating knowledge from relevant business functional areas, and in communicating with stakeholders. They will be able to determine how analytics impact all functional business management and comprehensively diagnose and solve business problems.

They will be effective team participants, and will understand the critical role of personal leadership development. Finally, graduates will have an understanding of the ethical and social implications of their business practices, and will understand the global context in which they operate. The academic and professional development content of the MBA and MBAN programs is fully integrated, with the goal of enabling graduates to achieve their individual professional goals alongside their academic goals.

Students who enroll in the dual degree option will earn an MBA and MBAN degree in 24 months (71.5 credits), compared to 28 months (89 credits) in academic time and up to 36 months in calendar time if they were to complete them separately.

5. Proposed Credentials

- Master of Business Administration (M.B.A.)
- Master of Business Analytics (M.B.A.N.)

6. Program Demand and Reputational Impact

The most recent graduates of the MBA (Class of 2019) and MBAN (Class of 2019) programs were surveyed on their interest in pursuing the dual degree option had it been offered during their program. The survey was sent to 148 alumni; we received 49 responses.

Question: “If this Dual Degree was offered during your program, would you pursue it?” Of the 49 responses, 37% of students selected “Yes” and 43% selected “Maybe.” See Appendix 1 for full survey.

Common factors that would increase students’ interest in the dual degree option include the growing demand for analytics in the market and time saved. Based on the historical enrolment for the MBA dual degree options (JD/MBA and MBA/Yale MAM programs), the anticipated demand for this newly proposed dual degree is 2-4 students per year.

Adding the MBA/MBAN dual degree contributes to the evaluation of UBC and the Sauder School of Business’ brand, offering an expanded suite of graduate level business education and offers further market differentiation.

7. Program Description and Specifics

a. Program Delivery and Schedule

The MBA/MBAN dual degree will be delivered by the UBC Sauder Robert H. Lee Graduate School. While it is possible to begin the dual degree with either degree first, the recommended pathway is to begin with the MBA program because this pathway:

- allows students to gain deeper business knowledge before learning technical skills to apply within a business context.
- gives students a ‘macro’ approach to business which becomes more focused and ‘micro’ with the specialized technical skills learned in the MBAN.

Students interested in completing the MBAN first can do so with special consideration and approval from the Robert H. Lee Graduate School.

See Appendix 2 for Curriculum Timeline Overview for MBAN first entry point.

Preferred Pathway: Completing the MBA courses First (71.5 credits)

Aug	Sept	May	Sept	May	Aug	Nov
Opening Week	MBA (37 credits)	MBA Internship (1.5 credits)	MBAN (30 credits)	MBAN Analytics Consulting Internship (3 credits)	Graduation	

Year 1:

- MBA course work, September to May (Periods 1-5; 37 credits)
- MBA Internship (BA 512 BSI: Experiential Learning), May to August (1.5 credits)

Year 2:

- MBAN coursework, September to May (Periods 1-5, 30 credits)
- MBAN Consulting Internship (BA 509: Analytics Consulting Intership) May to August (3 credits)

Students to graduate in November of year 3 with a total of 71.5 credits.

If a student fails a required course they must repeat it the following year. A failed advanced course can be replaced with another advanced course. Failing a course in year 2 will likely affect a student's graduation date; this aspect is not different from the two standalone programs.

Curriculum Considerations:
Requirements for each of the two programs will be adjusted as follows:

- Students will not be required to complete the following MBA advanced credits offered in Periods 3, 4 and 6 (Jan – Apr, Sept) as they will complete these in the MBAN program:
 - BASC 500 Process Fundamentals (1.5 credits)
 - BASC 523 Supply Chain Management (1.5 credits)
 - BAMS 523 Managerial Decision Modeling and Analytics (1.5 credits)
- Students will not be required to complete the following MBA advanced credits offered in Periods 6 and 7 (Sept – Dec) as students will be completing courses in the MBAN program during this time.
 - 10.5 credits of advanced courses
 - 2.5 credits of the following required courses:
 - BA 561 Global Issues and Macroeconomics (1.5 credits)
 - BA 508 Capstone (1.0 credits)
- Students will not be required to complete the following MBAN required courses, as the content of these courses is covered in the MBA program
 - BA 550 Business Immersion (1.5 credits) (Period 1 – Sept – Oct)
 - BASM 550 Strategic Management (1.5 credits) (Period 3 – Jan – Feb)

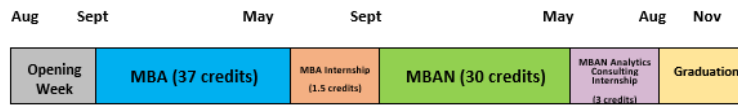
Business Career Centre Services:

- Students will work with their MBA Career Manager during Year 1 and attend all Career Professional Development activities. Currently the MBA career programming is a non-credit-bearing required component of the program. Once students move to the MBAN program, they

will have the option of staying with their current, MBA Career Manager or switching to the MBAN Career Manager. We anticipate that most students will remain with the MBA Manager with whom they have built a relationship. Both Career Managers will be cross-trained to ensure a streamlined, effective approach to supporting the students' professional development.

- Once in the MBAN program, students will be required to complete the MBAN BA 520 Career Development course, where they will attend tailored in-class sessions and expand their professional network. Students will be exempt from overlapping sessions and the BA 520 Career Development requirements will be tailored to leverage the prior learning acquired during the MBA portion of their degree.

Curriculum Timeline Overview (MBA courses first)



Year 1

	DD	MBA only
Opening Week (Aug)		
Period 1 (Sept - Oct)	11.5	11.5
BA 504 - Business Strategy Integration (P1 & P2)	4.0	4.0
BA 560 - Ethics and Sustainability	1.5	1.5
BAAC 550 - Foundations in Accounting I	1.5	1.5
BABS 550 - Application of Statistics in Management	1.5	1.5
BAHR 550 - Organizational Behaviour	1.5	1.5
BAPA 550 - Managerial Economics I	1.5	1.5
Period 2 (Oct - Dec)	7.5	7.5
BA 515 - Fundamentals of Analytics & Tech	1.5	1.5
BAEN 550 - Fundamentals in Entrepreneurship	1.5	1.5
BAMA 550 - Marketing	1.5	1.5
BASC 550 - Operations	1.5	1.5
BAFI 500 or 580A - Finance	1.5	1.5
Period 3 (Jan - Feb)	9.0	9.0
BAAC 551 - Foundations in Accounting II	1.5	1.5
3 Advanced Courses *	4.5	4.5
BA 507 - Business Strategy Integration: Global	3.0	3.0
Period 4 (March - April)	6.0	6.0
4 Advanced Courses *	6.0	6.0
* BASC 500-Process Fundamentals, BASC 523-Supply Chain Management, and BAMS 523 Managerial Decision Modeling and Analytics are restricted because the content is covered in the MBAN (with BAMS 523 content covered in greater depth in several MBAN courses such as BAMS 503, 504, 506, 507, 508, 517).		
Period 5 (April - May)	3.0	3.0
BA 562 - Creativity	1.5	1.5
BA 564 - Leadership Development	1.5	1.5
Summer Session #1 (May - Aug)	1.5	1.5
BA 512 - Business Strategy Integration Experiential Learning (MBA Internship)	1.5	1.5
Periods 6 and 7 (Sep - Dec)	n/a	13.0
Advanced courses	0	10.5
BA 561 Global Issues and Macroeconomics	0	1.5
BA 508 Business Strategy Integration: Capstone	0	1.0
Total	38.5	51.5

Year 2

	DD	MBAN Only
Opening Week (Aug)		
Period 6 - MBAN Begins (Sept - Oct)	7.5	9.0
BA 520 - Career Development (runs P6 - P10)	1.5	1.5
BABS 506 - Analyzing and Modeling Uncertainty	1.5	1.5
BAIT 507 - Data Management for Business Analytics	1.5	1.5
BAMS 506 - Optimal Decision Making I	1.5	1.5
BAIT 508 - Business Analytics Programming	1.5	1.5
BA 550 - Business Immersion	0	1.5
Period 7 (Oct - Dec)	6.0	6.0
BABS 507 - Descriptive and Predictive Business Analytics	1.5	1.5
BAMA 509 - Marketing Foundations for Analytics	1.5	1.5
BAMS 517 - Decision Analytics Under Uncertainty	1.5	1.5
BAMS 508 - Optimal Decision Making II	1.5	1.5
Period 8 (Jan - Feb)	6.0	7.5
BAIT 509 - Business Applications of Machine Learning	1.5	1.5
BABS 508 - Advanced Predictive Business Analytics	1.5	1.5
BAMA 517 - Data Driven Marketing	1.5	1.5
BASC 500 - Process Fundamentals	1.5	1.5
BASM 550 - Strategic Management	0	1.5
Period 9 (March - April)	6.0	6.0
BABS 502 - Forecasting and Time Series Prediction	1.5	1.5
BAMA 516 - Customer Relationship Management	1.5	1.5
BAMS 503 - Simulation Modeling I	1.5	1.5
BASC 523 - Supply Chain Management	1.5	1.5
Period 10 (April - May)	4.5	4.5
BAMA 511 - Pricing Analytics	1.5	1.5
BAMS 504 - Simulation Modeling II	1.5	1.5
BAMS 521 - Consulting Practices & Project Management	1.5	1.5
Summer Session #2 (June - Aug)	3.0	3.0
BA 509 - Analytics Consulting Internship (MBAN Internship)	3.0	
Total	33.0	36.0

Graduation	Nov Yr 2	May Yr 3
-------------------	----------	----------

8. Admission Criteria

Students wishing to pursue the MBA/MBAN dual degree option will apply specifically for the dual degree and the application will be reviewed jointly by the UBC MBA and UBC MBAN Admissions Committees. Students must meet the qualifications and requirements of both programs at the time of application in order to be eligible for the dual degree option. Students will pay the same deposit as they would for enrolling in one program.

Students who begin either their UBC MBA or UBC MBAN program may request admission to the dual degree program during their first term. Students may be admitted into the dual degree option in Term 2 of their first year upon meeting the program's continuation requirements during the first term of the program and the admission requirements for the program being added. Students should initiate this process by contacting the Program Manager of their current program and applying to the additional program by the second admission deadline.

See Appendix 3 for Student Admission Criteria.

9. Tuition

Students will pay the total tuition of both programs. See below for anticipated 2020W tuition rates subject to UBC Board of Governors approval.

	Canadian Citizens and Permanent Residents	International Students
MBA	\$49,419	\$83,263
MBAN	\$40,326	\$55,703
Total	\$89,745	\$138,966

10. Related Programs at UBC or other Competitor Post-Secondary Institutions

See Appendix 4 for similar offerings within Canada and internationally.

11. Resources Required

It is anticipated that 2-4 students will enroll in the dual degree program per year based on student numbers in the other dual degree programs offered (UBC JD MBA, with the Peter A. Allard School of Law, and the UBC MBA-Yale Master of Advanced Management (MAM), with Yale University). Since the curriculum offered in the dual degree program is already offered in the MBA and MBAN programs, we will require no additional library resources or space within the Henry Angus building. We anticipate that the staffing costs will be absorbed under the roles and responsibilities of our current staffing allocation. The minor anticipated costs include a promotional brochure and other marketing materials as follows:

- \$43,000 estimate (\$40,000 for digital/campaign, \$3,000 for design/1 pager print).
- For benchmarking purposes, initial MBAN campaign spend: \$45,000. Technology and Analytics Leadership track campaign spend: \$40,000 – \$50,000.

Appendix 1 - Demand for the Program

The following survey was sent to the most recent graduates of the MBA (Class of 2019) and MBAN (Class of 2019) programs.

Note: Since the time of the survey, there have been some changes to the MBAN curriculum, specifically the BA 509 Analytics Consulting Internship has been reduced from 6 credits to 3 credits and BAFI 5XX Finance Analytics (1.5 credits) has been added. The below reflects the survey as it was sent out.

MBA/MBAN Dual Degree

Thank you for taking part in this survey. We would like to gauge MBA and MBAN Alumni interest in a Dual Degree option. Please read through the information provided below to learn more about the degree and indicate your interest if this option were offered during the time of your degree.

MBA/MBAN Dual Degree Proposal*:

*Details are accurate as of July 3, 2019 but are tentative and subject to change.

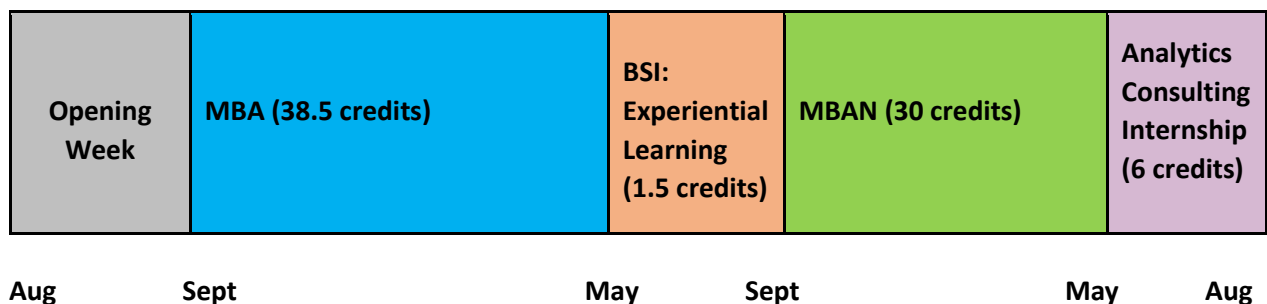
The Dual Degree would take 24 months to complete. Students would spend:

- 9 months completing the MBA curriculum
- 9 months completing the MBAN curriculum
- Two internships (MBA internship and MBAN Analytics Consulting Internship).

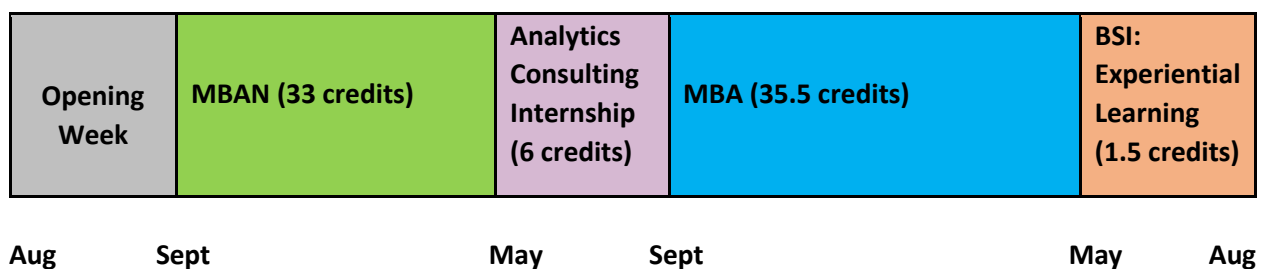
The Dual Degree option allows students to graduate with a Master of Business Administration and Master of Business Analytics faster than if the degrees were taken separately. There are two pathways students can choose from to complete the MBA/MBAN Dual Degree starting with either degree first.

The two pathways are outlined below:

Pathway 1: Completing the MBA first



Pathway 2: Completing the MBAN first



If this Dual Degree was offered during your program, would you pursue it?

- ☐ Yes
- ☐ Maybe
- ☐ No

Please select your program:

- ☐ MBAN graduate
- ☐ MBA graduate

If this Dual Degree was offered during your program, would you pursue it? **If No Is Selected**

Please share why you would not be interested in the Dual Degree:

Text Box

If this Dual Degree was offered during your program, would you pursue it? **If Maybe Is Selected**

What would increase your interest in the Dual Degree?

Text Box

Please share any additional comments you may have:

Text Box

Appendix 2 – Curriculum Timeline Overview (MBAN courses first)

Pathway 2: Completing the MBAN First (73 credits)

Aug	Sept	May	Sept	May	Aug	Nov
Opening Week	MBAN (33 credits)	MBAN Analytics Consulting Internship (3 credits)	MBA (35.5 credits)	MBA Internship (1.5 credits)	Graduation	

YR 1:

- MBAN coursework from September to May (Periods 1-5; 33 credits).
- MBAN Analytics Consulting Internship (BA 509) from May to August (3.0 credits).

YR 2:

- MBA coursework from September to May (Periods 1-5; 35.5 credits).
- MBA Internship (BA 512: BSI: Experiential Learning) from May to August
- Students to graduate in November of Year 2 with a total of 73 credits.
- If a student fails a required course they must repeat it the following year. A failed advanced course can be replaced with another advanced course. Failing a course in year 2 will likely affect a student's graduation date.

Curriculum Considerations:

Requirements for each of the two programs will be adjusted as follows:

- Students will not be required to complete the following MBA required course given that this content is covered in the MBAN program:
 - BA 515 Fundamental of Analytics and Tech (1.5 credits)
- Students will not be required to complete the following MBA advanced credits offered in Periods 3, 4 and 6 (Jan – Apr, Sept) as they will complete these in the MBAN program:
 - BASC 500 Process Fundamentals (1.5 credits)
 - BASC 523 Supply Chain Management (1.5 credits)
 - BAMS 523 Managerial Decision Modeling and Analytics (1.5 credits)
- Students will not be required to complete the following MBA advanced credits offered in Periods 6 and 7 (Sept – Dec) as students will be completing courses in the MBAN program during this time.
 - 12 credits of required courses
 - 2.5 credits of the following required courses:
 - BA 561 Global Issues and Macroeconomics (1.5 credits)
 - BA 508 Capstone (1.0 credits)

Potential Challenge with this Pathway:

- There is a time conflict between the final week of the MBAN Analytics Consulting Internship (BA 509) and the MBA Opening Week. Attendance at Opening Week is mandatory as it focuses on promoting academic success, helps students integrate into their cohort, meet key staff and faculty, as well as explain key academic policies. Some Opening Week activities may be tailored

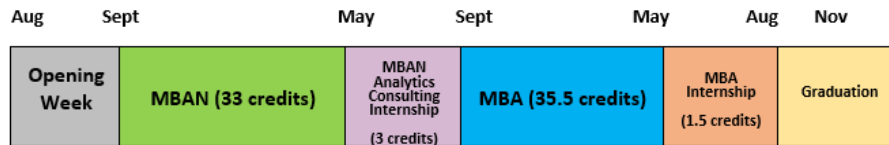
based on students' previous experience and depending on their commitments during the final week of the MBAN internship.

- Students will take BA 550 Business Immersion (1.5 credits) in this pathway to give them a foundation of business knowledge, that they would have received had they taken the MBA first.

Business Career Centre Services:

- Career coaching support will be the same as described in the preferred pathway but in the reverse order.
- Students will take BA 520 Career Development during Year 1 to have the opportunity to expand their professional network.

Appendix 5 – MBAN courses first



Year 1

	DD	MBAN Only
Opening Week (Aug)		
Period 1 (Sept - Oct)	9.0	9.0
BA 520 - Career Development (runs P1 - P5)	1.5	1.5
BABS 506 - Analyzing and Modeling Uncertainty	1.5	1.5
BAIT 507 - Data Management for Business Analytics	1.5	1.5
BAMS 506 - Optimal Decision Making I	1.5	1.5
BAIT 508 - Business Analytics Programming	1.5	1.5
BA 550 - Business Immersion	1.5	1.5
Period 2 (Oct - Dec)	6.0	6.0
BABS 507 - Descriptive and Predictive Business Analytics	1.5	1.5
BAMA 509 - Marketing Foundations for Analytics	1.5	1.5
BAMS 517 - Decision Analytics Under Uncertainty	1.5	1.5
BAMS 508 - Optimal Decision Making II	1.5	1.5
Period 3 (Jan - Feb)	7.5	7.5
BAIT 509 - Business Applications of Machine Learning	1.5	1.5
BABS 508 - Advanced Predictive Business Analytics	1.5	1.5
BAMA 517 - Data Driven Marketing	1.5	1.5
BASC 500 - Process Fundamentals	1.5	1.5
BASM 550 - Strategic Management	1.5	1.5
Period 4 (March - April)	6.0	6.0
BABS 502 - Forecasting and Time Series Prediction	1.5	1.5
BAMA 516 - Customer Relationship Management	1.5	1.5
BAMS 503 - Simulation Modeling I	1.5	1.5
BASC 523 - Supply Chain Management	1.5	1.5
Period 5 (April - May)	4.5	4.5
BAMA 511 - Pricing Analytics	1.5	1.5
BAMS 504 - Simulation Modeling II	1.5	1.5
BAMS 521 - Consulting Practices & Project Management	1.5	1.5
Summer Session #1 (June - Aug)	3.0	3.0
BA 509 - Analytics Consulting Internship (MBAN Internship) ¹	3.0	3.0
Total	36.0	36.0

Potential Challenge with this Pathway: There is a time conflict between the final week of the MBAN Analytics Consulting Internship (BA 509) and the MBA Opening Week. Attendance at Opening Week is mandatory as it focs on promoting academic success, helps students integrate into their cohort, meet key staff and faculty, as well as explain key academic policies.

Year 2

	DD	MBA Only
Opening Week (Aug)		
Period 6 - MBA Begins (Sept- Oct)	11.5	11.5
BA 504 - Business Strategy Integration (P6 and P7)	4.0	4.0
BA 560 - Ethics and Sustainability	1.5	1.5
BAAC 550 - Foundations in Accounting I	1.5	1.5
BABS 550 - Application of Statistics in Management	1.5	1.5
BAHR 550 - Organizational Behaviour	1.5	1.5
BAPA 550 - Managerial Economics I	1.5	1.5
Period 7 (Oct - Dec)	6.0	7.5
BA 515 - Fundamentals of Analytics & Tech	0	1.5
BAEN 550 - Fundamentals in Entrepreneurship	1.5	1.5
BAMA 550 - Marketing	1.5	1.5
BASC 550 - Operations	1.5	1.5
BAFI 500 or 580A - Finance	1.5	1.5
Period 8 (Jan - Feb)	9.0	9.0
BA 507 - Business Strategy Integration: Global	3.0	3.0
BAAC 551 - Foundations in Accounting II	1.5	1.5
3 Advanced Courses*	4.5	4.5
Period 9 (March - April)	6.0	6.0
4 Advanced Courses*	6.0	6.0
*BASC 500-Process Fundamentals, BASC 523-Supply Chain Management and BAMS 523 Managerial Decision Modeling and Analytics are restricted because the content is covered in the MBAN (with BAMS 523 content covered in greater depth in several MBAN courses such as BAMS 503, 504, 506, 507, 508, 517).		
Period 10 (April - May)	3.0	3.0
BA 562 - Creativity	1.5	1.5
BA 564 - Leadership Development	1.5	1.5
Summer Session #2 (May - Aug)	1.5	1.5
BA 512 - Business Strategy Integration Experiential Learning (MBA Internship)	1.5	1.5
Periods 6 and 7 (Sep - Dec)	n/a	13.0
Advanced courses	0	10.5
BA 561 Global Issues and Macroeconomics	0	1.5
BA 508 Business Strategy Integration: Capstone	0	1.0
Total	37	51.5

Year 3

Appendix 3 – Student Admissions Criteria

Requirement	MBA	MBAN	Differences between program requirements
Academic Achievement	<p>Three or four-year Bachelor's degree with a B+ average, or recognized equivalent from an accredited institution</p> <p>Mail transcripts, degree certificates and translations. Applicants who have completed their degrees at UBC will not need to send transcripts in.</p> <p>Applicants who have previously completed an MBA program will not be able to apply to the UBC MBA.</p>	<p>Three or four-year Bachelor's degree with a B+ average, or recognized equivalent from an accredited institution</p> <p>Mail transcripts, degree certificates and translations Applicants who have completed their degrees at UBC will not need to send transcripts in.</p> <p>Due to the rigorous nature of the program, it is strongly recommended that applicants have some exposure to university-level courses in topics like statistics, calculus, and linear algebra (or other courses in mathematics and statistics). Experience in computer programming, data analytics or mathematical modeling is also an asset.</p>	<p><u>MBAN:</u> Recommended to have had exposure to university-level courses in topics like statistics, calculus, and linear algebra (or other courses in mathematics and statistics). Experience in computer programming, data analytics or mathematical modeling is also an asset.</p> <p><u>MBA:</u> Applicants who have previously completed an MBA program are not eligible.</p>
GMAT/GRE	<p><u>Either one of the following:</u> 550 GMAT with at least a 50th percentile in the quantitative and verbal sections of the test 155 GRE score on both the verbal and quantitative sections.</p> <p><u>For a competitive edge:</u> 650 GMAT OR 320+ GRE score on combined verbal and quantitative section.</p>	<p><u>Either one of the following:</u> 550 GMAT with at least a 50th percentile in the quantitative and verbal sections of the test 155 GRE score on both the verbal and quantitative sections.</p> <p><u>For a competitive edge:</u> 650 GMAT OR 320+ GRE score on combined verbal and quantitative section.</p>	No difference between the two programs.

Requirement	MBA	MBAN	Differences between program requirements
English Proficiency	<p>Applicants must be able to speak, comprehend, and write fluently in English. An English proficiency exam is required for all candidates whose degrees are from a university outside Canada or the U.S.A. in which English was not the official language of instruction.</p> <p><u>Either one of the following:</u></p> <p>Test of English as a Foreign language (TOEFL): 100, Print: 600, Computer: 250. Test Code: 0965 International English Language Testing System (IELTS) - Academic: 7.0 overall band Michigan English Language Assessment Battery (MELAB): 84 Person Test of English (PTE) - Academic: 70 Canadian Academic English Language Test (CAEL): 70 overall band</p>	<p>Applicants must be able to speak, comprehend, and write fluently in English. An English proficiency exam is required for all candidates whose degrees are from a university outside Canada or the U.S.A. in which English was not the official language of instruction.</p> <p><u>Either one of the following:</u></p> <p>Test of English as a Foreign language (TOEFL): 100, Print: 600, Computer: 250. Test Code: 0965 International English Language Testing System (IELTS) - Academic: 7.0 overall band Michigan English Language Assessment Battery (MELAB): 84 Person Test of English (PTE) - Academic: 70 Canadian Academic English Language Test (CAEL): 70 overall band</p>	No difference between the two programs.
Professional Experience	<p>Minimum two years of full-time work experience gained after graduation from Bachelor's degree.</p> <p>Two references are required for all UBC MBA applicants. Applicants will provide email addresses through the application.</p> <p>Professional references are preferred, and must fill out the reference form online. Separate letters are not accepted.</p> <p><u>For a competitive edge</u> At least 3 to 5 years of full-time work experience.</p>	<p>There is no minimum work experience requirement for entry into the UBC MBAN.</p> <p>Two references are required for all UBC MBAN applicants. Applicants will provide referee email addresses through the application.</p> <p>Professional references are preferred, and must fill out the reference form online. Separate letters are not accepted.</p> <p><u>For a competitive edge:</u> Exposure to math/statistics and other relevant courses</p>	<p><u>MBA:</u> 2 years of full-time work experience required. 3-5 years for competitive edge.</p> <p><u>MBAN:</u> Exposure to math/statistics and other relevant courses recommended for competitive edge.</p>
Maturity, Motivation & Fit	<p>Assessment of applicant managerial and leadership potential, maturity, ambition and drive, through Essay Questions, resume, professional references and interview.</p>	<p>Assessment of applicant managerial and leadership potential, maturity, ambition and drive, through essay questions, resume, professional references and interview.</p>	No difference between the two programs.

Appendix 4 – Related Programs at UBC or other Competitor Post-Secondary Institutions

QS Top 10 MBA or MBAN Schools with Dual Degree Offerings:

School	Program	Duration	Tuition	Notes
Instituto Empresa (Ranked #8 MBA)	Master in Business Analytics and Big Data/MBA	19 months, full-time Jan or Sept Intake	95,700 Euros (approx. \$141,000 CAD)	6 month MBA Core → 2 month MBA Lab → 10 month Master Business Analytics
Instituto Empresa (Ranked #8 MBA)	Master of Management/ Master in Business Analytics and Big Data	18 months, full-time Feb intake	65,100 Euros (approx. \$96,000 CAD)	6 month MM → 2 month break → 10 month Master Business Analytics
University of Minnesota (Ranked #10 MBAN)	MBA/Master of Science in Business Analytics	2.5 years, full-time Sept intake	Resident: 104,814 USD Non-resident: 140,643 USD	Year 1 MBA → Year 2 MSBA → Year 3 MBA Global component required

Within Canada:

Per the table below, there are several competitor Canadian universities who have a Master's degree in Analytics, but do not offer an MBA and Analytics dual degree. Queen's Smith School of Business is the only other Canadian university with a similar dual degree program. Offering this unique option would give us a competitive edge in the Canadian market.

Dual Degree Offerings				
School	Program	Duration	Tuition	Notes
Queen's, Smith	Master of Management Analytics (MMA)/MBA	Toronto based MMA: 12 months, full-time Jan or May intake	Dual Degree, tuition is reduced but website did not specify how much. Below are the tuition amounts per program MMA: Domestic : \$42,905 International: \$72,500 MBA: Domestic: \$83,000 International: \$95,000	Students can choose which degree to do first but MBA first is recommended
		Global MMA: 12 months, online with 4 in-person immersive residential sessions Jan intake	Dual Degree, tuition is reduced but website did not specify how much. Below are normal tuition amounts. MMA: Domestic: \$63,500 International: \$80,000 MBA: Domestic: \$83,000 International: \$95,000	Students can choose which degree to do first but MBA first is recommended

Master's degrees in Analytics				
School	Program	Duration	Tuition	Notes
U of T, Rotman	Master of Management Analytics	9 months, full-time Aug intake	Domestic: \$41,400 International: \$64,580	
Queen's, Smith	Global Master of Management Analytics	12 months, online w/immersive residential sessions Jan intake	Domestic: \$63,500 International: \$80,000	Option to apply credits to MBA program to fast-track and reduced rate
Queen's, Smith	Master of Management Analytics-Toronto	12 months, part-time (evening classes 2x a week) Jan or May intake	Domestic: \$42,905 International: \$72,500	Option to apply credits to MBA program to fast-track and reduced rate
Western, Ivey	MSc. Business Analytics	16 months Jan intake	Domestic: \$38,250 International: \$65,000 w/CEMS MIM, tuition increases. Requires student to be competent in at least 2 CEMS languages to apply. Please see more under Unique Components.	MSc-NHH Dual Degree allows students to split their time between Ivey and the Norwegian School of Economics (NHH). Second degree from NHH is MS in Economics and Business Administration, Major in Business Analytics (BAN). Mandatory research-based thesis.
York, Schulich	Master of Business Analytics	12 months, full-time May intake	Domestic: \$52,600 International: \$75,000	
University of Victoria	Master of Engineering in Applied Data Science	12 months with 1-3 optional Co-op terms	Domestic: \$28,000 International: \$37,000	To apply, must have completed Bachelor's degree in electrical or computer engineering, computer science or related discipline. Possible that candidates are expected to have more quantitative skills than some of the other programs based on this description.
Simon Fraser University	Professional Master's Program in Computer Science	12 months, full-time Sept intake. 4 month co-op at the end. (16 months total)	Domestic: \$30,533.68 International: \$40,543.80	
University of British Columbia	Master of Data Science	10 months, full-time Sept intake	Domestic: \$31,836 International: \$44,133	

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Faculty Approval Date: 2019 Nov 26 Effective Session (W or S): S Effective Academic Year: 2020	Date: October 25, 2019 Contact Person: Jessica Hanna/ Kin Lo Phone: 604 827 1731/604 822 8430 Email: jessica.hanna@sauder.ubc.ca / kin.lo@sauder.ubc.ca
Proposed Calendar Entry: <i>Professional Master's Degrees</i> Contents Introduction Academic Regulations Master of Business Administration International Master of Business Administration Executive Master of Business Administration Professional Master of Business Administration Master of Business Analytics Master of Management Dual Degree Program Option: M.B.A./M.B.An. Dual Degree Program Option: J.D./M.B.A. Dual Degree Program Option: UBC M.B.A./Yale M. Dual Degree Program Option: UBC M.M./Yale M.M. Contact Information	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,0 Present Calendar Entry: <i>Professional Master's Degrees</i> Contents Introduction Academic Regulations Master of Business Administration International Master of Business Administration Executive Master of Business Administration Professional Master of Business Administration Master of Business Analytics Master of Management Dual Degree Program Option: J.D./M.B.A. Dual Degree Program Option: UBC M.B.A./Yale M.A.M. Dual Degree Program Option: UBC M.M./Yale M.M.S. Contact Information

<p>URL: Homepage>>Faculties, Colleges, and Schools >> The Faculty of Commerce and Business Administration>>Professional Master's Degrees>>Dual Degree Program Option: M.B.A./M.B.An.</p> <p>Proposed Calendar Entry:</p> <p>Dual Degree Program Option: M.B.A. / M.B.An.</p> <p>The dual degree program option permits qualified applicants the opportunity to earn a Master of Business Administration and Master of Business Analytics.</p> <p>Admission Requirements Applicants wishing to pursue the dual degree option will apply specifically for the dual degree, and the application will be reviewed jointly by the UBC MBA and UBC M.B.An. Admissions Committees. Applicants must meet the qualifications and requirements of both programs at the time of application in order to be eligible for the dual degree option. Applicants not given offers for the dual degree option will be evaluated for admission to each program separately.</p> <p>Program Requirements Completion of the MBA- M.B.An. dual degree program requires 71.5 credits of coursework completed over 2 years of full-time study.</p> <p>MBA advanced (non-foundational) credits can be completed from courses offered in the MBA program, the Professional MBA program, the International MBA Program, and selected global learning opportunities offered by the Robert H. Lee Graduate School. Each student's coursework must be approved by the Program Directors. A complete list of the courses required for</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create a new MBA- M.B.An. dual degree program</p> <p>Rationale for Proposed Change:</p> <p>The Robert H. Lee Graduate School within the Faculty of Commerce (RHL) intends to offer this dual degree to respond to an increasingly data-driven marketplace. By combining courses from both programs, students will graduate with two world-class degrees: the MBA which provides a rigorous, relevant and global business education and the M.B.An. that will deepen students' knowledge of analytical know-how on collecting, processing, and analyzing data.</p> <p>The Master of Business Administration and Master of Business Analytics dual degree program option is geared towards motivated professionals who want to both gain specialized knowledge in data analytics as well as develop their leadership and management skills. Graduates will have a combination of managerial expertise and analytics skills that are in high demand from employers across a variety of industries.</p>
---	--

successful completion may be obtained from the School.

Special Arrangements

Subject to the approval of the Assistant Dean, Robert H. Lee Graduate School, Sauder School of Business, the first years of the MBA and M.B.An. program may be exchanged upon a reasonably justified request.

Academic Regulations

Refer to the [Academic Calendar](#) for academic regulations.

Contact Information

Please see the [MBA Program and M.B.An. Program](#) websites for further program and contact information.

**THE UNIVERSITY OF BRITISH COLUMBIA**

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library
651 - 1958 Main Mall
Vancouver, BC Canada V6T 1Z2Phone 604 822 1261
Fax 604 822 3134**Date:** January 15, 2020**To:** UBC Vancouver Senate**From:** Andrew Szeri, Provost and Vice-President Academic *AS***Re:** Report to Senate on External Reviews, 2018-19

For information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on External Reviews of Academic Units and Programs.

External Reviews of 9 academic units and 1 program were undertaken in the 2018-2019 academic year. Key findings and recommendations made by the review panels, along with the Faculty and/or Department/Unit responses, are summarized on the following pages. We have also included a summary of the External Review of the University Sustainability Initiative.

Attachment: Report to Senate on External Reviews, 2018-19



THE UNIVERSITY OF BRITISH COLUMBIA

Report to UBC Vancouver Senate External Reviews of Academic Units and Programs, 2018-19

Submission Date: 15 January 2020
Submitted by: Office of the Provost & VP Academic

TABLE OF CONTENTS:

List of progress reports submitted for 2015-16 reviews	2
---	----------

The following units and programs undertook external reviews 2018-19. Each external review report and preliminary response from the unit is summarized on the following pages of this report.

Allard School of Law

- Master of Laws in Taxation – June 2019 3

Faculty of Applied Science

- Department of Chemical and Biological Engineering – October 2018 5
- Department of Civil Engineering – November 2018 7
- Department of Mining Engineering – February 2019 9

Faculty of Arts

- Department of Central, Eastern and Northern European Studies – October 2018 11
- Department of Classical, Near Eastern and Religious Studies – February 2019 13
- Department of Linguistics – March 2019to be included in 2019-20 Report

<u>Faculty of Land and Food Systems</u> – October 2018	15
---	-----------

Faculty of Medicine

- Centre for Blood Research – March 2019 17

<u>University Sustainability Initiative</u> – January 2019	19
---	-----------

<u>Vantage College</u> – November 2018	21
---	-----------

Mid-Term Progress Reports on External Reviews (2015-16):

The following units undertook External Reviews in 2015-16 and were summarized in the 2015-16 Report to Senate. These units have now submitted updates to the Provost & Vice-President Academic Office, in 2019, describing progress to date on the implementation of the review recommendations.

- Faculty of Arts
- Faculty of Education
- Faculty of Forestry
- Department of Asian Studies, Faculty of Arts
- Arts Academic Advising, Faculty of Arts
- Department of Cellular and Physiological Sciences, Faculty of Medicine
- Department of Dermatology and Skin Science, Faculty of Medicine
- Department of Medical Genetics, Faculty of Medicine
- Department of Psychiatry, Faculty of Medicine
- School of Population and Public Health, Faculty of Medicine
- Department of Botany, Faculty of Science
- Department of Chemistry, Faculty of Science
- School of Nursing, Faculty of Applied Science

Master of Laws in Taxation
Peter A. Allard School of Law
Summary of External Review: June 2019

Context:

The Allard School of Law held a review of the Master of Laws in Taxation (LLM Tax) program on 10 June 2019, looking back on the program's 5-year history with a view to developing a strategic direction for the next five years. The external reviewers were Professor Kim Brooks from the Schulich School of Law at Dalhousie University and Bill MacLagan, Q.C., from Blake, Cassels & Graydon LLP. The reviewers meet with the Dean, Associate Dean of Graduate Studies and Professional Programs, Director of Graduate Professional Programs, Coordinator of Professional Programs, two full-time faculty members and one adjunct, and two alumni of the program.

Key Findings of the Review Committee:

The reviewers identified the Allard Law tax program as one of strongest tax programs (if not the strongest) in Canada, and characterized the LLM Tax as "a vital plank in that program". Their report highlighted some of the following aspects of the LLM Tax:

- *An appropriate range of course topics*
- *The involvement of two of Canada's leading tax scholars*
- *The calibre of staff supporting the program*
- *The program's benefits to the JD curriculum (the reviewers noted that the law school has "the broadest array of tax courses... of any law school in Canada.")*

Key Recommendations of the Review Committee:

The reviewers had one major recommendation: to renovate the program to align it more strongly with a narrower and clarified purpose.

- *They noted the broad range of objectives that were originally crafted for the program, including specific objectives around student learning and career development but extending to wider aims relating to enhancing UBC's reputation in tax law and policy, research and community building. The reviewers characterized the list of objectives as "overly ambitious for an [LLM Tax] program", noting that they might be seen as reflecting the law school's more general goals in the area of tax law and policy.*
- *They recommended that the law school clarify and focus the articulated purpose of the LLM Tax and ensure that those who participate in it (whether faculty, staff, or students) understand and share that vision.*

- *They expressed the view, based on their understanding of the design of the program and the students it has attracted, that the LLM Tax is a professional (or vocational) graduate degree designed to provide a strong legal foundation for tax practice, whether in private or public practice, in law or in accounting.*

The reviewers also set out what they characterized as “consequential recommendations to assist the members of the LLM Tax community in imagining how a refocused purpose might result in specific changes to the LLM Tax’s delivery and design”:

- *Survey members of the practicing community in employment settings in which LLM Tax students aspire to work (or in workplaces where they are already working) to better understand what employers would find attractive in an LLM Tax.*
- *Separate foundational courses (those that are designed to ensure breadth and comprehensiveness in terms of the overarching legal framework) from advanced courses (designed to help students transition from the classroom to the boardroom/court-house).*
- *Survey students to understand the best time for classes and revise the scheduling of classes to align with desirable times.*
- *Consider whether an orientation to Canadian law and legal reasoning course (whether for credit or not) is feasible for students who do not have a Canadian law degree.*
- *Develop and implement a strategy for reaching out to and staying in touch with employers of potential students; continue with targeted outreach to potential students.*
- *Identify an on-line platform for connecting program graduates and host at least one annual event focused around tax that would be of interest to both students and other members of the tax community.*
- *Consider how to best resource the program to ensure its continuity, its alignment with its core constituency of students and employers, and the overall happiness and wellbeing of the full-time faculty.*
- *Attend to the diversity of faculty in the teaching cohort.*

Faculty’s preliminary response:

The reviewers’ recommendations have been discussed by the Dean, faculty and staff, with a meeting of all faculty and staff involved in the review held in September 2019. Some of the reviewers’ specific recommendations have already been agreed upon and work will begin in Fall 2019; these include those relating to student and employer surveys, outreach to employers, and identification of online platforms for connecting alumni. Faculty members in the tax area have begun a preliminary assessment review of the existing curriculum in order to ascertain which courses could be seen as “foundational” and which might be seen as “advanced”. In relation to the diversity concern identified by the reviewers, the Director of the program has noted that the current complement of adjunct faculty is more diverse than last year’s; diversity will be taken into account in future appointments. The reviewers’ broader recommendations will be followed up over the course of the 2019-20 academic year.

**Department of Chemical & Biological Engineering
Faculty of Applied Science**

Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Department has had a long legacy and continuing standard of excellence and leadership, including 8 academics named as fellows of major national and international societies since 2013, one Order of Canada, 13 external (provincial, national or international) awards since 2013, and several awards to early career faculty.*
- *There has been substantial investment in improving the undergraduate experience since the last department review.*
- *Student enrollment has grown significantly over the last 10 years in ways that have fostered an increase in the diversity of students.*
- *The graduate student association is healthy and vibrant, and the graduate student experience is positive.*
- *Onboarding of new faculty is welcoming and meaningful, and joint appointments are strategically aligned and working well.*
- *The Department is financially stable, allowing for faculty renewal that has generated optimism and excitement about future opportunities, including growth in international ranking.*
- *The Department is situated in a good space with highly active and functioning labs and a machine shop to support them.*
- *The Industrial Advisory Board is highly engaged and extremely well run.*

Key Recommendations of the Review Committee:

1. *As a result of successful expansion of multidisciplinary research programs and renewal of the faculty cohort, research space is constrained. The Department might wish to consider combining a space audit with a strategic review of opportunities to leverage existing space to meet their aspirations.*
2. *Provide a clear expression of the research and training vision and direction to members of the Department.*
3. *Safety issues relating to fabrication of pressure vessels and the assembly of systems that operate at high pressure need to be reviewed and addressed.*
4. *Review issues relating to the graduate program including advising structure, TA evaluations and assignments and course selections.*
5. *Provide opportunities for faculty members in the educational leadership stream to share their insights and talents in meaningful ways.*

Department's Response:

1. In 2019/2020 the Department will bring 4 new faculty on board, each of whom is expected to lead a vibrant research program that involves substantial experimental work. Under the leadership of its Head, the Department has therefore struck a focus group to develop a transparent and equitable

procedure for allocation of research laboratory space and HQP desk space within CHBE-controlled infrastructure. As part of that focus group, the Department has recruited an outside consultant with expertise in developing transparent and fair algorithms for allocation of space.

2. The Department is organizing a series of retreats for its faculty and selected staff to define and update a strategic vision and plan for the next 5 years of departmental operation. The first of these was held on Saturday, 7 Sept 2019, and focused on updating the course requirements and curricula for our undergraduate and graduate degree programs, as well as the learning outcomes we expect to achieve in each program year-by-year.
3. The Department is taking appropriate measures to address the safety issues identified in the report. They are currently using the Design Basis Memorandum which documents project requirements, and expectations and establishes effective communication between the user and the workshop. If the scope of work is beyond the workshop, external engineering consultants will be contracted. External ASME certification will be obtained for pressure vessels or pressure piping. As well, designs may be reviewed as appropriate, by a mechanical engineer before fabrication. In addition, a safety audit is carried out with the user group, workshop and safety personnel prior to operation and the final design and installation are reviewed to ensure all safety issues have been considered and addressed. The Department is also coordinating safety awareness workshops open to all Department members.
4. The Department has transitioned to a steady state with a new manager for student services who oversees two staff members assisting with undergraduate and graduate affairs respectively. Due to a system process misunderstanding, TA evaluations obtained through paper survey were stopped; however, this has now been fixed and the Department will continue to collect TA evaluations by paper until there is an automated system in place. The Department will continue the engagement of our graduate students as TAs and work with faculty supervisors to highlight the benefits to the students and to the two undergraduate degree programs. Course selection is carried out in consultation with the designated supervisor(s) and/or the graduate advisors. Students are advised about the course credits required for their program. In addition to the required courses, some students may choose to take 1-2 additional courses outside the Department and they are supported by their advisors to do so.
5. Faculty members in the education leadership stream in the Department work with the rest of the Faculty in making significant improvements to the quality of teaching and learning. They play a key role in the Department's undergraduate program curricula renewal and in the development and teaching of new courses. They are active in the UBC and Canadian engineering education communities sharing best practices and pedagogical innovations.

Department of Civil Engineering
Faculty of Applied Science
Summary of External Review: November 2018

Key Findings of the Review Committee:

- *The Department of Civil Engineering is among the top ranked civil engineering departments in Canada and is ranked 37th internationally according to the World QS.*
- *The culture of the Department, which has been conducive to the individual research silo, is now transitioning into a more collaborative and inter-disciplinary approach.*
- *The Department is well known for its high-quality BASc program in Canada and internationally.*
- *Undergraduate students expressed high satisfaction with their educational experience.*
- *The BASc program is credit-driven and offers minimal flexibility due to CEAB (Canadian Engineering Accreditation Board) requirements.*
- *There is an overreliance on sessional instructors.*

Key Recommendations of the Review Committee:

1. *Clearly state the mission of the Department, establish a common vision of the main goals, and prepare a workplan to achieve this vision.*
2. *Communicate the decision-making process on various decisions and introduce more collegiality.*
3. *Share budget and other administrative information with faculty members so that academic staff are partners in the departmental enterprise.*
4. *Provide timely responses to student academic feedback.*
5. *Review the governance model to enhance faculty engagement and create opportunities for leadership development for faculty members.*
6. *Establish a hiring strategy that will improve the gender diversity of academic staff. Consider hiring for the future needs of the profession, the interdisciplinary nature of research, and emerging fields.*
7. *Ensure roles and responsibilities of administrative staff are well understood by faculty and students.*
8. *Improve overall information sharing and communications on budget, committee responsibilities, and teaching assignments of academic staff.*
9. *Implement a formal mentoring program.*
10. *Improve onboarding of new professors and students.*
11. *Ensure funding packages offered to graduate students are more competitive.*
12. *Carry out careful succession planning and additional allocation of technical staff.*
13. *Prepare a spending plan for the carry-forward to address the needs to better support academic programs, research activities and students.*
14. *Provide seed funding for new initiatives.*

Department's Response:

1. The Department agrees this is a good time to develop a shared vision and to align it with the strategic plans of the Faculty and University. The Department will embark on a strategic planning

exercise beginning with a 1-day retreat in November 2019 to lay the ground-work for a multiday retreat in May.

2. Faculty teaching and administrative assignments will be regularly updated and shared with members in the Department. The administration and team leaders (Associate Heads, committee chairs) will be expected to give regular, but brief, updates during department meetings.
3. New initiatives to improve departmental function will be costed to help inform decision making. These costing exercises will be developed and shared with faculty.
4. The new Associate Heads for graduate and undergraduate programs have committed to developing a process in which actions initiated in response to student feedback (e.g. semi-annual student feedback sessions) will be communicated back to student leadership.
5. Appointments of new Associate Heads and academic administrators have been completed and broadly communicated.
6. The Department is working with the Faculty's Associate Dean, Equity, Diversity, and Inclusion (EDI) to implement recommendations for hiring subcommittee formation, EDI training of hiring committee members, instructions to hiring committee members, and standardizing of long- and short-listing procedures to improve equity and diversity outcomes of hiring initiatives. The Associate Dean, EDI will also participate in a departmental hiring oversight committee to ensure these recommendations are implemented uniformly across all hiring subcommittees.
7. Student and faculty focused infographics to highlight key staff roles will be posted in prominent areas, with digital versions to be made available online.
8. Teaching and administrative assignments will be published regularly and budget will be reported in specific costing exercises of existing and new departmental functions.
9. A mentoring committee has been formed to work on integrating formal and informal mentoring into all department functions for both faculty and staff.
10. A formal faculty onboarding process is being developed. Student onboarding is being reviewed by the new Associate Heads for graduate and undergraduate programs.
11. The Associate Head for graduate programs will conduct a detailed review of current graduate student funding from all sources to compare with Faculty of APSC norms, as well as regional cost of living. Furthermore, the Associate Head will meet regularly with student leadership to solicit input on needs and challenges.
12. We will develop a succession plan as part of our broader hiring plan and Department strategic plan.
13. Spending plans are submitted regularly to the Dean's office. The signature component of the current spending plan is renewing the research faculty complement.
14. The Department will provide seed funding for new initiatives as developed by the newly formed Large Grants Committee, which is tasked with responding to grant and fund-raising opportunities to support large, interdisciplinary, collaborative projects.

**Department of Mining Engineering
Faculty of Applied Science**

Summary of External Review: February 2019

Key Findings of the Review Committee:

- *The Department Head is open in communications with faculty and staff, and is seen to be approachable.*
- *Several Professors in the Department have international reputations.*
- *The undergraduate students who met with the review panel expressed high satisfaction in the Mining Engineering program.*
- *The Mining Engineering Undergraduate Society has a high profile within the Faculty of Applied Science and is known for its involvement and spirit.*
- *The graduate students interviewed find the department environment to be friendly, but believe that communications could be improved.*
- *The use of sessional lecturers with substantial industry experience to teach core curriculum courses is important to the undergraduate experience.*
- *The Department is well-positioned to be a key player in the very complex issue of engagement and capacity building of First Nations in the Province of British Columbia.*

Key Recommendations of the Review Committee:

1. *Department needs to have a clear strategic direction.*
2. *Improve the research culture and research funding in the Department.*
3. *Increase the number of faculty nominated for awards, and students for scholarships.*
4. *The current curriculum needs to be reformed for a better connection from year 2 to year 3.*
5. *Better recruitment strategies to attract students to Mining Engineering are needed.*
6. *Students should be provided with an opportunity to visit mines to provide them with context to relate to classroom learning.*
7. *A strong connection between research faculty and the undergraduate students need to be maintained.*
8. *More effort is needed to recruit more top students into the MEng program.*
9. *The Department should have an active focus and a strategy to recruit Indigenous students to the Mining graduate program.*
10. *Re-develop and enhance the Department website to make it more attractive to students and potential industry partners.*
11. *Develop a formal mentoring program.*

Department's Response:

1. A draft strategic plan has been developed and is under review by the Faculty.

2. Development of a research culture is in progress. Lack of time and financial resources are constraints. Research grants large enough to maintain equipment and hire technicians are very rare in the mineral resources field.
3. The Department is paying more attention to awards and is working on developing and mentoring new faculty so they become eligible for awards. Student awards have a quota which is tied to the Department's research funding. As well, most of the Mining students are international students who are not eligible for federal funding.
4. A TLEF grant recently awarded to the Department will be used to focus on improving transition from Year 2 to Year 3.
5. Ideas on recruitment strategies are included in the Department's strategic plan.
6. The recommendation to provide visits to mining sites is under consideration and there is a budget. Operating mines are not always able to accommodate a large group of students and often course scheduling issues arise.
7. Faculty present their research in the third-year undergraduate seminar which has been successful in piquing the interest of undergraduates who are considering entering graduate school.
8. The number of students in the MEng program has remained consistent. Space and resource constraints limit the number of students accepted into the program. Proposed graduate certificate programs will become more significant revenue generators for the Department.
9. The Department has used linkages with individual communities made through graduate research projects and has worked with Forestry on some engagement projects to attract interested students. The Department agrees that more effort is needed in this front; however it is currently limited in its resources.
10. Work is in progress to re-develop the website.
11. The Department has established a mentoring program for all pre-tenure faculty with mentors from outside the Department. Currently all pre-tenure faculty have been assigned mentors.

Department of Central, Eastern and Northern European Studies
Faculty of Arts

Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Department as a whole is “a vibrant unit with outsize potential” that “punches above its weight” in terms of scholarship and teaching.*
- *The German program was singled out for extensive praise for having a strong undergraduate curriculum and for a graduate program that is “among the best in the country”.*
- *Undergraduate enrolment is exceptionally strong, especially in comparison to the nearest comparator (University of Toronto), which has about 49% of CENES’ enrolment.*
- *The Head has been remarkably effective, and as he steps down the unit faces important governance challenges that will need to be addressed in the coming years.*
- *Both research stream and educational leadership stream faculty are highly successful, respected, and productive in their respective areas, although educational leadership stream and junior faculty require increased mentorship and support.*
- *Climate, collegiality, and diversity are ongoing concerns, but can be addressed and resolved through proactive measures.*

Key Recommendations of the Review Committee:

- *A climate audit should be initiated to address existing interpersonal issues and pave the way for a new external headship search. This may require the appointment of an external interim Head for a short period.*
- *The Department should endeavor to hire Indigenous scholars and persons of colour in both the research and educational leadership streams. This may require initiating new areas of study, such as Northern Studies.*
- *The Department should increase mentorship and develop clear service requirements for junior faculty, and move to apportion service across the ranks in a way that is more equitable.*
- *To attract students from outside the Department and better equip existing students, the German program should undergo a renewal and additional programs should be explored and proposed, such as Holocaust and Northern Studies.*
- *The Department should engage in and encourage community- and career-building activities, especially amongst students.*

Department’s Response:

- The Department initiated a climate audit to address many of the interpersonal conflicts, the results of which are pending.
- A search for an external Head has been approved by the Dean, and is currently underway. In the meantime, the Department is developing a set of policies and procedures to increase transparency, such as by-laws, course exemption guidelines, and merit committee rules.

- The Department has and will continue to try to hire visible minorities.
- The Department will implement more focused mentoring practices for junior scholars, with an intention both to clarify expectations and clear up misconceptions.
- The German program is undergoing a major revision that is anticipated to conclude at the end of the 2019-20 academic year. Once complete, the Department will revise the Russian minor and examine possibilities for other interdisciplinary programs. The Department welcomed the encouragement to expand into Northern Studies.

Faculty's Response:

- The Faculty of Arts is supporting a climate audit for the Department and will follow-up, pending results.
- The Faculty of Arts approved an external search for Acting Head. Concerns about future governance presumed incorrectly that educational leadership stream faculty cannot serve as Head.
- The Faculty of Arts does not envision any reductions in faculty complement, and will consider a junior hire in a growth area, such as Scandinavian Studies and/or Northern Studies, assuming enrolments remain strong.

Department of Classical, Near Eastern & Religious Studies
Faculty of Arts

Summary of External Review: February 2019

Key Findings of the Review Committee:

- *The Department stands out with respect to excellent teaching, which is “the hallmark of the department”, as demonstrated by teaching awards and consistently high teaching evaluations.*
- *The Graduate program has been successfully streamlined and renewed in the last few years, the positive effects of which are being seen in student morale, time-to-completion, and increased applications.*
- *Research outputs are steady, both in terms of publishing and research funds procured, and the Department hosts a series of successful research colloquia and seminars.*
- *Governance is transparent and largely democratic, though the high number of committees makes them difficult to staff and prolongs decision-making.*

Key Recommendations of the Review Committee:

- *The Department should develop a common vision that unites its disparate streams by formulating a mission statement and strategic plan.*
- *The Department should support the interdisciplinary Program in Religion that is being proposed by the Dean of Arts Office.*
- *The Department should relocate its interests in Islamic Studies to a different department and focus on reframing its academic mission.*
- *The Department should grow its graduate program by admitting more PhD students and applying for funding to support them.*
- *A collegial work environment must be maintained and faculty should not be overburdened, which might require reducing the number of departmental committees on which faculty are asked to serve.*

Department’s Response:

- The Department voted to fully support the interdisciplinary Program in Religion, which will allow for strategic planning. The Department will endeavor to formulate a mission statement at the next departmental retreat.
- The Department will redesign its curricular offerings with support from an Undergraduate Program Evaluation and Renewal grant, which will include moving away from Islamic Studies and toward greater integration of existing expertise.
- The Department is moving on a proposal for a name change to reflect its more focused vision of Classical Mediterranean Studies.
- The Department will redesign its committee structures to lessen service burdens currently experienced by faculty members in departmental governance.
- The Department will encourage faculty to add funding for graduate students in grant applications, and will work to train enrolled graduate students on applying for funding. Further, the Department

will consider creating a CNRS PhD that will be a pathway for potential students with interests beyond the Department's core strengths.

- A recent climate audit resulted in the creation of a Departmental Charter that will be used to build trust and collegiality. The Department will endeavor to build on this to develop a shared mission and create links with other units in the Faculty.

Faculty's Response:

- The Faculty of Arts encourages the Department to engage in creative course planning and offerings, as well as in creative methods for graduate advising, in which multiple faculty members with various areas of expertise may serve as supervisors and committee members, and it will support the name change proposal.
- There will be increased funding for graduate students across the Faculty, and the Department is encouraged to meet with the Assistant Dean, Finance to explore how to use funds to create aid packages for students that are both attractive and sustainable.
- In its bid to create links with the broader UBC academic community, the Faculty encourages members of the Department to serve on Faculty-wide and University-wide committees.

Faculty of Land & Food Systems
Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Faculty is known as a welcoming, collaborative and multidisciplinary unit that is eager to establish projects and partnerships with other Faculties.*
- *The dedication and enthusiasm of administrative and support staff were evident. There is strong commitment in the Faculty to innovative teaching, scientific excellence and community engagement.*
- *The Dean is consistent in providing regular communication out to the Faculty. There are opportunities to streamline these communications and add more opportunities for faculty members and staff to express views and have more input into governance and decision-making.*
- *There is a desire amongst some faculty members for more transparency around key decisions and clearer articulation of the Faculty's vision and planning.*
- *The Faculty is small and may be trying too hard to encompass all research themes; a better strategy might be to focus on a limited number of themes. The most critical challenge facing the Faculty is that it does not seem to be working under a clearly-defined common vision that balances the need to be multidisciplinary with the need to strengthen and deepen areas of disciplinary excellence.*
- *The creation of a grant facilitator position has been a significant help for faculty members and contributed to an increased success rate of research grant submissions.*
- *The Faculty is commended for its exceptional response to the results from the 2016 Undergraduate Experience Survey and taking concrete steps to address the challenges identified. Excellent progress has been made to improve the undergraduate student experience.*
- *The number of Indigenous students at LFS is approximately 30 undergraduate students (2017 figures), representing 1.8% of the total UG student population of the Faculty and the committee had various suggestions on how to attract and retain more Indigenous students.*
- *The information presented to the reviewers indicated that the LFS budgets and other assets were being managed appropriately with careful stewardship.*

Key Recommendations of the Review Committee:

- *Streamline the Dean's Office communications so that less relevant material is eliminated and more concrete information and recognitions are at the forefront.*
- *Regularly include a discussion item in the agenda of Faculty meetings to encourage faculty member involvement in decision making.*
- *Provide Associate Deans with administrative support.*
- *Develop a clear, consultative approach to future hiring strategy based on the Faculty's choice to specialize in key areas or attempt to continue to cover a broad spectrum of disciplines ("diversity vs. critical mass"). This strategy should be clearly communicated within and beyond the Faculty.*
- *To help grow the Faculty, continue to explore areas of mutual interest with other Faculties where joint hires will be well-supported. The creation of a new Public Policy unit at UBC creates an emerging opportunity for collaborations, and particularly, for targeted joint hiring strategies that could substantially enhance the LFS mission across food systems areas.*

- *In collaboration with LFS faculty members, determine more concretely the research themes to be supported within the core areas.*
- *Consider how the current wine program is positioned with industry. An effort should be made to consult with the BC industry to identify opportunities which could result in development of a strategic five-year plan for how LFS will further engage with the sector.*
- *Continue to invest in the Indigenous Student Coordinator to identify pathways for increasing Indigenous student numbers in Faculty programs.*
- *Create more opportunities and incentives for the occupants of the two buildings to interact.*

Faculty's Response:

- The external reviewers provided good insight into communication channels that we plan to action. The Dean and Associate Deans have implemented Coffee Break sessions to answer questions that faculty members and staff bring forward and we will hold these quarterly. We will also formalize Faculty meetings by transitioning to Faculty Council meetings in order to facilitate more participation in decision making. The monthly Dean's report has been restructured.
- The Faculty has added personnel to support Associate Deans in recent years. The Faculty carefully manages its budget, so we approach these additions cautiously. Our hires have included Academic Coordinators to support the Associate Dean Academic and Associate Dean Graduate and Postdoctoral studies, and a Grants Facilitator and Staff Research Assistant to support the Associate Dean Research. We also have on board a Career Strategist to support undergraduate students in the transition to the workforce.
- At the April 2018 retreat, we discussed future faculty hiring in collaboration with LFS faculty members, where they had direct input and an opportunity to vote on the placement of new faculty positions. There were various opinions as to what program should be retained and to what degree we should maintain critical mass in research/teaching themes necessary to retain our identity as a Faculty that is multidisciplinary.
- Rather than growing the Faculty, partnerships and creative collaborations can help us address any future gaps that presently exist in teaching and research. For example, many of our human nutrition faculty members are also official associates with BC Women's Hospital, which has led to numerous successful collaborations in both nutrition teaching and research under clinical settings.
- For the Wine Research Centre, discussions are now taking place with faculty members at both campuses. In November 2018, LFS held a half-day industry consultation workshop to kick off discussion on the vision for a dual-campus WRC.
- LFS will be hiring an assistant to work with our current Indigenous Academic Staff Advisor whose primary activities are recruitment and support of Indigenous students. Initiatives that have started recently are outreach programs at Britannia Secondary School, a Langara College transfer program and Dietetic seats identified for Indigenous students.
- LFS has made efforts to bring together employees across the two buildings at the LFS Community meetings, Faculty meetings (hosted in alternating buildings), Research Cafés, the annual graduate student research showcase, and social events. At the LFS Core Team meetings, there is representation from both buildings. Going forward, we will ensure graduate and undergraduate students, staff and faculty have opportunities to socialize and share ideas across both buildings.

Centre for Blood Research
Faculty of Medicine
Summary of External Review: March 2019

Key findings of the Review Committee:

- *The educational programs developed by the Director of the Centre for Blood Research (CBR), Dr. Conway, and his associates in the last five years are a major highlight that is deeply appreciated and well-used by both students and faculty alike.*
- *Despite impending retirements of long-standing senior members, the CBR is hopeful to be able to use the freed-up space for strategic recruitment, especially in the area of molecular diagnostics and human genetics.*
- *The next leader will have opportunities to strengthen the interactions and potential synergies with the new Director of the Life Sciences Institute (LSI) and its envisioned programs and continue development of shared core facilities utilized by CBR and LSI investigators.*
- *It is important to note that the effective functioning of expensive Core equipment is dependent on the maintenance of service contracts to keep these expensive machines operating. Centralized funds for this purpose appear to be lacking, forcing investigators to needlessly spend time finding funds, or writing grants for replacing equipment, where simple maintenance would suffice.*
- *The basic scientists within CBR are cognizant and taking full advantage of translational opportunities as they arise. Collaboration with clinical investigators appears to be somewhat constrained by ~~the~~ physical distance, as many of the clinical investigators work in affiliated hospitals many kilometers away. Recruitment of a new faculty member with expertise in molecular genetics and clinical diagnostics could serve as an important bridge, and should be given serious consideration to encourage collaboration and translation between basic discoveries that take place at the CBR and the clinic.*

Key Recommendations of the Review Committee:

- *The Centre is likely sustainable in its current form; however, two threats for the sustainability of the Centre were noted that require attention. The first is the potential loss of Dr. Conway's leadership and his passion for the educational mission of the Centre as it transitions to new leadership. The second would be the potential associated loss of up to 50% of the annual revenue that comes into the Centre as a result of the fundraising talents of Dr. Conway. To mitigate these threats, we strongly recommend that Dr. Conway be retained as Director of CBR for a minimum of 12, and optimally for 24, months following expiration of his current term, to ensure stability, sustainability and an orderly transition to the new leadership. It may be necessary and/or desirable to expand the leadership search campus-wide to ensure that someone with both the scientific and equally necessary "soft skills" is hired to assume the role of the next Director of the CBR.*
- *UBC leadership needs to ensure that a mechanism is in place to maintain each source of revenue that comprises the annual budget of CBR, with special attention to philanthropic and industrial support, much of which appears to be linked to relationships currently fostered and maintained by Dr. Conway.*
- *Enhance the visibility of the excellent educational and training programs of CBR to be used as a template for other Centres at UBC.*
- *LSI and CBS relationships should continue to be maintained strong.*

- *Reestablish periodic external scientific review of CBR faculty and their research programs to maintain scientific rigor and competitiveness.*

Unit's Response:

- Dr. Conway's retention is to be discussed with the Committee of Deans. The CBR Director and members are anxious to help in the search for a successor. We agree that this search should be campus-wide and encompass the Faculties of Medicine, Dentistry, Engineering and Science. Depending on the success of the search, Dr. Conway is willing to extend his term beyond 12 months.
- Ideally, the incoming Director would be transitioned into the position, with introductions to the relationships (industry, private donors, other funding sources) that have been established by Dr. Conway. As manager of the Naiman-Vickars Endowment Fund, Dr. Conway would continue to be involved in CBR activities beyond his term as Director.
- The CBR has an annual operating budget of ~\$700K. This includes ~\$50K annually from UBC sources; the rest is raised through fund-raising. The CBR remains committed to continuing its fund-raising efforts to ensure that its programs meet the needs of its members, with the highest of quality. Any contributions from UBC and CBR-affiliated faculties would be welcome!
- The educational programs remain a priority.
- We are pleased to collaborate with any other UBC groups/centres/institutes in sharing the skills and knowledge that the CBR has acquired re: program development. Indeed, we already collaborate with the LSI Graduate School Association, the UBC Post Doctoral Association, Infectious Diseases and Immunology, and more recently with the School of Biomedical Engineering (SMBE). The CBR is looking forward to partnering with the new Director of the LSI wherever possible to enhance research, education & training opportunities. The CBR Director is on the Executive Steering Committee of the LSI and is an active participant in LSI programs and program development. Opportunities for sharing core facilities (which already exist) will continue to be explored.
- The CBR recently recruited two highly collaborative faculty and their research teams from the SBME into available CBR space in the LSI. The CBR is aiming to use additional freed-up space (from retirements and increased efficiencies), for strategic recruitment of a physician-scientist to address translational research questions in transfusion medicine, hemoglobinopathies, and hemostatic disorders using genomic analysis approaches.
- The CBR continues to take steps to enhance interactions between basic scientists on campus and the clinicians/clinical scientists at affiliated hospitals. To that end, the CBR has most recently recruited Dr. Andrew Shih (Director, Transfusion Medicine, VGH, VCH) and Dr. Hatoon Ezzat (Director, Hemoglobinopathy Program, SPH) as members, both of whom have established collaborations with CBR basic scientists. Additional links are being established via co-supervision of students, and cross-training of clinical trainees, all supported by CBR funding. Further strategic alliances (e.g. with the James Hogg Research Centre, the Divisions of Cardiology and Neurology, the Centre for Brain Health and the Dept of Pediatrics) are being pursued. A new recruitment is planned in molecular genetics and clinical diagnostics as an additional bridge in benign hematology.
- A Scientific Advisory Board will be struck to assess the scientific rigor and competitiveness of CBR programs and members. This may be done in collaboration with the LSI, as the LSI intends to do the same.

University Sustainability Initiative

Summary of External Review in January 2019

Key Findings of the Review Committee:

- *The University Sustainability Initiative (USI) is currently staffed by passionate and dedicated individuals whose enthusiasm for sustainability at UBC is contagious. The groups/pillars of staff on their current configuration function effectively individually but are somewhat disconnected from one another in their efforts.*
- *The USI is housed in the Centre for Interactive Research on Sustainability (CIRS). The occupants of the building with whom we met indicated that the building was an amazing resource for their work as well as for UBC in general. The CIRS operations staff aim to create a positive and supportive environment. Support was heard for continuing to populate the building with all factions of sustainability folk from across campus.*
- *The staff of USI and their colleagues in Campus & Community Planning are doing an admirable job with a variety of student and faculty engagement programs that should be continued and expanded if possible.*
- *The current envisioning of the USI mission is not yet actualized. This is an opportune time for the USI to revisit and clarify its mission statement with an unambiguous future-oriented declaration of its purpose and aspirations, one that will resonate with all USI stakeholders and campus partners.*
- *The USI budget has decreased in both real and relative terms in recent years. The decreasing and continuously lean budget has forced some difficult decisions including a reduction in administrative staff. Some comments received suggested that the budget allocation as currently designed could be hindering innovation.*
- *The success of the USI is dependent upon effective cross departmental working relationships. The Steering and Working Group committee structure has not been active since 2015 and therefore some of the partnerships and connections have diminished over time.*
- *Many of those interviewed sought greater access to, and understanding of, the work of the numerous related entities and opportunities for strategic partnerships.*

Key Recommendations of the Review Committee:

- *The Executive Director should engage with USI staff, key stakeholders and university administrators to clarify and/or create a fresh and unified mission statement with a shared vision. The USI should develop clearly articulated goals based on the clarified mission statement.*
- *Establish a renewed governance structure to reset areas of concern and move forward as a collective.*
- *Evaluate and reconfigure current staffing structure to advance the USI mission. Reevaluate the role of additional research entities currently housed but not embedded in USI.*
- *Continue and possibly expand the SEEDS, Scholar, Ambassadors, and Faculty Fellows programs, as resources and demand indicate.*
- *Expand engagement by convening diverse faculties to facilitate interdisciplinary sustainability research and curriculum, including applied science, natural sciences, social sciences, the professions and the humanities. One mechanism for achieving this would be to bring back the sustainability*

research fellows' program that financially incentivized faculty to co-develop proposals.

- *Create a physical space plan for CIRS that ensures that all inhabitants engage in work directly related to the UBC sustainability mission and encourage the use of common areas for like-minded individuals to gather. The USI should work with relevant Deans, Faculty, administrators, central booking services and event planners to increase sustainability programming in CIRS (e.g. public lectures, sustainability-related meetings, etc.) to showcase the facilities.*
- *The university should provide a 5-year budget for USI that would increase the prospects for innovation, and should allocate additional funds to enable the hiring of more support staff to the USI. The Executive Director should dedicate more time to working with the university to leverage funds through fundraising and alumni development activities.*
- *Conduct a landscape analysis of sustainability activities and research at UBC.*
- *Host an annual event that brings the numerous relevant programs together and celebrates the collective sustainability work at UBC.*

Unit's Response:

- We appreciate the recognition of the USI's achievements in the nine years since it was founded. The overall sentiment of the report was very positive and we particularly appreciate the review committee's challenge to us that we can move from a position of "distinction to brilliance as a sustainability leader in higher education."
- The report suggested that the USI would benefit from a process that will refresh the mission and purpose of the initiative. We recognize that the context in which we operate on campus has changed over the years and that while the Sustainability Academic Strategy provides a strong foundation, we need to invest time in aligning the USI with these new conditions as well as with the new UBC Strategic Plan. Based on the clarified mission and on guidance from the Provost and VP Research, we will develop a 3-5 year plan for USI.
- The budget available to USI has been a key constraint on our ability to expand engagement in teaching and learning and, in particular, on our ability to develop a broader research program across the campus. That said, recognizing that resources are always scarce in universities, we are committed to working with the development office to find donations and partnerships that provide us with a greater pool of resources.
- From a governance perspective, it was noted that an evolving mission may require new layers of governance and that a number of key committees have met less frequently in recent years. Working within the existing mandate, we've already invested time in re-energizing those committees and in strengthening our ties to related initiatives across campus including Wellbeing, Indigeneity, Equity and Inclusion, and the Clean Energy Research Centre. With a clear and refreshed mission, we will be able to give stronger direction to those committees.
- Partnerships: The Scholars program is the cornerstone of our relationship with regional stakeholders. Building on the recommendations from the President's Roundtable we are working closely with Campus and Community Planning to convene a regional leadership forum to strengthen our ties to institutions in the local community. Looking to our international partnerships, our work with ISCN (the International Sustainable Campus Network) is the priority area and represents the most significant investment of our time and resources. This network will remain a priority in the future.

UBC Vantage College
Summary of External Review in November 2018

Key Findings of the Review Committee:

- *Reviewers were very impressed by Vantage College recognizing that it drives internationalisation, and that it makes a contribution to teaching and learning innovation across the broader campus.*
- *Many elite internationally ambitious universities would be delighted to boast a College like Vantage on their campus.*
- *Reviewers recognized the huge strides that have been made in few years and the report commends the leadership and faculty and staff of the College.*
- *The College is financially sustainable and returns a consistent and healthy transfer of funds to the Central Administration.*
- *Reviewers were impressed by the faculty and staff at the College observing that they were enthusiastic, dedicated to their mission, and collegial.*
- *Vantage College students are confident working in English and confident scholars by the time they move into second year courses. The 11-month program is very intensive – in terms of student effort, contact hours, and faculty and staff commitment - but the outcomes are good. Data analysis of student performance and distribution of reports widely within the university will provide helpful evidence of the skills and competencies of Vantage College students.*
- *Teaching in Vantage College is characterized by innovative pedagogical approaches especially with academic English. The student learning experience includes small classes, higher levels of academic and social support, and more frequent interactions between students and professors which promote student learning and engagement.*
- *Some concern was expressed about the workload involved in teaching in the Vantage College program, although it seems to affect some faculties more adversely than others. The workload around each class appeared to be higher than it would be for teaching solely within the Faculties. The current model requires that content faculty have a dual role, teaching both within the Faculty and within Vantage College.*
- *Questions arose whether the College has been successful in helping to build diversity at the university. If Vantage College is given an increased level of control over its marketing, it may be able to improve on its diversity.*

Key Recommendations of the Review Committee:

- *That Vantage College re-aligns its strategic goals with UBC's new Strategic Plan. Reviewers recognized that Vantage's work and purpose resonate strongly with the new Plan's cross cutting themes.*
- *The College should seek to establish itself at the university and among Canadian post-secondary institutions as an interdisciplinary hub, where applied linguistics and disciplinary faculty collaborate to mobilize and create new knowledge regarding student language learning trajectories and academic outcomes.*
- *The following aspects of workload should be investigated fully and more flexibility built into the current workload model: (a) requirement for content and EAP faculty to observe each other's classes;*

(b) dual role requirement, i.e. teaching in both the Faculty and Vantage College; (c) high level of collaboration and meetings expected by Vantage College.

- *Tracer studies should be established for the various cohorts entering second year, i.e. domestic, Vantage College, direct international, international through high schools, and international through local colleges.*
- *The College should be enabled to conduct more of its own marketing and recruitment; for example, to target schools where students possess Vantage College's language range for admission.*

Unit's Response:

- In order to respond to a number of the reviewers' recommendations, Vantage College will undertake a strategic planning process.
- We agree with the recommendation that the College should seek to establish itself at the university and among Canadian post-secondary institution as an interdisciplinary hub, where applied linguistic and disciplinary faculty collaborate to mobilize and create new knowledge. Within the Vantage One programs, course sequences and the approach to language teaching are excellent points of departure for how Vantage can strengthen and expand on interdisciplinarity.
- The College will continue to consult with leaders within the International Student Initiative about how best to achieve specific marketing and recruitment goals. The College has already begun consultations and continues to work with the Senate Admissions Committee on equitable strategies for diversifying enrolment -- e.g. new scholarships and financial aid initiatives, targeted use of third-party recruitment agents, implementing broad based admissions, and other related admissions policies.
- The reviewers recommend that the College ensure that appropriate recognition and flexibility be built in the current workload model for Vantage faculty. The College has taken a proactive approach here and recognizes that Vantage faculty teach in a unique context and real workload differences do exist. Coordination with other courses and working collaboratively with colleagues, including colleagues from outside one's own discipline, is required and supported. While these principles and extra resources do exist, we also recognize that there is space where the college can continue to be innovative in developing additional strategies to support faculty. We intend to enhance communication to share this information more widely with concrete examples of the range of appointment types and contexts at Vantage. One area where significant progress has been made is to ensure that all job postings, hiring processes and offer letters contain language about the coordinated and collaborative nature of teaching in Vantage. The College was proactive in facilitating conversations that led to the creation of Letters of Understanding between the University and the UBC Faculty Association. These principles, expectations and success stories need to be shared widely outside the college so that faculty can be confident their work is being accurately represented and recognized.
- We agree that longitudinal studies are the best way to provide accurate evidence of the effectiveness of Vantage programming. All of the metrics suggested are currently being tracked for Vantage students by the Office of Planning and Institutional Research (PAIR). We will seek additional support from Planning and Institutional Research for this purpose. The College will continue to communicate these findings regularly to the Vantage steering committee, at Heads & Directors meetings, with all Vantage faculty and staff, and in other appropriate settings.



Date: January 30, 2020

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice-President Academic

Re: **Report to Senate on Student Evaluation of Teaching, 2018-19**

For information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on Student Evaluation of Teaching. The report includes the results for the University Module Items for the 2018W academic year, from September 2018 to April 2019.

The report is submitted in accordance with the Policy on Student Evaluation of Teaching passed by Senate in May 2007, which requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions as defined by the Policy).

Additional information on student evaluation of teaching is available at <https://teacheval.ubc.ca/>.

Attachment: Report to Senate on Student Evaluation of Teaching, 2018-19



STUDENT EVALUATION OF TEACHING REPORT TO SENATE December 2019

2018W SCOPE

A total of 8,744 instructor ratings were submitted to the University, for 7,141 course sections in which the University Module Items were administered. This represents a 9.7% increase in the number of instructor ratings compared to 2017W. A summary of the scope of implementation, by Faculty, is shown in Table 1.

Table 1. Scope of 2018W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	91	163	229	243	341	1,067
Arts	704	446	784	485	390	2,809
Commerce	18	146	252	164	183	763
Dentistry	3	29	22	370	75	499
Education	26	97	313	314	217	967
Forestry	9	33	42	55	41	180
Land & Food Systems	9	25	57	50	50	191
Law		39	66	105	21	231
Medicine ³	12	21	80	100	264	477
Pharmaceutical Sciences	34	30	23	27	3	117
Science	317	262	364	201	253	1,397
Vantage College	46					46
TOTAL	1,269	1,291	2,232	2,114	1,838	8,744

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section/instructor combination.

³ Includes Medicine courses evaluated by Science.



RESULTS

The median scores for the 6 UMI questions, by year level, are shown in Table 2. Percent favourable rating (agree or strongly agree) is given in parenthesis.

Table 2. 2018W Median Score and (Percent Favourable Rating) by Year Level^{1, 2, 3}

UMI	Year Levels						2017W Median
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. The instructor made it clear what students were expected to learn	4.3 (81%)	4.3 (80%)	4.3 (80%)	4.3 (82%)	4.4 (85%)	4.3 (81%)	4.2
2. The instructor communicated the subject matter effectively	4.2 (78%)	4.2 (77%)	4.3 (78%)	4.4 (81%)	4.5 (83%)	4.3 (79%)	4.2
3. The instructor helped inspire interest in learning the subject matter	4.2 (71%)	4.2 (73%)	4.3 (76%)	4.4 (80%)	4.5 (83%)	4.3 (75%)	4.2
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.2 (78%)	4.2 (77%)	4.3 (79%)	4.4 (83%)	4.5 (84%)	4.3 (79%)	4.2
5. The instructor showed concern for student learning	4.2 (77%)	4.3 (81%)	4.3 (82%)	4.4 (85%)	4.6 (89%)	4.3 (82%)	4.3
6. Overall the instructor was an effective teacher	4.2 (78%)	4.3 (79%)	4.3 (79%)	4.4 (82%)	4.5 (85%)	4.3 (80%)	4.3

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Interpolated Median (IMedian)

³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

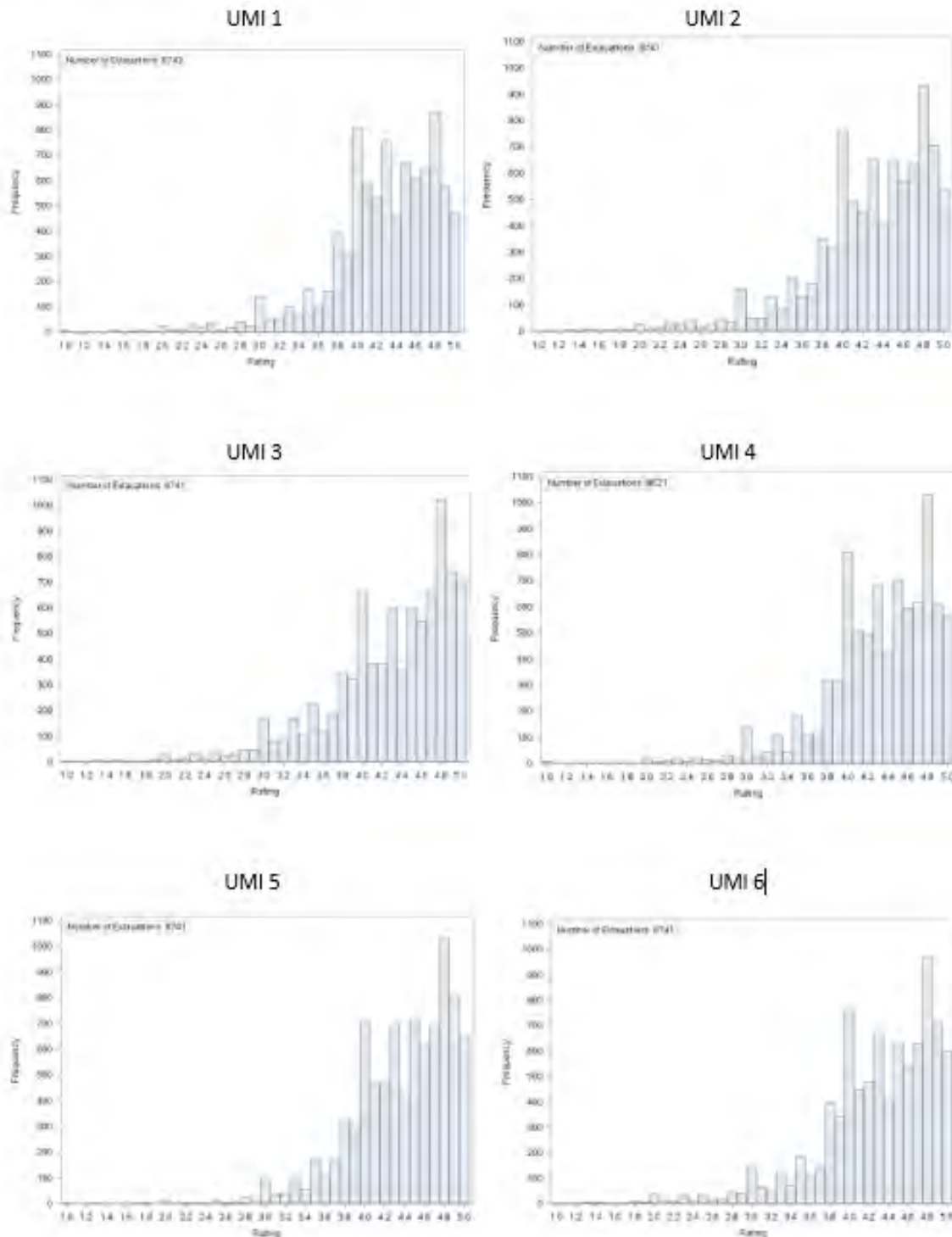
All reference to the median statistic in this report is for the Interpolated median (IMedian). The interpolated median is a special case of the median for discrete data, such as the student evaluation of teaching ratings based on a 5 or 7-point scale. The interpolated median is selected as a measure



of central tendency because it reflects the distribution of values around the median, and is closely associated with the instructor percent favourable ratings.

The distribution of the six UMI median ratings is shown in Figure 1 and summarized in Table 3.

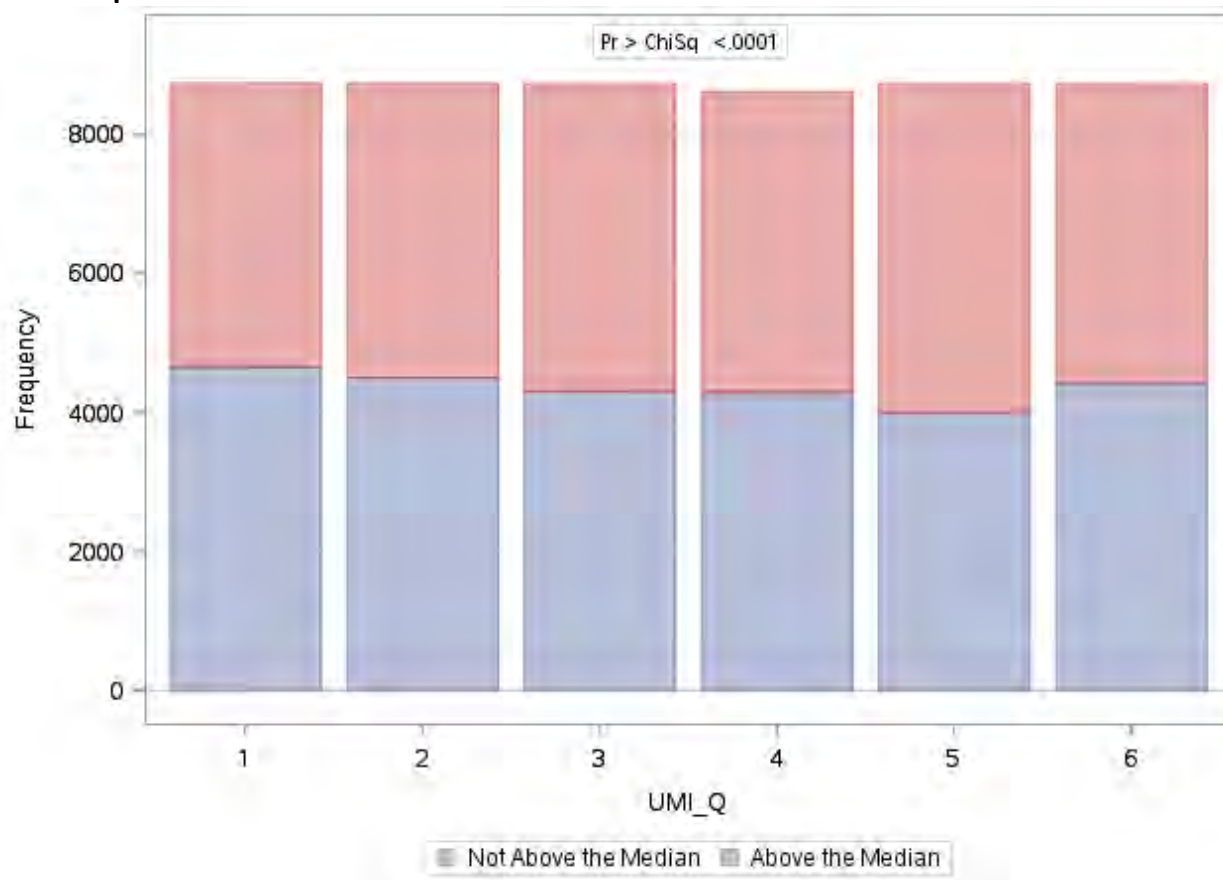
Figure 1. Distribution of Interpolated Median Ratings in 2018W



**Table 3. Percentiles of the six UMI ratings (Interpolated Median)**

UMI	5 th Percentile	25 th Percentile	50 th Percentile	75 th Percentile	95 th Percentile	Interquartile Range
1	3.3	4.0	4.4	4.7	4.9	0.6
2	3.2	4.0	4.4	4.7	4.9	0.7
3	3.1	4.0	4.4	4.7	4.9	0.8
4	3.4	4.0	4.4	4.7	4.9	0.7
5	3.5	4.1	4.4	4.7	4.9	0.6
6	3.2	4.0	4.4	4.7	4.9	0.7

Students' ratings of UMI question 5 (Instructor showed concern for student learning) were significantly higher compared to the other UMI ratings. There was a significantly ($p < 0.001$) higher proportion of UMI question 5 ratings above the overall median (Figure 2). These trends are similar to those of the previous year (2017W).

Figure 2: Frequencies of Interpolated Median above and below an overall median for UMI the six UMI questions



RESPONSE RATES

A summary of the 2018W response rates by class size is given in Table 4. In 2018W, 4,734 instructor ratings (54%) met or exceeded the minimum recommended response rate. The overwhelming majority (> 90%) of instructor ratings in sections with 75 or more students met or exceeded the minimum recommended response rate. These sections accounted for 53% of total enrollment. More than half the sections with 34 or less students did not meet the minimum recommended response rate. These sections accounted for 20% of the total enrollment in 2018. Response rates in 2018 are lower, compared to those of the previous 4 years, and this was mainly due to reasons associated with the implementation of a new, centralized system (Blue by eXplorance) e.g. in term 1, the survey period was shorter by two days and fewer email reminders were sent out due to system limitations.

Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students.

Table 4. Sections Meeting or Exceeding the Recommended Response Rates¹

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate ²	% meeting minimum recommended	
					2018W	2017W
≤ 10	698	902	5,258	75%	26%	34%
11 -19	1,346	1,615	20,111	65%	33%	40%
20 -34	1,819	2,081	47,990	55%	43%	50%
35 - 49	1,136	1,338	46,680	40%	63%	70%
50 -74	829	1,128	49,985	35%	57%	78%
75 -99	367	421	31,717	25%	90%	95%
100 -149	482	593	58,094	20%	97%	90%
150 - 299	431	623	87,097	15%	95%	97%
300 - 499	32	42	10,627	10%	100%	100%
> 500	1	1	518		100%	-
Overall	7,141	8,744	358,077		54%	62%

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis

² Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563



MAGNITUDE AND VARIABILITY OF RATINGS

In this section, we examine the distribution of individual instructor ratings based on their interpolated median (IMedian), percent favourable rating and a measure of variability (dispersion index).

The distribution of instructor ratings for UMI questions 3 and 5, are shown in Tables 5 and 6, respectively. Average percent favourable rating for each cell is given in parenthesis. Percent favourable rating reflects the ratio of students who rated the instructor a 4 or 5 as a percentage of class responses. As would be expected, percent favourable rating decreases as dispersion increases in the first three rows, but increases with dispersion in the lower two rows. Thus, evaluations in the upper left cells have high ratings, with low variability, resulting in high percentages of favourable ratings. Whereas the lower left cells show low ratings, with low variability in students' scores, resulting in low percentages of favourable ratings. Furthermore, instructor evaluations in the bottom two rows, corresponding to an interpolated median of < 3.5, have percent favourable ratings that are below 50%.

Table 5: Distribution of Instructor Ratings for UMI Question 3 for Surveys Meeting the Minimum Recommended response Rate (% favourable rating in parenthesis).

	Variability in Instructor Rating (dispersion) ¹								Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	> 0.85	
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)								
< 5.0	91 (100%)	493 (99%)	604 (96%)	573 (90%)	365 (83%)	39 (74%)	5 (70%)		2,170
< 4.5	1 (100%)	3 (100%)	68 (96%)	312 (87%)	749 (78%)	203 (72%)	21 (66%)	1 (71%)	1,358
< 4.0			7 (74%)	50 (65%)	305 (63%)	324 (59%)	46 (56%)	2 (53%)	734
< 3.5			2 (26%)	14 (37%)	91 (40%)	160 (42%)	38 (43%)	2 (47%)	307
< 3.0			1 (0%)	1 (6%)	29 (17%)	97 (24%)	34 (32%)	3 (36%)	165
									4,734

¹ Based on an ordinal dispersion index

As evident in Tables 5 and 6, most of the low ratings with low dispersion index (lower left cells of the tables) are from surveys that did not meet the minimum recommended response rates.

**Table 6. Distribution of Instructor Ratings for UMI Question 5 for Surveys Meeting the Minimum Recommended response Rate (% favourable rating in parenthesis).**

	Variability in Instructor Rating (dispersion) ¹							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	> 0.85	
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)							
< 5.0	87 (100%)	510 (99%)	854 (97%)	616 (90%)	193 (84%)	15 (74%)	2 (66%)	2,277
< 4.5		6 (97%)	209 (95%)	658 (87%)	617 (79%)	70 (72%)	3 (68%)	1,563
< 4.0		5 (77%)	23 (73%)	93 (68%)	415 (64%)	156 (59%)	20 (54%)	713
< 3.5			1 (21%)	11 (41%)	53 (42%)	70 (42%)	11 (42%)	146
< 3.0			1 (0%)		8 (20%)	24 (26%)	2 (29%)	35
								4,734

Tables 5 and 6 provide an analysis of UMI ratings and the associated variability in instructor rating, as measured by the dispersion index. As an example of how to interpret this, consider the middle row in Table 6. There are 713 instructor ratings within this rating band of UMI 5 score between 3.5 and 4.0. Of these, 93 have a dispersion index between 0.3 and 0.4, and within these 93 instructor ratings, there is (on average) 68% of respondents who rated their instructors favourably (the sum of 'agree' and 'strongly agree' categories on UMI 5).

Within this subset of the dataset, it would be plausible to find a median UMI score of e.g. 3.7, where more than two thirds of the student respondents rated the instructor favourably. This illustrates the additional insight gained from considering both the raw UMI score and the variability in instructor rating that this measure of dispersion provides.

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion. Few instructor ratings with extreme dispersion index, met the minimum recommended response rate (last column in Tables 5 and 6). It is worth noting that such extreme distributions, indicative of polarized ratings, are not common and mostly occur in smaller classes; often where the minimum recommended response rate is not met.

Graphical depictions of the data in Tables 5 and 6 are given in figures 3 and 4, respectively.



Figure 3: Graphical depiction of the distribution in Table 5, for UMI 3.

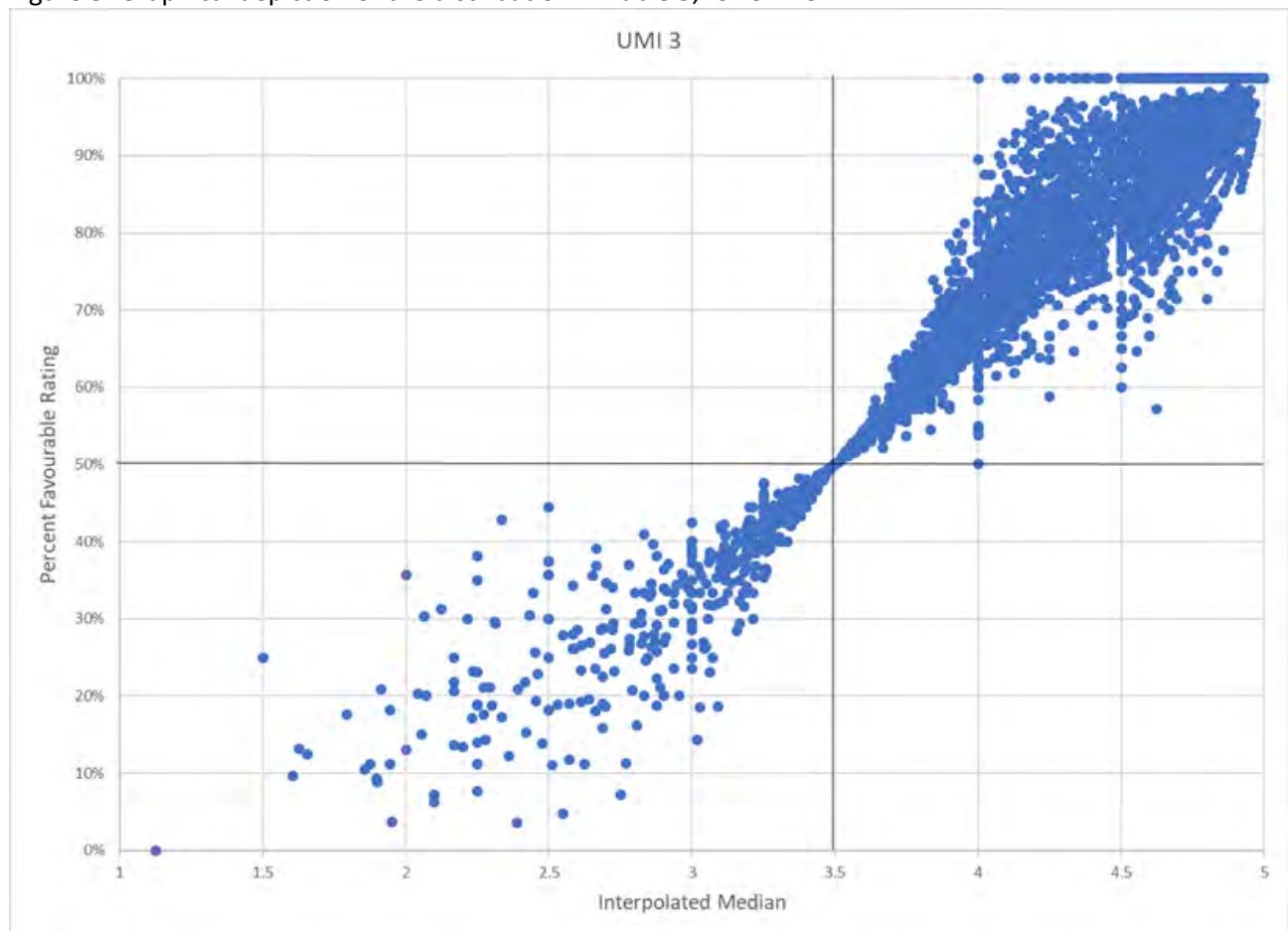
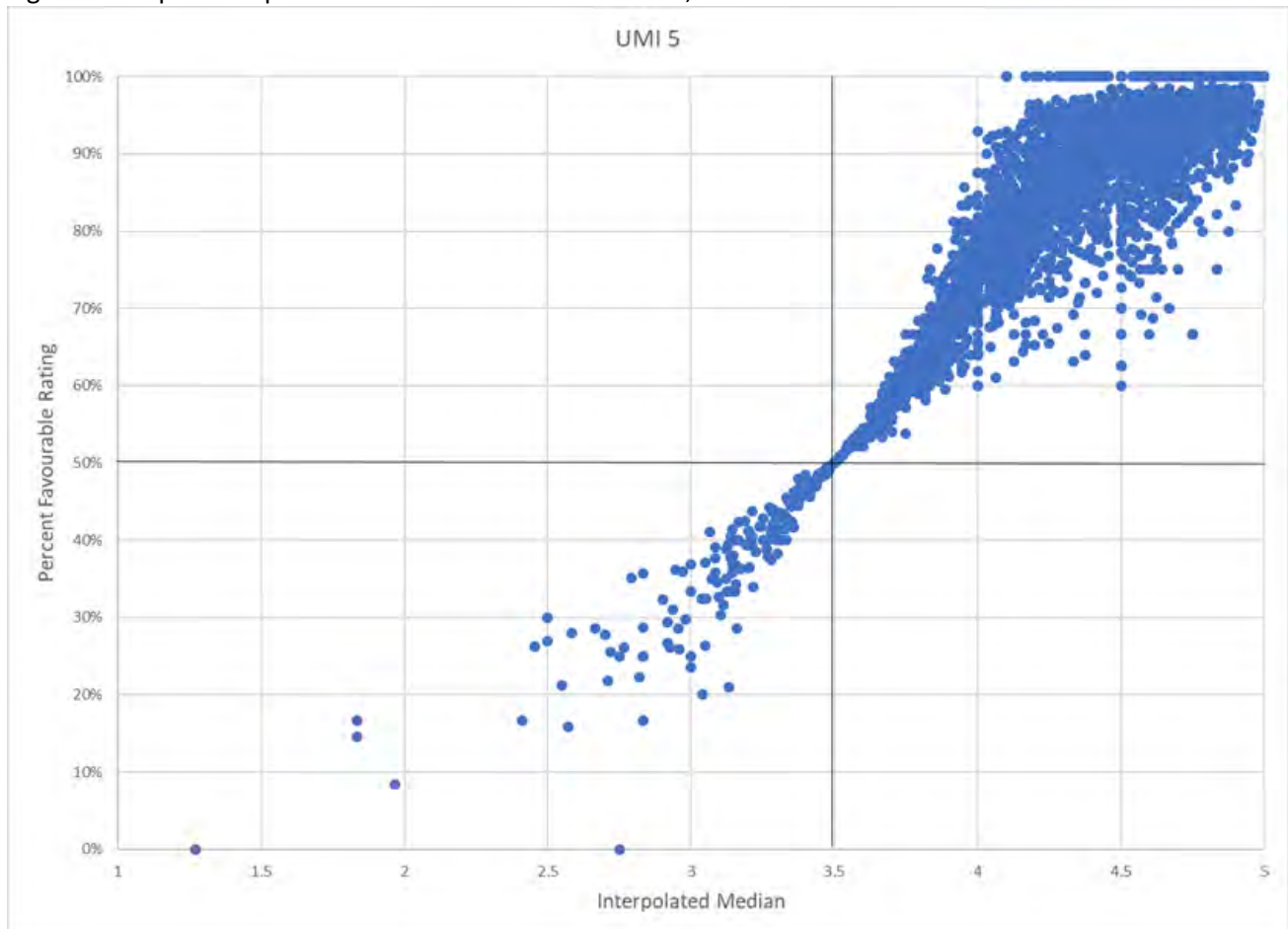




Figure 4: Graphical depiction of the distribution in Table 4, for UMI 5.



As evident in figures 3 and 4, the pivot point in the relationship between the interpolated median and percent favourable rating is 3.5 and 50%. This relationship is such that, no instructor evaluation with an interpolated median below 3.5 would have a percent favourable rating above 50%, nor would evaluations with an interpolated median above 3.5 have favourable ratings below 50%. As such, the upper right quadrant, in figures 3 and 4, corresponds to the first three rows in Tables 5 and 6. Instructor evaluations in this quadrant received favourable ratings of 50% or higher. Likewise, the lower left quadrant corresponds to the bottom two rows in the tables and includes evaluations with less than 50% favourable ratings.



IN-CLASS SUBMISSIONS AND RESPONSE RATES

At the beginning of the 2013 academic year, the Provost's office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).

Over the past four years, we monitored and consistently observed an increase in response rates and decrease in the variance of these rates as the proportion of in-class submissions increase. We, therefore, encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.



THE UNIVERSITY
OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

2020/2021 Academic Year

Date 12 February 2020

To Senate

From Kate Ross, Associate Vice-President Enrolment Services & Registrar

Key dates for the 2020/21 **Winter Session** are as follows:

Winter Session Term 1

Term 1 begins	Tuesday, September 8, 2020
Last day of Term 1 classes for most faculties	Thursday, December 3, 2020
First day of exams for Term 1	Monday, December 7, 2020
Last day of exams for Term 1	Tuesday, December 22, 2020
Number of Teaching Days	61

Winter Session Term 2

Term 2 begins	Monday, January 4, 2021
Mid-term break	February 15 – February 19, 2021
Last day of Term 2 classes for most faculties	Thursday, April 8, 2021
First day of exams for Term 2	Tuesday, April 12, 2021
Last day of exams for Term 2	Tuesday, April 27, 2021
Number of Teaching Days	62

Key dates for the 2021 **Summer Session** are as follows:

Summer Session Term 1

Term 1 begins	Monday, May 10, 2021
Last day of Term 1 classes for most faculties	Thursday, June 17, 2021
First day of exams for Term 1	Monday, June 21, 2021
Last day of exams for Term 1	Friday, June 25, 2021
Number of Teaching Days	28

Summer Session Term 2



Term 2 begins	Monday, July 5, 2021
Last day of Term 2 classes for most faculties	Thursday, August 12, 2021
First day of exams for Term 2	Monday, August 16, 2021
Last day of exams for Term 2	Friday, August 20, 2021
Number of Teaching Days	28

Draft term and examination dates for academic years up to and including 2023/2024 may be viewed on the Senate website: <https://senate.ubc.ca/vancouver/termdates>