



## Vancouver Senate

### THE FIRST REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2020/2021 ACADEMIC YEAR

**WEDNESDAY, 16 SEPTEMBER 2020**

**6:00 P.M.**

#### VIA REMOTE ATTENDANCE

1. Welcome – Dr Santa J. Ono (information)
2. **Senate Membership**
  - a. 2020-2023 Senate Membership – Dr Kate Ross (information) (docket page 4)
  - b. Senate Nominating Committee Membership – Dr Kate Ross (information) (docket page 6)
3. **Minutes of the Meetings of 27 May and 22 July 2020 – Dr Santa J. Ono** (approval)  
(docket pages 7-39, 40-67)
4. **Business Arising from the Minutes – Dr Santa J. Ono (information)**
5. **Remarks from the Chair and Related Questions – Dr Santa J. Ono (information)**
6. **From the Board of Governors – Dr Santa J. Ono (information)**

Confirmation that material from the following meetings as approved by Senate were subsequently approved by the Board of Governors as required under the *University Act* (information):

#### **February 12 2020**

Curriculum proposals from the Faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies, Allard School of Law, and Science;  
New program option Master of Business Administration and Master of Business Analytics Dual Degree;  
New awards and amendments to existing awards; and  
Enrolment targets for 2020-2021.

#### **April 15 2020**



Curriculum proposals from the Faculties of Allard School of Law, Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies, Land and Food Systems and Science;

New awards and amendments to existing awards; and,

Establishment of BioProducts Institute.

## **7. Correspondence – Dr Santa J. Ono**

**Letter from Senators Dante Agosti-Moro and Natasha Rygnestad-Stahl Regarding Senate Appeals Procedures** (referral) (docket pages 68-76)

*The Senate Agenda Committee recommends that this letter be referred to the Senate Nominating Committee for consideration in consultation with the appeals committees.*

## **8. Joint Report of the Admissions and Curriculum Committees – Prof. Carol Jaeger**

New Program: Bachelor of Indigenous Land Stewardship (approval) (docket page 77-133)

## **9. Agenda Committee – Max Holmes**

Delegation of Authority for Minor Changes to Awards to Senate Awards Committee (approval) (docket page 134)

## **10. Awards Committee – Dr Lawrence Burr**

New and Revised Awards (approval) (docket page 135-152)

## **11. Curriculum Committee – Prof. Carol Jaeger**

- a. Ratification of Material Approved in the Summer Months (approval) (docket page 153-205)
- b. New Certificates (information) (docket page 206-227)

## **12. Nominating Committee – Dr Paul Harrison**

Appointments to Standing Committees of Senate and the Council of Senates (approval) (docket pages 228-230)

## **13. From the President – Dr Santa J. Ono**

2020-2021 Budget Presentation and 2019 Financial Statements – with Vice-President Peter Smailes (information) (docket page 231-282)



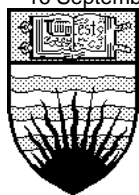
#### **14. Report from the Provost – Dr Andrew Szeri**

Update on the Integrated Renewal Program (information) (docket pages 283-307)

#### **15. Report from the Registrar – Dr Kate Ross**

2020-2023 Triennial Election Results (continued) (information) (docket page 208)

#### **16. Other Business**



# The University of British Columbia – Vancouver Senate

## Members of Senate

Effective 1 September 2020

### EX OFFICIO

<b>Chancellor</b>	The Hon. Steven L. Point
<b>President, Chair</b>	Dr. Santa Ono
<b>Academic Vice-President</b>	Dr. Andrew Szeri
<b>Chief Librarian</b>	Dr Susan Parker
<b>Director of Continuing Education</b>	Dr. Simon Bates

### DEANS OF FACULTIES

<b>Applied Science</b>	Dr. James Olson
<b>Arts</b>	Dr. Gage Averill
<b>Commerce and Business Administration</b>	Dr. Robert Helsley
<b>Dentistry</b>	Dr. Mary MacDougall
<b>Education</b>	Dr. Blye Frank
<b>Forestry</b>	Dr. John Innes
<b>Graduate and Postdoctoral Studies</b>	Dr. Susan Porter
<b>Land and Food Systems</b>	Dr. Rickey Yada
<b>Law</b>	Dr. Janine Benedet (pro tem.)
<b>Medicine</b>	Dr. Dermot Kelleher
<b>Pharmaceutical Sciences</b>	Dr. Michael Coughtrie
<b>Science</b>	Dr. Meigan Aronson

### ELECTED BY THE FACULTIES

<b>Applied Science</b>	Dr. Maura MacPhee Dr. Sathish Gopalakrishnan
<b>Arts</b>	Dr. C.W. Marshall Dr. Merje Kuus
<b>Commerce and Business Administration</b>	Dr. Adlai Fisher Dr. Kin Lo
<b>Dentistry</b>	Dr. Nancy Ford Dr. TsingChi Von Burgmann
<b>Education</b>	Dr. Guy Faulkner Dr. Robert Boushel
<b>Forestry</b>	Dr. Janette Bulkan Dr. Hisham Zerriffi
<b>Graduate and Postdoctoral Studies</b>	Dr. Julian Dierkes Vacancy
<b>Land and Food Systems</b>	Dr. Sue Grayston Dr Anubhav Singh
<b>Law</b>	Dr Shigenori Matsui Prof. James Stewart
<b>Medicine</b>	Dr. Alex Scott Vacancy
<b>Pharmaceutical Sciences</b>	Dr. Abby Collier Dr. Ingrid Price
<b>Science</b>	Ms. Karen Smith Vacancy

### ELECTED BY THE JOINT FACULTIES

Dr. Peter Choi	Prof. Carol Jaeger
Dr. Peter Englezos	Dr. Charles Menzies
Dr. Susan Forwell	Dr. Santokh Singh
Dr. Joanne Fox	Dr. Lynn Stothers
Dr. Alison Greig	Dr. Sally Thorne
Dr Andre Ivanvo	Dr. Pamela Wolf

### ELECTED BY THE CONVOCATION

Mr Francis Andrew	Mr Haymen Leong
Dr. Lawrence Burr	Dr Richard Spencer
Dr Andrea Dulay	Mr Mike Stewart
Mr Benjamin Fischer	Mr Matthew Tan
Prof John Gilbert	Dr Austin Uzama
Dr Paul G. Harrison	Ms Angela Zhao

### ELECTED BY THE PROFESSIONAL LIBRARIANS

Mr. George Tsiakos, Law Librarian

### REPRESENTATIVES OF AFFILIATED COLLEGES

<b>St Mark's College</b>	Dr. Michael Higgins
<b>Vancouver School of Theology</b>	The Rev. Dr. Richard Topping
<b>Regent College</b>	Dr. Jeffrey Greenman
<b>Carey Theological College</b>	The Rev. Dr. Colin Godwin

### ELECTED BY THE STUDENTS

(Term from April 1, 2020 to March 31, 2021.)

<b>Applied Science</b>	Alex Gonzalez
<b>Arts</b>	Justin Zheng
<b>Commerce and Business Administration</b>	Dante Agosti-Moro
<b>Dentistry</b>	Diane Nguyen
<b>Education</b>	Vacancy
<b>Forestry</b>	Chalaya Moonias
<b>Graduate and Postdoctoral Studies</b>	Arezo Alemzadeh Mehrizi Tarique Benbow
<b>Land and Food Systems</b>	Anisha Sandhu
<b>Law</b>	Natasha Rygnestad-Stahl
<b>Medicine</b>	Tyler Yan
<b>Pharmaceutical Sciences</b>	Nick Pang
<b>Science</b>	Danny Liu Eshana Bhangu, Arts Julia Burnham, Graduate and Postdoctoral Studies Cole Evans, Arts Christopher Hakim, Arts Max Holmes, Arts
<b>Members at-large</b>	

### OFFICERS

<b>Chair</b>	Dr Santa J Ono
<b>Vice-Chair</b>	Max Holmes (to 31 March 2021)
<b>Secretary (non-member)</b>	Dr Kathleen Ross
<b>Clerk (non-member)</b>	Mr Christopher Eaton



## **The University of British Columbia – Vancouver Senate**

### **Members of Senate**

Effective 1 September 2020



To: Senate  
From: Kate Ross, Registrar  
Re: Senate Nominating Committee  
Date: 4 September 2020

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As a result of the call for nominations issued on 24 July 2020, five faculty members senators accepted nominations for the six seats on the Senate nominating committee available to them. The following senators are thus acclaimed as elected to the Senate Nominating Committee from 1 September 2020 to 31 August 2023 and thereafter until their successors are elected:

Andre Ivanov  
Kin Lo  
Christopher Marshall  
Charles Menzies  
Lynn Stothers

Further, this a call for nominations for the final vacancy for a final senator who is a faculty member for the Senate Nominating Committee. Nominations are due by email to [Christopher.eaton@ubc.ca](mailto:Christopher.eaton@ubc.ca) by 1 October 2020. If there is more than one nominee, an election will be held at the next regular meeting of Senate

Finally, as a result of that call for nominations, four convocation senators were nominated for the two seats on the Senate Nominating Committee available to them. Senators John H.V. Gilbert, Paul G. Harrison, Austin Uzama, and Angela Zhao were nominated and an election was held from 21 to 31 August 2020. The following senators were elected to the Senate Nominating Committee from 1 September 2020 to 31 August 2023 and thereafter until their successors are elected:

Paul G. Harrison  
Angela Zhao



# VANCOUVER SENATE

## MINUTES OF 27 MAY 2020

### DRAFT

#### Attendance

**Present:** S. Ono (Chair), K. Ross (Secretary), L. Gordon, A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, R. Helsley, B. Frank, J. Innes, S. Porter, R. Yada, C. Dauvergne, D. Kelleher, M. Coughtrie, M. Aronson, M. Isaacson, V. Bungay, M. Kuus, A. Fisher, G. Faulkner, K. Lo, D. MacDonald, H. Von Bergmann, R. Boushel, P. Marshall, V. Griess, I. Frigaard, T. Rogers, S. Grayston, S. Matsui, C. Krebs, M. Koehoord, A. Collier, P. Loewen, M. Thachuk, S. Forwell, P. Harrison, C. Jaeger, P. Keown, A. Kindler, W. McKee, A. Ivanov, A. Murphy, S. Singh, S. Thorne, T. Ahmed, L. Burr, A. Dulay, B. Fisher, J. Gilbert, S. Haffey, M. MacDougall, D. Kelleher, D. MacDonald, H. von Bergmann, V. Griess, W. McNulty, S. Ngo, J. Shepherd, , R. Tees, G. Tsiakos, A. Gonzalez, K Zhang, D. Agosti-Moro, C. Koenig, C. Moonias, A. Alemzadeh Mehrizi, N. Pang, N. Rygnestad-Stahl, T. Yan, D. Liu, J. Burnham, C. Evans, C. Hakim, M. Holmes

**Regrets:** C. Marshall, A. Sheppard, C. Nislow, P. Choi, L. Stothers, H. Leong, M. Stewart, R. Topping, C. Godwin, J. Greenman, D Nguyen, T. Benbow, L. Milroy

#### Call to Order

The Chair of Senate, Dr Santa J. Ono, called the ninth regular meeting of the Senate for the 2019/2020 academic year to order at 6:12 pm.

#### NEW MEMBERS:

The Registrar, Dr Kathleen Ross welcomed the following new members to Senate:

Justin Zheng, Student, Faculty of Arts (To 31 March 2021)

Diane Nguyen, Student, Faculty of Dentistry (To 31 March 2021)

The Registrar also informed the Senate that the election of a student from the Faculty of Land and Food Systems has resulted in a tie. In accordance with Section 16(3)(a) of the University Act, the Senate would cast a deciding and preparations are under way for that process.

#### NOMINATING COMMITTEE

Dr Ross advised that as a result of the call for nominations issued last month, J. Maximillian Holmes and Natasha Rygnestad-Stahl were acclaimed as elected to the Senate Nominating Committee until 31 March 2021 and thereafter until replaced.



## Minutes of the Previous Meetings

Richard Tees	}	<i>That the minutes of 8 and 15 April 2020 be adopted as presented.</i>
Claudia Krebs		

Approved

## Remarks from the Chair

The President and Chair of Senate, Dr Santa Ono, noted that the University was hard at work preparing for Fall term. He noted that as earlier announced, fall term courses will be a mix of online and face-to-face – depending on the program. UBC will maintain a clear focus on ensuring high- quality face-to-face instruction where possible, and high-quality remote instruction. Dr Ono said that the administration recognized that each Faculty will wish to apply its own program delivery model and we are working closely with the Faculties as they plan these changes.

The President said that UBC was committed to continuing to provide services and amenities that help create a healthy, safe and supportive community environment to the very best of our abilities. To help students get the best out of their courses, we have put a number of supports in place, including: including academic advisors for general academic questions about topics like program planning, degree requirements, or academic concessions; and accessibility advisors who can help with disabilities or specific challenges which make learning more difficult. Dr Ono further advised that UBC would be offering a series of online learning skills workshops for students starting next month. These cover such topics as balancing learning and living at home; online group presentations; online communication skills and time management while learning online, and to that end UBC was offering financial support for students who face barriers to accessing online learning.

The President noted that comprehensive planning is underway for first-year experience and reopening, including plans for New Student Orientation (virtual), Housing, Dining, Athletics and Recreation, Accessibility, Student Engagement, Student Health Services, and Student Counseling Services

Support is also there for faculty, whether their courses are online, face-to-face or blended. In particular, the repurposed Teaching and Learning Enhancement Fund (TLEF) grant process is underway to support redesign of fall courses to be taught online. Dr Ono advised that associate deans in each faculty received the application forms last Friday and the first applications have been adjudicated. Communications to faculty and staff about the different approach taken for this year's TLEF are being prepared.





With regards to research, a joint research/operation steering committee has facilitated the development of faculty plans for the phased resumption of research. The first completed plans are being reviewed. Further to this, the UBC Research Staff and Trainee Emergency Fund, which mitigates salary and stipend shortfalls due to loss of industrial or foundation funding, adjudicated the first applications and provided the first awards.

Finally, the President noted the Vancouver and Okanagan virtual graduation ceremonies planned for next week. UBC remains committed to having a face-to-face graduation when possible.

### Candidates for Degrees

Dante Agosti-Moro	}	<i>That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2020 or as otherwise specified, and that a committee comprised of the Registrar, the dean of the relevant faculty and the Chair of Senate be empowered to make any necessary adjustments</i>
Alex Gonzalez		

Approved

Note: Senator Burnham abstained

### Council Budget Committee

The Chair of the Vancouver Sub-Committee of the Council of Senates Budget Committee, Senator Christopher Hakim, presented

#### ANNUAL REPORT

In addition to the written report distributed, Senator Hakim noted that the Committee had had recent discussions regarding both the Integrated Renewal Program and the effects of the COVID-19 pandemic on the University budget.

### Academic Building Needs Committee

The Chair of the Academic Building Needs Committee, Dr Michael Isaacson, presented.

#### ANNUAL REPORT



In addition to the written report distributed, Senator Isaacson thanked his committee members, the administration, and the Senate staff for their work.

### Academic Policy Committee

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

#### REVISIONS TO V-125 – TERM AND FORMAL EXAMINATION SCHEDULING

Paul Harrison	}	<i>That Senate approve revisions to Policy V-125 – Term and Formal Examination Scheduling as set out in the attached</i>
John Shepherd		

Senator Harrison introduced the proposal, which proposed to create a reading break in the first term of the Winter Session. The proposal is the result of a compromise from many different options and interests. The number of days available in the first term is very limited; the option being proposed retains many of the features of our current schedule but creates a break by contracting the formal examination schedule.

Senator Lo, Chair of the working group that reviewed the term schedule, said that this work was informed by a survey of students and faculty, where there was overwhelming support for having a break and doing so by compressing the examination schedule to 12 consecutive days.

Senator Holmes said that it was great to see this progressing as students had been passionately advocating for this change for a long time and that we should thank the students for their initiative. He specifically referenced Kevin Doering, Roshni Pen and Alexa Tanner. He also noted the changes in the Withdrawal date as being a positive change for UBC. He noted with concern how long it took the Senate to act on this matter and said that the Senate not being proactive was a governance challenge for UBC. That said, he was in support of the proposal and expressed his thanks for Senator Lo and others' work.

Senator Harrison said that the extension in the Withdrawal deadline referenced was something that had been worked on for several years and was intended to give students more time to have meaningful feedback on their courses prior to needing to decide to withdraw or continue. This is a frequent concern heard by instructors and advisors.

Senator Jaeger said that she supported the proposal and knew that it was a difficult set of decisions to weigh. She said that she was surprised by the continuation of the two-week period to drop with no record and for some courses, such as team projects, this was a difficulty and asked if we could consider different withdrawal regulations for different courses.

Senator Thachuk asked why Remembrance Day was chosen instead of Thanksgiving as the day to add a break to. Secondly, he asked if Imagine UBC could be moved to gain more flexibility.



Senator Harrison said that the choice of where to put the break was looked at carefully and Remembrance Day is a moving target and it was felt that making that break into a standard number of days would be better than extending Thanksgiving. We heard different things from students, but most said that November with a Vancouver fall gloom would be better to raise student spirits and allow some early preparation for final examinations. As for Imagine Day, this has become an important part of the student experience at UBC and it was felt that to try to move that or separate it from the start of teaching would not be as good of an experience. Also, moving activities to before Labour Day was considered but not viewed as a good idea for logistic reasons.

Senator Rygnestad-Stahl asked why we were not implementing the term change until 2021.

Senator Lo said that there are a lot of system, scheduling, and logistically changes that need to be put into place before we can change the academic year. It would be very difficult to change next year at this point.

Senator Kindler spoke with concern that we were continuing to associate credit values with contact hours for courses given the changes in education and pedagogy available. She said that we should not view approving these policy changes as perpetuating that system. Secondly, she asked if accommodations will be made for students who cannot write exams on Sundays due to their faith.

Senator Harrison said that our religious observance policy allows students to seek accommodations in such circumstances. Also, with respect to Senator Jaegers concerns there was a conversation about separating the Add/Drop dates that needs to continue.

Approved

#### REVISIONS TO THE AFFILIATION OF ST. MARKS COLLEGE

Paul Harrison  
Sean Haffey

}

*That Senate approve amendments to the affiliation between The University of British Columbia and St. Mark's College as set out in the attached.*

Dr Harrison said that our relationship with the theological colleges was regulated by a variety of statutes of affiliation and policies. This proposal was brought forward as St Mark's College wishes to amalgamate with Corpus Christi College (its co-administered liberal arts transfer college), and further to that, it was noted by UBC that St Mark's College was offering an undergraduate degree on theology, which was not something contemplated by University policies.



Dr Peter Meehan, Principal of St. Mark's College and President of Corpus Christi College spoke to the amalgamation and need to amend the affiliation. He noted that if approved by UBC, St Mark's will be asking the Province to amend its enabling statute to do the same.

Approved

## Admissions Committee

The Chair of the Senate Admissions Committee, Professor Carol Jaeger, presented.

### EXPERIMENTAL MEDICINE - DOCTOR OF PHILOSOPHY

### MEDICAL GENETICS – MSC/PHD ADMISSION REQUIREMENTS

### TOEFL & GRE REQUIREMENTS

Carol Jaeger  
Verena Griess

} *That Senate approve the changes to admission requirements to the Doctor of Philosophy, Experimental Medicine program in the Department of Medicine, effective 2020 Summer Session;*

*That Senate approve changes to admission requirements to the Doctor of Philosophy, Medical Genetics and Master of Science, Medical Genetics programs in the Department of Medical Genetics effective 2020 Winter Session;*

*That Senate approve changes to English language proficiency standards and Graduate Record Examination Requirements for admission to the Faculty of Graduate and Postdoctoral Studies, effective 2020 Winter Session; and*

*That Senate approve changes to English language proficiency standards and Graduate Record Examination Requirements for admission to the Faculty of Graduate and Postdoctoral Studies, effective 2020 Winter Session.*

Approved

**APPLIED SCIENCE GRADUTE STUDIES PROGRAMS**

Carol Jaeger

}

Kin Lo

*That Senate approve changes in admission requirements for applicants to the following programs:*

*Doctor of Philosophy, Master of Science, and Master of Applied Science in Chemical and Biological Engineering*

*Masters of Engineering Leadership*

*Master of Health Leadership and Policy*

Senator Holmes questioned the addition of “maturity” and “fit” as criteria for admission to these programs. He said that he did not know how we defined maturity and expressed a concern that it could be taken as ageist. He said that broad terms such as this have been abused at some other institutions to introduce more subjective bias into admissions decisions.

Senator Jaeger said that these programs were offered in partnership with the Faculty of Commerce and Business Administration and Applied Science was trying to harmonize their admissions language with that used in business and professional programs.

Senator Helsley said that in the Master of Business Administration recruiting process it is generally accepted that students need a number of years of working experience and this is the usual meaning of maturity. We try to curate a class that will have a positive and rewarding environment for everyone and so this is why fit is a consideration.

Senator Holmes noted that professional experience was already listed as a separate criterion. Adding this could allow for personal bias to become an issue and thus he spoke against the addition.

Approved

**Awards Committee**

The Chair of the Senate Curriculum Committee, Dr Lawrence Burr, presented.

**NEW AND REVISED AWARDS**



*See Appendix A: awards report*

Lawrence Burr	}	<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>
Verena Griess		

Senator Lo noted that the D2D Destiny Foundation Bursary in commerce was set up by an alumnus and current student and applauded them for the imitative.

Approved

## Annual Report

In addition to his written report, Dr Burr highlighted that over the course of the year, \$7,568,733 in new student awards were made available.

## Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Peter Marshall, presented.

### TRANSCRIPT NOTATION DUE TO COVID-19

Peter Marshall	}	<i>That the Okanagan and Vancouver Senates approve the following transcript notation for inclusion on the transcripts of all students who were registered in the 2019 Winter Session: “As of 16 March 2020, the University of British Columbia modified its instructional and assessment modes in response to the disruption caused by the COVID-19 pandemic. Some students completed courses in the 2019 Winter Session that are normally graded on a percentage basis for either Pass/Fail or Credit/D/Fail Standing.”</i>
Santokh Singh		

Dr Marshall noted that feedback was considered from both curriculum committees and a joint meeting was called to form the proposal. He noted that it was not unanimous but had strong support.

Senator Agosti-Moro said that the statement proposed due to adequality reflect the hardship faced by students and the resulting changes to our learning environment. UBC was impacted in a



great and different way compared to many institutions in the United States where this situation arose during examinations or between terms. He said that this statement was insufficient as currently drafted and would not have the effect it needs to have. He suggested sending the matter back to the Curriculum Committee for additional language.

Dr Marshall said it was a transcript notation and we are limited in space. He agreed with Senator Agosti-Moro's statement but we had to be terse. He asked Mr Eaton to elaborate on what feedback was received.

The Clerk to the Senate, Christopher Eaton, said that some committee members had asked for longer statements and some for shorter. With regards to length, what was being proposed was similar in content and length to the statements from the McGill and the University of Toronto.

Senator Rygnestad-Stahl said that she agreed with Senator Agosti-Moro's points. She further noted that the University of Toronto notation had a link to a website. The current statement was ambiguous and lacked clarity. She was in favour of a statement but not the one presented.

Mr Eaton noted that while Toronto did have a link, that link merely went to a webpage that at the current time said nothing more than what was in their notation.

Senator Thachuk said that having a statement may not be in interests of students; in his classes the average was 10% higher than usual. He suggested instead of a transcript notation we set up a website that students could choose to link to in their CVs or other materials.

Senator Holmes agreed with the earlier students in saying that the statement did not say anything. He said that UBC should set a higher bar than what our peers were saying and be leaders and student-centric in our notation. He supported a website link where more information could be included. He cited this as an example of COVID planning at UBC not being inclusive of students. He suggested that this statement be referred back to the Committee.

Senator Zheng re-iterated the points raised by students before him.

Senator Forwell asked if this would apply to graduate transcripts.

Mr Eaton said it would apply to all students, graduate and undergraduate, who were in at least one course in term 2 of the 2019 Winter Session.

Senator Forwell said that this would be a concern for students in her program who already undertake pass/fail courses.

Senator Thorne said 5 or 10 years from now the timing of this pandemic may not be so self-evident and so she was in favour of a notation. She said that no website or document can completely relay how inequitable the situation was for anyone but this will open a conversation.



Senator Harrison said that given the comments made he wondered if a notation on every transcript would be helpful and suggested a shorter notation that linked to a website.

In response to a question from Senator Agosti-Moro, Mr Eaton advised that all of the students on both curriculum committees were asked for comments and four replied.

#### MOTIO TO REFER

Dante Agosti-Moro Eshana Bhangu	}	<i>That the proposed transcript notation be referred back to the Senate Curriculum Committee for further consideration, and reported back to Senate at its next meeting.</i>
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Senator Agosti-Moro said that a number of concerns have been brought up that need to be fully explored before making a decision; we should make the correct decision not a rushed one.

Senator Zheng said that referring it back to the Committee will let us consider this fully and not include language that may have a negative impact.

Senator Haffey asked if this was a referral to the September meeting of Senate or a special meeting.

Senator Agosti-Moro said his intent was for it to come back at a special meeting over the summer.

Mr Eaton said that we were considering a number of special meetings over the summer and if this referral was approved, that would be another matter to be considered in the scheduling of such a meeting.

In response to a question from Senator Krebs, the Registrar said that transcripts were inflexible documents. We couldn't limit them to students in a limited number of programs and we cannot add or remove them on requests for individuals.

Senator Holmes said that a website would allow us to communicate more than we could in just a transcript notation. He expressed a concern that people would only consider what is on a transcript.

Senator Averill said that it would be difficult for him to go against the concerns raised by the students but he pointed out the long-term issues of a webpage: They can expire, links can die, and we need this to be relevant in 10 to 15 years.





## CURRICULUM PROPOSALS FROM THE FACULTIES OF APPLIED SCIENCE, ARTS, AND GRADUATE& POSTDOCTORAL STUDIES

*See Appendix B: Curriculum Report*

Peter Marshall	}	<i>That the new courses and revised program brought forward by the faculties of Applied Science, Arts, and Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, Medicine, and Science) be approved.</i>
Julia Burnham		

Dr Marshall briefly summarized the proposals.

Senator Burnham asked why the European studies minor was being discontinued.

Senator Averill said that no one had enrolled in that minor in many years. We have a number of programs that offer similar content, especially in languages, but this minor did not attract students.

Approved

### ANNUAL REPORT

Dr Marshall noted that over the past year, the Curriculum Committee considered the following:

Category 1: 157 (last year 277)

Category 2: 500 (last year 764)

New programs: 18 (last year 19) – a note that this includes new certificates, concentrations, minors and co-op programs.

New courses: 145 (last year 196)

Program revisions: 269 (last year 285)

Revised courses: 516 (last year 537)

Senator Harrison asked if we could hear how many courses have been discontinued over the year in these reports.

Dr Marshall said that they could provide that data; in his estimate there is likely a 2:1 ratio of course creations to course discontinuations.

### Library Committee

The Chair of the Senate Library Committee, Dr Lawrence Burr, presented.



## Annual Report

In addition to his written report, Dr Burr thanked the University Librarian and her staff, his committee, and the staff of the Senate for their work.

## Nominating Committee

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented.

### APPOINTMENTS TO COMMITTEES

Richard Tees	}	<i>That Chalaya Moonias and Cole Evans be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to replace Nick Pang and Riley Ty, and that the term of Dante Agosti-Moro on the committee be extended until 31 March 2021 and thereafter until replaced;</i>
Julia Burnham		

*That Julia Burnham be appointed to the Senate Academic Policy Committee until 31 March 2021 and thereafter until replaced, to replace Alexa Tanner, and that the term of J. Maximillian Holmes on the committee be extended until 31 March 2021 and thereafter until replaced;*

*That Dante Agosti-Moro and Justin Zheng be appointed to the Senate Admissions Committee until 31 March 2021 and thereafter until replaced, to replace Christopher Hakim and Natasha Rygnestad-Stahl;*

*That Christopher Hakim be appointed to the Senate Agenda Committee until 31 March 2021 and thereafter until replaced, to replace Nick Pang, and that the term of J. Maximillian Holmes on the committee be extended until 31 March 2021 and thereafter until replaced;*

*That Alex Gonzalez and Danny Liu, and Natasha Rygnestad-Stahl be appointed to the Senate Committee on Appeals on academic Standing until 31 March 2021 and thereafter until replaced, to replace Christian Surniawan, Temitope Onifade and Riley Ty, with the understanding that those*



*members presently considering an appeal will continue as supernumerary members of the committee until such a matter is resolved;*

*That Arezoo Alemzadeh Mehrizi and Chalaya Moonias be appointed to the Senate Awards Committee until 31 March 2021 and thereafter until replaced, to replace Julia Burnham and Julia Chai;*

*That Eshana Bhangu and Danny Liu, Justin Zheng, Nick pang and Tarique Benbow be appointed to the Senate Curriculum Committee until 31 March 2021 and thereafter until replaced, to replace Julia Chai, Charlotte Gilby, Enav Suzman, Alex Gonzalez and Christian Surniawan;*

*That Alex Gonzalez and Nick Pang, and Julia Burnham and Carly Koenig be appointed to the Senate Library Committee until 31 March 2021 and thereafter until replaced, to replace Temitope Onifade, Riley Ty, Rojin Djavanmardi and Lillian Milroy;*

*That Tarique Benbow and Tyler Yan be appointed to the Senate Research and Scholarship Committee until 31 March 2021 and thereafter until replaced, to replace Alexa Tanner and Vivian Tsang;*

*That Cole Evans be appointed to the Student Appeals on Academic Discipline Committee until 31 March 2021 and thereafter until replaced to replace Charlotte Gilby, and that the terms of Dante Agosti-Moro and Ms Natasha Rygnestad-Stahl on the committee be extended until 31 March 2021 and thereafter until replaced;*

*That Arezoo Alemzadeh Mehrizi, Diana Nguyen and Christopher Hakim be appointed to the Senate Teaching and Learning Committee until 31 March 2021 and thereafter until replaced, to replace Julia Chai, Carly Koenig and Alex Gonzalez;*

*That Danny Liu and Tyler Yan be appointed to the Senate Tributes Committee until 31 March 2021*



*and thereafter until replaced, to replace Nick Pang and Christian Surniawan;*

*That Eshana Bhangu be appointed to the Council Budget Committee until 31 March 2021 and thereafter until replaced, to replace Vivian Tsang, and that the term of Christopher Hakim on the committee be extended until 31 March 2021 and thereafter until replaced;*

*That the term of J. Maximillian Holmes on the Council Elections Committee be extended until 31 March 2021 and thereafter until replaced;*

*That Christopher Hakim be elected to the Council of Senates; and That the term of Julia Burnham on Council of Senates Representative committee Four be extended to 31 March 2021 and thereafter until replaced.*

Senator Burnham asked if prefixes could not be used for students.

Mr Eaton said that using titles had been the house style for the past century but that they didn't add anything and could be deleted.

Approved

## **Student Appeals on Academic Discipline Committee**

The Chair of the Committee, Mr Tariq Ahmed, Presented

### **ANNUAL REPORT**

Mr Ahmed noted that only one appeal had been heard over the past year, a marked decrease from previous years. For general comments he noted:

- The Senate Committee's rules contained in the Academic Calendar were revised last summer. The revised rules are not intended to make substantive changes to the Senate Committee's process. The purpose of the revision was to acknowledge the distinct Policy 131 (now Policy SC17) disciplinary process and adapt the existing PACSD appeal rules to fit this different context.



- The Senate Committee experienced a decrease in its workload following significant increase in its workload in the prior year.
- Despite the fact that the Senate Committee is an appellate tribunal and does not re-hear matters, on some occasions it appears that the student may view the Senate Committee appeal hearing as an opportunity to have the matter heard anew. This is not the case, and highlights the importance that should be accorded to earlier stages of the discipline process by participants.
- In the case summarized in this report, the student raised their ability in English as a cause of unfairness in the investigation process as they claimed that they were not told that they could make use of a translator. The Senate Committee's report for the prior year noted that two of the appellants in academic discipline appeals claimed that they had difficulties presenting their cases before the PACSD due to language issues. While the Senate Committee did not conclude that the processes were rendered unfair in any of these cases, given that language issues appear to have occurred in a number of recent appeals, the Senate Committee wanted to draw attention to the issue.

## Teaching and Learning Committee

The Chair of the Committee, Dr André Ivanov, presented.

### STUDENT EVALUATIONS OF TEACHING

André Ivanov	}	<i>That Senate endorse the recommendations of the Student Evaluations of Teaching Working Group as recommended by the Senate Teaching &amp; Learning Committee (Vancouver) and the Senate Learning &amp; Research Committee (Okanagan) and direct the committees to prepare appropriate follow-up on implementation plans and revisions to Senate policy for consideration by the Senates</i>
Julia Burnham		

Senate recognized Dan Pratt of the Student Evaluations of Teaching Working Group who spoke to the report.

Dr Pratt said that this report represented the expansive comments and consultation with members of the campus community. He thanked Simon Bates and the working group for their work.

Senator Holmes thanked the working group for its work as well. He noted that student senators were consulted several times on this proposal, and they wanted additional Univeristy Module



Item (UMI) questions included. One he drew to Senate's attention was a question on the usefulness of the course material required.

Dr Pratt said he didn't recall that particular question but due to survey fatigue they were hesitant to go beyond the six standard questions.

Dr Bates said that the Okanagan presently has 17 questions and they strongly advised to keep the number of questions as low as possible. That said, faculties and departments can add their own questions and some already do around both materials and workload.

Dr Patt added that in appendix 4 we tried to capture a number of themes that we couldn't tie to specific recommendations because they lacked frequency.

Senator Holmes said that it would have been nice to set out why student concerns weren't addressed and this was disappointing.

Approved

## ANNUAL REPORT

In addition to the written report distributed, Dr Ivanov thanked his committee and the Senate's staff.

## Tributes Committee

The Chair of the Committee, Dr Sally Thorne, presented.

## EMERITUS APPOINTMENTS

*See Appendix C: Emeritus appointments*

Sally Thorne  
Philip Loewen

} *That the attached list of individuals for emeritus status be approved; and That pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, and Professor of Teaching Emeritus be added to the Roll of Convocation*



## **Ad Hoc Committee on Academic Diversity and Inclusion**

The Chair of the Ad-hoc Committee, Senator Julia Burnham presented.

Senator Burnham noted that the report today was for information and they intended to bring the final report to the Senate for approval at a future meeting.

President Ono thanked Senator Burnham and her committee for their hard work on this matter.

Senator Holmes said that historically this was an issue not well addressed by the Senate and that several committees did not respond to the ad hoc committees request for comments and some comments were limited. He said that there were significant barriers within UBC to want to accomplish this work. He said that he hoped that they could have a full conversation on this work this triennium.

Senator Harrison thanked the Committee for its work. He said that he was finding it difficult to see how the outcome of the Ad Hoc Committee's work was different from the Inclusion Action Plan (IAP) as a lot of the Ad Hoc Committee's work seemed based on that.

Senator Burnham said that the Ad Hoc Committee recognized early in its work that they did not have sufficient time nor expertise to fully consider matters relevant for each committee of Senate. Hence, a recommendation is being made for an ongoing structure within the Senate to apply these principles across all of the Senate's work.

Senator Harrison noted that the Senate has still not seen the IAP for approval.

Senator Hakim said that there was a confusion between the IAP and the Ad Hoc Committee's work blending together. They may touch on similar themes but the Ad Hoc Committee's work was specifically towards Senate's role and responsibility within the University.

Senator Gonzalez said that the IAP was a useful framework informed by experts and thus was an easy place to start, but its plans weren't the only aspects of the Ad Hoc Committee's work.

## **Reports from the Provost**

### **UPDATE ON INDIGENOUS STRATEGIC PLAN**

The Provost, Dr Andrew Szeri, introduced Dr Sheryl Lightfoot, Associate Professor, Political Science and First Nations and Indigenous Studies and Senior Advisor to the President on Indigenous Affairs; and Dr Margaret Moss, Associate Professor of Nursing and Director of the First Nations House of Learning.



Drs Lightfoot and Moss spoke to the current, 2.0, draft of the Indigenous Strategic Plan.

In terms of Senate's involvement, Dr Lightfoot said they welcomed comments at any time. For approval, she suggested a two-track endorsement from Vancouver as soon as is reasonably possible and then once Okanagan consultation is completed moving forward together.

Dr Ono asked what the engagement was with Ian Cull and those on the Okanagan campus.

Dr Lightfoot said that Mr Cull was on their planning team and that the plan's development has been collaborative between the two campuses. We are a single team but one that respects each campus' individuality.

The Provost spoke in favour of the plan and noted that the programs described in the plan would require close work with the Senates and Board in the years to come.

*By general consent, the time to adjourn was extended by 30 minutes.*

Senator Harrison noted that the presenters had described this as an enabling document to help faculties determine how best to implement the proposals, but some of those proposals are all encompassing for all of UBC in their wording. He asked how individual faculties will still succeed if they can pick and choose which actions to work on.

Dr Moss said that, as noted, this was to enable faculties to take courses of action not mandate it. We recognized that everyone won't have all 43 actions done this year or in 5 years. We do have a performance measurement system as an appendix that supports faculties picking what makes sense in their circumstances.

Senator Holmes expressed his support for the draft plan. He said that as a governance body he hoped we could be flexible. With respect to the report itself, he noted the inclusion of language on the host nations beyond those of our two primary campuses. He noted that action 30 only spoke to tuition assistance consideration for Musqueam and Okanagan nations though and asked if that was an error or on purpose.

Dr Lightfoot said that there was a strong response to our engagements on this item. We received hundreds of comments in support for the current wording. She said it would be great to move beyond that over time but that the Musqueam and Okanagan were a natural place to start.

Senator Holmes said that was a good long-term goal and he wished this could be reflected in the document.

Senator Moonias said how important the plan was to herself and to future Indigenous students.

Senator Collier said that as a New Zealander who grew up in an indigenous community, she was surprised by how far behind Canada was in comparison on indigenous matters. She said that this





plan represented amazing community building and this building will work for decades to come if we can commit to it as an academy and country.

### **Annual Report on the Emeritus College**

The Provost introduced Dr Donald Fisher, the Principal of the Emeritus College.

#### **ANNUAL REPORT**

Dr Fisher advised that the college had around 750 members, a secure budget, and a good relationship with the administration. He outlined the college's plans for the year, recognizing that some things had changed or were on hold due to the COVID-19 pandemic.

The President Thanked Dr Fisher and offered the best wishes of the Senate to the College for their work.

### **Report from the Faculty of Commerce**

Kin Lo Claudia Krebs	}	<i>That the new dual degree (Bachelor of Commerce and Bachelor of Business Administration) program option with the University of Hong Kong be approved</i>
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Dr Lo said that this program option would be an equal partnership between the universities, with two years spent at each. The first and fourth years would be at HKU, and the second and third at UBC. This would allow for both institutions rules to be abided by with regards to residency and requirements to receive a degree.

Senator Holmes said that at the Academic Policy Committee a number of concerns were raised that he had hoped would be addressed before this proposal came before Senate. Firstly, the costs of this program and for travel would be a significant increase in costs for students. Secondly, we asked the Provost earlier this year about affiliations with other institutions and considerations around equity, diversity, and academic freedom and these aren't covered in the memorandum.

Dr Lo said that they had reviewed the academic freedom statement of HKU and it is very similar to that at UBC. With regards to financial support, we are looking at providing travel grants on both the UBC and HKU sides. Students admitted to this program are expected to be of a high quality and thus many are likely to be eligible for scholarships.

The Provost said that the broader project of considering academic freedom policies has been delayed due to changes in priorities due to the COVID-19 pandemic but would be addressed in due course.

Senator Holmes said that equity, diversity and inclusion should be considered in our affiliation agreements to ensure that our students are not discriminated against or treated unfairly. It is



important to review these policies but he asked why we didn't address these things in our policies as the Equity and Inclusion office has recommended.

Senator Kindler said that she was troubled by Senator Holmes's comments. She said that when the Senate asked for partner academic freedom policies to be reviewed, she was assured that the purpose of that exercise was not to prevent us from engaging with those institutions who either did not have academic freedom policies or who had policies that differed from our own if there was academic reason to do so. She said that to do so was the academic freedom of our faculty and students. She was troubled by the drift towards narrowing our engagement and said that it did not serve us or our community well. Dr Kindler said that she was in favour of having information to help students and faculty make informed choices but did not think UBC should limit the capacity to engage.

*By general consent, the time to adjourn was extended by 30 minutes.*

Senator Holmes said that we should ensure that programs were accessible to all of our students where we make such agreements. We should ensure that our students are protected and treated just as they would be here. He said that this wasn't about academic freedom it was about equity and inclusion for our students.

Senator Harrison said that the request for information will be a large job. He said that UBC persons should be fully informed of any risks when they take part in any exchange or other opportunities. He said that the Go Global Office is very active in addressing any concerns while students are abroad, and take those experiences into consideration in advising students for future activities. Everywhere doesn't operate as we do in Canada.

The President suggested, given the hour, that we continue this conversation at another time.

Senator Holmes agreed but said that this was an ongoing issue that we haven't been taking into account.

Mr Eaton said that he would take this matter up with the Equity and Inclusion Office has he reviewed all affiliation agreement prior to their being approved and he wasn't aware of any recommendations regarding equity, diversity and inclusion language in affiliation agreements.

Approved

## Report from the Registrar

### 2020-2023 TRIENNIAL ELECTION RESULTS

The Registrar informed the Senate that further to the calls for nominations for faculty members of the Vancouver campus to fill the two (2) positions for representatives of each Faculty on the



Vancouver Senate issued first on 2 April 2020 and subsequently on 23 April 2020, thirteen (13) valid nominations have been received. Therefore, pursuant to Section 15 of the University Act, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

Dr Maura MacPhee, Professor, Faculty of Applied Science  
 Dr Sathish Gopalakrishnan, Associate Professor, Faculty of Applied Science  
 Dr Merje Kuus, Professor, Faculty of Arts  
 Dr C. W. Marshall, Professor, Faculty of Arts  
 Dr Kin Lo, Associate Professor, Faculty of Commerce and Business Administration  
 Dr Adlai Fisher, Professor, Faculty of Commerce and Business Administration  
 Dr Nancy Ford, Associate Professor, Faculty of Dentistry  
 Dr Robert Boushel, Professor, Faculty of Education  
 Dr Guy Faulkner, Professor, Faculty of Education  
 Dr Julian Dierkes, Associate Professor, Faculty of Graduate and Postdoctoral Studies  
 Dr Alex Scott, Associate Professor, Faculty of Medicine  
 Dr Abby Collier, Professor, Faculty of Pharmaceutical Sciences  
 Ms. Karen Smith, Lecturer, Faculty of Science

A third call for nominations for the remaining seven (7) seats was issued on 21 May 2020. An election for representatives from the Faculty of Forestry is scheduled to close on 4 June 2020.

Further to the call for nominations for professional librarians of the Vancouver campus to fill the one (1) position for a representative on the Vancouver Senate issued on 2 April 2020, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following professional librarian is acclaimed as elected as representative of Professional Librarians on the Vancouver Senate for a term beginning on 1 September 2020 and ending 31 August 2023 and thereafter until a successor is elected:

Mr. George Tsiakos, General Librarian, Law Library.

Senator Thackuk expressed a concern by the number of faculty acclaimed as elected and asked what could be done and if anyone cared. He said that without an election he did not see senators having a moral authority to govern.

Mr Eaton replied that they emailed every faculty member repeatedly but that they were limited in terms of soliciting interest for Senate so as to not compromise the integrity of the elections process.

The President said that he was limited in what he could do as Chair but he would speak with Mr Eaton and with other university presidents about what could be done to encourage interest.

Dr Tees said that we weren't drawing sufficient faculty members into governance as we had in the past and he hoped the external review would make suggestions to help. He



suggested that it was not just a matter of getting more faculty to stand for election, but also engagement by senators once elected into the work of the Senate.

Senator Gonzalez said that we needed to promote elections beyond email, for example, people should approach faculty who would be good on Senate. Secondly, he noted that the Senate being slow to change may discourage new people from wanting to be involved. We needed to be more inclusive.

Dr Lo said that senators were elected, those elections just weren't contested.

## **REVISIONS TO THE EXAMINATION DISRUPTION PROCEDURES**

The Registrar advised that with the revisions to Policy V-125, the procedures for examination disruption would also be changed to recognize the use of Sundays for regular examinations. Prior to the change in policy, Sundays were used for rescheduled exams. The new procedure would be:

“Scheduling Services will reschedule Winter Term 1 examinations on the Saturday (and when necessary Sunday) following the first full week of classes in Term 2. Scheduling Services will reschedule examinations for Winter Term 2 and the Summer Terms on the day(s) following the last day of formal examinations for that term.”

## **NOTICE OF EMAIL APPROVAL OF CHANGES TO RULES OF THE CONVOCATION**

The Registrar advised that as no objections were received by the deadline of 16 May 2020 to the following resolutions distributed to the Senate via email and posted to senate.ubc.ca, they were approved as of that date:

- 1) That the rules of the Convocation be suspended until 31 December 2020 to allow remote attendance at Meetings of the Convocation via such remote attendance means as deemed acceptable to the Secretary to the Convocation;
- 2) That the usual Meetings of the Convocation in May and June 2020 be cancelled;
- 3) That formal meetings of the Convocation be called for 27 and 28 May 2020, to directly follow the regularly-scheduled Senate meetings, such meetings to be convened via remote attendance; and
- 4) That the rules of the convocation be suspended for the 27 and 28 May 2020 Meetings of the Convocation to limit the Order of Business at to a Call to Order, Conferral of Degrees and Awarding of Diplomas and Certificates in absentia, and Adjournment.

## **Other Business**

*By general consent, the agenda was amended to add two matters for immediate consideration: student learning issues due to COVID-19, and admissions deferrals.*

## **STUDENT LEARNING ISSUES DUE TO COVID-19**



Max Holmes  
André Ivanov

}

*That Senate: Thank faculty and staff for their considerable efforts made to continue instruction in a remote-learning environment;*

*Thank students for continuing to study under new and challenging conditions;*

*requests that all online courses to be offered in summer term 2 and winter session term 1 be designed to be easily accessible to students regardless of their location;*

*encourages Enrolment Services and the academic units to continue to be flexible in terms of course drop and withdrawal dates beyond summer term 1,5. requests that all academic unit heads communicate to their students and faculty that the Academic Concession policy is to be applied according to its fundamental values so as to support students in a flexible and compassionate manner, especially in consideration of attendance and participation requirements, while respecting the academic integrity of the course and program;*

*requests the meaningful inclusion of students and faculty in planning for the upcoming summer term and winter session, through means such as the inclusion of student and faculty representation on all committees and working groups;*

*directs the Senate Teaching & Learning Committee to report to Senate on the results of resolutions 3 through 6 before the end of the first term of winter session; and*

*That the Provost be requested to consult with the Senate Teaching & Learning Committee on guidelines that may be issued from time to time for best practices for course design and delivery during this pandemic situation.*

Senator Holmes said a vast majority of faculty have been supportive and flexible in helping students in extraordinary and challenging situations, but that was uneven across faculties and



some were acting much less flexibly than others. He also noted that the University needed to consult and work more with students in its pandemic decision making.

The Provost said that the first motion alleged well with guidelines being developed by the Associate Deans and there were students who participated in their discussions.

Senator Bates said that we have extensively engaged faculty and with the leadership of the AMS and GSS on our teaching response to COVID. Care and compassion is our first priority in those conversations and we are happy to extend our consultations to include the student senators as well.

Senator Harrison said this needed to be extended to department planning and the faculties and departments needed to work with their students as many of the decisions that matter most are done at that lower level.

Approved

NB: Senators Kindler and Szeri abstained.

#### ADMISSIONS DEFERRALS

Carol Jaeger  
Susan Forwell

} *That the policy on deferred admissions be amended for the 2020 Winter Session (only) to allow faculties to set limits on the number of deferrals allowed per program and to and to change the date by which deferrals must be requested to 26 June 2020 from 15 August 2020, with the understanding that deferrals may be granted if requested after that date or beyond those limits for reasons that, in the opinion of the faculty, constitute extraordinary circumstances.*

Professor Jaeger said that due to COVID we had a lot of uncertainty around how many students would defer. The concern is that if we get significantly out of our steady state, it has significant negative impacts for both this year and next. This gives a clearer message that deferrals will be honoured for good reason, but are being managed and we need to know as soon as possible what students' plans are for September. Further to this, normally students cannot defer after they have registered and this gives them some more flexibility to do so if the faculty believes there are extraordinary circumstances.

Senator Krebs asked if we could have criteria for what constitutes extraordinary circumstances as it could be arbitrary or put students at risk and could lead to appeals.



Senator Holmes said that this motion may not give us any clearer of a picture of what enrolment will look like, we could just have people drop their registration and apply again for next year. We should be flexible and have compassion. Looking at our peers, McGill allows a deferral until July 31<sup>st</sup> and Toronto may, on petition, allow a deferral even after classes have started. He said we should compromise to a date in mid-July.

Senator Evans said he understood the position the University is in but said this proposal was unfair to incoming students given their uncertainty around what first year would look like.

Senator Lo said June 26<sup>th</sup> was a compromise already, Undergraduate Admissions had proposed June 15<sup>th</sup>. The 26<sup>th</sup> is a few days before registration opening. He said we should also consider students who could be made offers to UBC if we knew earlier that other students were deferring.

Senator Agosti-Moro said that Undergraduate Admissions had already updated their website to show the 26<sup>th</sup> being the deadline.

Senator Jaeger said that originally the Senate Admissions Committee had approved this under delegated authority however a member asked for it to be brought to the Senate for consideration; we did ask for the website to be reverted.

Senator Thackuk said that this doesn't solve a problem for the University; we can't know if students will register for 5, 1 or 0 courses. This seemed to him like a university problem not a student problem.

Senator Holmes said UBC didn't know if this would help or not. He understood the desire to admit other students but we shouldn't sacrifice the flexibility of those students already admitted. He suggested 31 July 2020 as a compromise date.

#### AMENDMENT

Max Holmes	}	<i>That "26 June 2020" be struck and replaced by "31 July 2020".</i>
Christopher Holmes		

In response to a question from Professor Jaeger, the Registrar advised that 31 July wasn't of value to her office in making offers to students.

Senator Kelleher, noting lateness of the motion, expressed a concern in making such decisions without appropriate data.

Amendment Not  
Approved

**AMENDMENT**

Max Holmes  
Claudia Krebs

} *That “26 June 2020” be struck and replaced by  
“15 July 2020”.*

Amendment  
Approved

Approved as  
Amended

**Adjournment**

Seeing no other business, the meeting was adjourned at 10:02 pm.





## Appendix A: Awards Report

### NEW AWARDS – ENDOWED

#### **Bill Aiello Memorial Award in Computer Science**

Awards totalling \$6,100 have been made available through an endowment established by friends, family, and colleagues in memory of Bill Aiello (1959-2019) for outstanding third- or fourth-year Bachelor of Science students specializing in Computer Science who best combine academic excellence with leadership, community service, or volunteerism. Bill Aiello was a Professor in the UBC Department of Computer Science, of which he served as Head from 2004 to 2010. He was the Academic Director of the UBC Academic Leadership Development Program, which helps develop expertise and instill a sense of confidence in new academic leaders. This academic award is made on the recommendation of the Department of Computer Science. (First award available for the 2020/2021 winter session).

#### **Dr. Imre Bella Graduate Scholarship in Forestry**

Scholarships totalling \$2,300 have been made available through an endowment established by Dr. Imre Bella (B.Sc. 1958, M.F., Ph.D. 1970) for outstanding graduate students in the Faculty of Forestry conducting research in the area of stand growth dynamics and modelling. Imre was a member of the first class of Sopron graduates from the University of British Columbia. UBC welcomed faculty and students from Sopron University who had left Hungary after the 1956 Hungarian Revolution, which attempted to free the country from Soviet influence and occupation. Sopron graduates went on to leave an indelible mark on one of British Columbia's most significant industries. After graduating from UBC, Imre received a Master of Forestry degree from the University of Washington before returning to UBC to complete his Ph.D. The scholarships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

**Law 75th Anniversary Bursary**

Bursaries totalling \$4,000 have been made available through an endowment established by alumni and friends of the Peter A. Allard School of Law, along with matching funds from the University of British Columbia, in celebration of the law school's 75th anniversary, for students enrolled in the J.D. program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

**Dennis and Patricia Lytle Scholarship in Electrical and Computer Engineering**

Scholarships totalling \$20,000 have been made available through an endowment established by an estate gift from Dennis Doey Lytle (1922-2018), for outstanding undergraduate and graduate female students in the Department of Electrical and Computer Engineering. Dennis Lytle earned a Bachelor of Applied Science in Electrical Engineering from UBC in 1945. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

**Martha Salcudean Memorial Award in Mechanical Engineering**

Awards totalling \$2,000 have been made available through an endowment established by the UBC Department of Mechanical Engineering, friends, family and colleagues in memory of Professor Martha Salcudean, FRSC, O.B.C., O.C. (1934-2019) for undergraduate and graduate students in the Department of Mechanical Engineering who have achieved good academic standing and who through community involvement or volunteerism have substantially assisted others in overcoming adversity. Professor Salcudean was born in Romania, and was a survivor of the Bergen-Belsen concentration camp. She emigrated from communist Romania to Canada in 1975, and was a professor at the University of Ottawa before arriving at UBC. Professor Salcudean served as Head of the UBC Department of Mechanical Engineering from 1985 to 1993, and was integral to the growth of the department. She was an internationally distinguished researcher recognized for her contributions to metallurgy and pulp and paper processes. This award was established in recognition of Professor Salcudean's resilience and contributions to the Department of Mechanical Engineering. The awards are made on the recommendation of the Department of Mechanical Engineering, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session.)

**School of Social Work Bursary**

Bursaries totalling \$1,915 have been made available through an endowment established by School of Social Work alumni, faculty, and staff for students in the Bachelor of Social Work program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

**Wardman Family Scholarship for Indigenous Students in Medicine**

Scholarships totalling \$2,000 have been made available through an endowment established by the Wardman Family for outstanding Indigenous students enrolled in second year of the M.D. program. The Wardman family is an Indigenous family who are strong supporters of improving the health outcomes of Indigenous communities. They created this scholarship to help support the next generation of Indigenous health care professionals. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

**NEW AWARDS – ANNUAL****BentallGreenOak Award in Real Estate**

A \$5,000 award has been made available annually through a gift from BentallGreenOak for a Bachelor of Commerce student in the Real Estate option with outstanding academic achievement. Eligible students must demonstrate an intent to pursue a career in real estate. Preference will be given to First Nations, Inuit, and Métis students of Canada. BentallGreenOak is a merger of two firms with experience across the real estate investment strategy spectrum, focusing on investment, asset management and real estate services. This academic award is made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

**Angelica Camata Memorial Scholarship in Opera**

Scholarships totalling \$2,500 have been made available annually through a gift from Craig T. Wilson in memory of his grandmother, Angelica Marguerita Camata (née Brunoro), for outstanding first year Bachelor of Music students majoring in Opera. Angelica (1887-1970) was raised in St. Stefano, a small town in northern Italy and immigrated to Canada in 1913. She always loved opera, and even though she had no formal education beyond grade three, she was able to identify any Verdi or Puccini aria upon hearing only three notes. The scholarships are made on the recommendation of the School of Music. (First award available for the 2020/2021 winter session).

**D2D Destiny Foundation Bursary in Commerce**

Bursaries totalling \$2,000 have been made available annually through a gift from the D2D Destiny Foundation for students enrolled in the Bachelor of Commerce program. The D2D Destiny Foundation was established in 2015 with the goal of building community by helping those in need, with an emphasis on youth-related causes. This bursary was established to help make higher education more accessible to students with financial need. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

**Eldorado Gold Scholarship for Women in Mining Engineering**

Scholarships totalling \$5,000 have been made available annually through a gift from Eldorado Gold for outstanding female students in the Bachelor of Applied Science program specializing in Mining Engineering. Eldorado Gold is a Canadian gold and base metals producer with twenty-five years of experience building and operating mines in Europe, Asia, and the Americas. The company is dedicated to responsible operations, the highest safety and environmental standards and, working with stakeholders to enhance the communities where it operates. The scholarships are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

**Carolyn Myers and Dan Vickery Prize in Science Communication**

A \$2,500 prize has been made available annually through a gift from Dan Vickery (B.Sc. 1986, Ph.D. 1991) and Carolyn Myers (Ph.D. 1988) for outstanding Bachelor of Science students who have excelled in a science communication course. Carolyn Myers and Dan Vickery are founders and principals of BioEnsemble, a pharmaceutical and biotechnology consulting company, and they are both advisory board members of the Centre for Molecular Medicine & Therapeutics. The prize is made on the recommendation of the Faculty of Science. (First award available for the 2019/2020 winter session).

**President's Academic Excellence Initiative PhD Award**

Awards totalling \$2.8 million have been made available annually from the University of British Columbia to recognize the significant contributions of PhD students to the research activities of the university. The awards are available to all PhD students except those who have their tuition paid by an external sponsor. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020 summer session).

**PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE****Annual Awards****1856 – Henry Schein Outstanding Leadership Award in Dentistry****Rationale for Proposed Changes**

The corporation has requested to remove the sponsorship of the recipient to attend the Chicago Dental Society mid-winter meeting the following spring, and would like the award to remain as solely monetary.

**Current Award Description**

A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a student entering fourth year DMD who demonstrates inspirational and engaged leadership in the areas of social responsibility and community volunteerism, as well as producing clinical work of the highest calibre. In addition to the financial component, Henry Schein Canada will sponsor the recipient to attend the Chicago Dental Society's mid-winter meeting the following spring, and will cover all associated expenses. The award is made on the recommendation of the Faculty of Dentistry.

**Proposed Award Description**

A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a student entering fourth year DMD who demonstrates inspirational and engaged leadership in the areas of social responsibility and community volunteerism, as well as producing clinical work of the highest calibre. In addition to the financial component, Henry Schein Canada will sponsor the recipient to attend the Chicago Dental Society's mid-winter meeting the following spring, and will cover all associated expenses. The award is made on the recommendation of the Faculty of Dentistry.

**8539 – Allard School of Law Student Emergency Fund****Rationale for Proposed Changes**

The donor who established this award would like to now include her name in the title, so that students know who they are being supported by.

**Current Name:** Allard School of Law Student Emergency Fund

**Current Description:**

The UBC Law Student Emergency Award has been established to assist law students in any year of study who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services.

**Proposed Name:** Allard School of Law Anne M. Stewart, Q.C. Student Emergency Fund

**Proposed Description:**

The UBC Law Student Emergency Award has been established by Anne M. Stewart, Q.C. (B.Sc. 1972, LL.B. 1975) to assist law students in any year of study who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services.



## Appendix B: Curriculum Report

### FACULTY OF APPLIED SCIENCE

#### *New courses*

APSC 383 (3) Prototyping; BMEG 200 (1) Biomedical Engineering Bridge Module; BMEG 321 (3) Biomedical Instrumentation; BMEG 374 (3) Cellular Bioengineering: Laboratory & Design; BMEG 400 (1-8) d Topics in Biomedical Engineering; BMEG 455 (3) Professionalism and Ethics in Biomedical Engineering; BMEG 490 (3/6) c Introduction to Academic Research; CHBE 350 (1) Mass Transfer Bridge Module; MECH 477 (3) Aerospace Propulsion; MECH 497 (3) Research Skills and Data Analysis; MECH 498 (3) Research Communication; MINE 405 (3) Introduction to Risk Management for Mining and Large Industrial Projects; and MTRL 496 (3) Materials Sustainability.

### FACULTY OF ARTS

#### *New courses*

AFST 308 (3) The Languages of Africa; LING 308 (3) The Languages of Africa; and CRWR 319 (3) Writing Genre Fiction.

### FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

#### Applied Science

##### *Revised Programs*

Master of Engineering Leadership in Advanced Materials Manufacturing  
Master of Engineering Leadership in Clean Energy Engineering  
Master of Engineering Leadership in Dependable Software Systems  
Master of Engineering Leadership in High Performance Buildings  
Master of Engineering Leadership in Naval Architecture and Marine Engineering  
Master of Engineering Leadership in Sustainable Process Engineering  
Master of Health Leadership and Policy in Clinical Education  
Master of Health Leadership and Policy in Seniors Care

#### Arts

##### *New course*

CRWR 519 (3-12) d Writing Speculative Fiction

#### Forestry

##### *New course*

CONS 506 (3) Forest Conservation in Asia: Challenges and Opportunities.

#### Medicine

##### *New course*

RHSC 517 (3) Society and Human Occupation.

#### Science

##### *New course*

BIOL 503 (3) Microbial Ecology



## Appendix C: Emeritus Report

Last Name	First Name	Principle Area	Proposed Rank
Adamson	Martin	Zoology	Professor Emeritus
Anderson	Jim	Language & Literacy Education	Professor Emeritus
Barker	John	Anthropology	Professor Emeritus
Blake	Thomas Michael	Anthropology	Professor Emeritus
Carpenter	Christine	Occupational Science & Occupational Therapy	Clinical Professor Emeritus
Clark	Mary Jo	Occupational Science & Occupational Therapy	Clinical Associate Professor Emeritus
Dodek	Peter M	Critical Care Medicine	Professor Emeritus
Doyle	Patrick	Pathology	Clinical Professor Emeritus
Dubord	Paul Joseph	Ophthalmology	Clinical Professor Emeritus
Feldman	Joel S	Mathematics	Professor Emeritus
Filipenko	Douglas	Pathology	Clinical Associate Professor Emeritus
Filipenko	Margot	Language & Literacy Education	Professor of Teaching Emeritus
Grimmett	Peter	Curriculum & Pedagogy	Professor Emeritus
Hornby	Kathryn	Library - Woodward	General Librarian Emeritus
Howie	John A	Civil Engineering	Associate Professor Emeritus
Jagdis	Franklyn Augustus	Paediatrics	Clinical Associate Professor Emeritus
Johnston	Richard G C	Political Science	Professor Emeritus
Kelly	Niamh	Pathology	Associate Professor Emeritus
Knight	Thomas R	Commerce & Business Administration	Associate Professor Emeritus
Lamontagne	Andre	French, Hispanic & Italian Std	Professor Emeritus
Legh	G Barry	Kinesiology	Senior Instructor Emeritus
McFadden	Deborah	Pathology	Clinical Professor Emeritus
Nadel	Ira Bruce	English	Professor Emeritus
O'Flynn-Magee	Katherine Lena	Nursing	Senior Instructor Emeritus
Onyeoziri-Miller	Gloria	French, Hispanic & Italian Studies	Professor Emeritus
Pare	Anthony	Language & Literacy Education	Professor Emeritus
Perkins	Edwin A	Mathematics	Professor Emeritus
Peterson	Brenda	Library	General Librarian Emeritus
Potter	Pitman Benjamin	Law	Professor Emeritus
Queyranne	Maurice	Commerce & Business Administration	Professor Emeritus
Ricci	Donald	Medicine	Clinical Professor Emeritus
Richer	Harvey B	Physics & Astronomy	Professor Emeritus
Rodney	Patricia A	Nursing, School of	Associate Professor Emeritus
Roscoe	Diane	Pathology	Clinical Professor Emeritus
Roxborough	Lori	Occupational Science & Occupational Therapy	Clinical Associate Professor Emeritus
Seear*	Michael	Paediatrics	Clinical Professor Emeritus
Shaw	Patricia A	Anthropology	Professor Emeritus
Sheppard	Anthony F	Law	Professor Emeritus
Spinelli	John	Population and Public Health	Professor Emeritus
Starr	Lea Katharine	Library	Administrative Librarian Emeritus
Steinbok	Paul	Surgery	Professor Emeritus
Winder	William G	French, Hispanic & Italian Studies	Assistant Professor Emeritus

\* Erroneously appointed as a Clinical Associate Professor previously. Correction to rank requested.





# VANCOUVER SENATE

## MINUTES OF 22 JULY 2020

**DRAFT**

### Attendance

**Present:** S. Ono (Chair), K. Ross (Secretary), S. Point, A. Szeri, S. Parker, J. Olson, G. Averill, R. Helsley, B. Frank, J. Innes, S. Porter, R. Yada, C Dauvergne, M. Coughtrie, M. Aronson, V. Bungay, C. Marshall, M. Kuus, A. Fisher, G. Faulkner, K. Lo, R. Boushel, P. Marshall, IT. Rogers, S. Grayston, S. Matsui, C. Krebs, M. Koehoord, A. Collier, P Loewen, M. Thachuk S Forwell, P. Harrison, C. Jaeger, P. Keown, A. Kindler, W. McKee, A. Ivanov , S. Singh L. Stothers, S. Thorne, T. Ahmed, L. Burr, A. Dulay, B. Fisher, J. Gilbert, S. Haffey, W. McNulty, S. Ngo, J. Shepherd, M. Stewart, R. Tees, G. Tsiakos, M Higgans, R. Topping, C. Godwin, J. Greenman, A. Gonzalez, J. Zheng, C. Koenig, D. Agosti-Moro, C. Moonias, A. Alemzadeh Mehrizi, N. Pang, N. Rygnestad-Stahl, T. Yan, D. Liu, J. Burnham, C. Hakim, M. Holmes, D Nguyen

**Regrets:** S. Bates, M. MacDougall, D. Kelleher, M Isaacson. D. MacDonald, H von Bergmann, V. Griess, I. Frigaard, A. Sheppard, P. Choi, P Keown, A. Murphy, C. Nislow, H. Leong, J Shepherd, C. Koenig, N. Pang, C. Evans, T. Benbow, E. Bhangu,

### Call to Order

The Chair of Senate, Dr Santa J. Ono, called the second special meeting of the Senate for the 2019/2020 academic year to order at 6:08 pm.

### NEW MEMBERS:

The Registrar, Dr Kathleen Ross, welcomed the following new members to Senate:

The Honourable Steven Lewis Point, OBC, Chancellor of the University  
Dr Michael W. Higgins, Representative of St. Mark's College

### Remarks from the Chair

The President and Chair of Senate, Dr Santa Ono, acknowledge the addition of the newest member of Senate, Chancellor Steven Lewis Point.

Dr Ono updated the Senate on the administrations for resumption of programs and activities on UBC's campuses: UBC will primarily offer larger classes online with selected smaller classes conducted in-person, adhering to physical distancing and other public health requirements. Dr





Ono noted that this will be a very different September than we are used to. Traditional events such as Imagine, Create, Homecoming and welcome back events for faculty, staff and students will either be offered in different formats or not offered at all.

The President said that he appreciated that COVID-19 has meant significant adjustment for everyone. Please know that your efforts do not go unnoticed. As we prepare for September, we have begun to implement a robust process for the resumption of academic, administrative and ancillary services, based on guiding principles focused on the health, safety and wellbeing of students, faculty, staff and the public.

Dr Ono noted that it was expected that many faculty and staff will continue to work from home. Faculty and staff who do need to come to campus for their work must complete mandatory COVID-19 training. He added that UBC was also preparing a student training module as it was vital that we maintain health and safety standards for those returning to our campuses. This includes staying home if people are ill, getting tested if they have symptoms, and continuing to practice good hygiene by frequent hand washing and maintaining physical distancing as much as possible.

The President concluded his remarks by speaking about systemic racism at UBC. Over the past several weeks he has been listening to members of the Black Caucus. With time he will expand those listening sessions to include Indigenous and Asian groups as well as other marginalized communities. Following these consultations, he said he planned to establish an advisory committee on systemic racism. Dr Ono said that diversity is our strength. We can play a role against hatred, oppression, violence and injustice and find a way to support and elevate those who have been traditionally, systemically, and historically marginalized. Dr Ono noted that later in this meeting, Julia Burnham will present the report of the Ad Hoc Committee on Academic Diversity and Inclusion. I'm looking forward to hearing what the committee has to report and how that important work intersects with our current challenges.

Senator Alemzadeh Mehrizi asked how the university would navigate research student progress given research curtailment. She noted that at a previous meeting we discussed this issue and she asked what plans can be put in place to support graduate student research.

The president noted that the Federal government has decided to make funds available but it hasn't been made clear how that will be made available to institutions and then students to date. In noted that in reviewing reopening plans of the faculties this was being kept in mind.

Dean Porter said that there was significant disruption and we are working on a proposal. There was an initial emergency fund that was not being used effectively; a streamlined emergency bursary was developed and over \$3m in funds have been disbursed. Through the VPR office other funds have been made available for those with terminated research funds. We've also moved ahead our partial tuition awards for PhD students. We are continuing to look at every possible option to support students in a challenging place.



Senator Singh noted that September was an important date for many students being first welcomed to UBC. He asked what our plan would be for a virtual welcoming to the University and to assure them that we are here for them virtually.

The president said that various groups in the faculties, VPS, and alumni are thinking about to provide a welcome to the many who will not be here. These plans are still under development.

Senator Alemzadeh Mehrizi said that the university has put a lot of effort into place to support students in the short term, but longer-term effects are causing some students to not think they will finish their degrees. She also asked if a guideline was being prepared for online or virtual supervision such as the University of Toronto has developed.

Dean Porter said that UBC has already created some guidelines and she would send them to the Senator.

### Academic Policy Committee

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

### New School of Creative Writing

Paul Harrison	}	<i>That Senate approve the establishment of the UBC School of Creative Writing, as set out in the attached.</i>
Claudia Krebs		

Senator Harrison set out the criteria for schools of the university, and it is rare that those criteria are fully met. He noted that creative writing was a leader in its field across Canada. It is populated by award winning writers. Within the faculty of arts, the structure of a school will support the discipline to grow even greater.

With permission of Senate, Professor Alix Ohlin spoke to the proposal. She noted that since 1954, creative writing was taught at UBC through a variety of departments. She noted the national and international success of the program. Over the past decades the program has grown and evolved academically. She said that the wide-ranging constellations of genres in the program was unique in north America.

Approved

### Curriculum Committee



The Chair of the Senate Curriculum Committee, Dr Peter Marshall, presented.

#### TRANSCRIPT NOTATION DUE TO COVID-19

Peter Marshall Philip Loewen	}	<i>That the Okanagan and Vancouver Senates approve the following transcript notation for inclusion on the transcripts of all students who were registered in the 2019 Winter Session: “As of 16 March 2020, the COVID-19 pandemic disrupted regular academic activities. Modes of instruction and assessment were shifted to on-line activities mid-term, including changes to exam practices and weighting in some cases. Deadlines to withdraw or change to Credit/D/Fail or Pass/Fail grading were extended by some programs.”</i>
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Dr P. Marshall said that this matter was referred back to his committee at a previous meeting of Senate as the student members felt the statement originally proposed did not reflect the hardships faced by this pandemic and should contain more information. The Committee took into considering the concerns and suggestions made by student members of Senate, as well as the seven other notations UBC knew about being used or proposed at other institutions. The end result was a compromise but one acceptable to the Okanagan and Vancouver curriculum committees and the student members.

Approved

#### COURSE CODES IN WORKDAY

Peter Marshall Lynn Stothers	}	<i>That Senate approve in principle the differentiation of course codes by a campus identifier following the subject code, and that such approach be applied to all course codes on both campuses at UBC.</i>
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Dr P. Marshall spoke to the proposal. He noted that the Okanagan and Vancouver Senate Curriculum Committees met jointly with members of the Integrated Renewal Program (IRP) to consider the future state of subject and course codes in UBC's new student information system, Workday. The Committees were provided with an overview of the issues to be resolved, decisions to be made, analysis conducted by the IRP team, and options to be considered. The discussion spanned two meetings. As noted in his report, UBC has historically allowed each campus Senate to approve courses with the same subject code and course number (i.e. course



code) whether or not they are aligned in subject, content, or course requirements. While new shared course codes are no longer approved, many such courses still exist and are offered on both campuses. Some courses that share a course code are identical, some are similar, and some are completely different. Workday is being established as one student information system for all of UBC. Within the system, each course must have a unique course code. Therefore, the Committees were tasked with resolving the issue of the courses on each campus that share a course code. The Committees were asked to jointly consider two decisions: 1. an approach for differentiating shared course codes; 2. the scope of codes that the approach should be applied to.

Dr P. Marshall noted that the following principles guided the Committees' decision-making:

- Prioritize student experience and their ability to achieve desired outcomes
- Seek logical consistency in approach
- Seek a solution that can adapt to change and accommodate growth ("futureproofing")
- Support individual units to achieve local objectives related to course codes
- Take an equitable approach across the two campuses
- Consider the effort required to enact a solution in relation to its long-term value.

Dr P. Marshall advised that taking into consideration the full scope of analysis, technical limitations and guided by the decision principles that appear above, the Committees ultimately made the following decisions:

1. Course codes are to be differentiated by an underscore followed by the campus identifier (i.e., ENGL\_O and ENGL\_V)
2. The approach is to be applied to all subject codes on both campuses

Senator Thachuk said that he was not in favour of how this would appear on a transcript. He suggested that using V and O would be confusing when we could use the number system instead to differentiate.

With permission of Senate, Dr Jenny Phelps from the IRP spoke to the situation. She noted that we are not yet certain if the underscore character needs to actually appear on transcripts. It may be optional. She went on at length about how numerical approach was unfortunately not workable.

Dr C. Marshall said we should postpone until we knew how transcripts would appear.

Dr Ross said that it was beyond the software, we have a problem today about courses on each campus and this has negatively affected students. She said that she suspected that we could drop the underscore from a transcript but could not commit to that. She advised that we needed this decision now to move forward with Workday student.

Approved



## Nominating Committee

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented.

### TRIENNIAL REVIEW

*See Appendix A: Triennial review report*

Dr Tees noted that the rationale for each recommendation were as set out in the report. In those cases where the Nominating Committee was not unanimous in its recommendation, that was noted in the report.

Richard Tees	}	<i>That Senate approve the recommendation in Part 1 (External Review) of the report;</i>
Sally Thorne		

Senator Ahmed asked if this was a unanimous recommendation.

Senator Tees said this was unanimous.

Richard Tees	}	<i>That Senate approves the recommendations in Part 2 (Committee Terms of Reference Amendments) of the report.</i>	Approved
Dante Agosti-Moro			

Richard Tees	}	<i>That Senate approves the recommendations in Part 3 (Committee Composition Amendments) of the report.</i>	Approved
Paul Harrison			

Richard Tees	}	<i>That Senate approves the recommendations in Part 4 (Amendments to the Rules and Procedures of Senate) of this report</i>	Approved
Paul Harrison			

### MOTION TO DIVIDE



Richard Tees  
Sean Haffey

}

*That the motion be divided to consider each  
recommendation seriatim.*

Approved

#### RECOMMENDATION 1: TRAINING FOR APPEALS COMMITTEE MEMBERS

Richard Tees  
Paul Harrison

}

*That Senate approves recommendation 1:  
Training for Appeals committee Members.*

Senator Ahmed said he had a number of practical and procedural concerns with this proposal. He agreed that there was room for improvement in the training offered to appeals committee members; that said, he did not know that a mandated training programs should be required as he trusted his colleagues to attend what training they needed. More significantly, he said that precluding attendance at hearings before specific training could stifle attendance or delay hearings and thus harm timely decisions. He did not think the fairness of hearings was harmed by ad hoc processes. Procedurally, he said that he was concerned that this recommendation was being brought forward without his committees input and support. With respect to jurisdiction, he said that this decision should be made by the appeals committees and not by the Senate. Mr Ahmed said that a more respectful recommendation would be for the appeals committees to review the matter and report back to the Senate on their plans. He noted that process matters, and encouraged senators to reject this recommendation until he could be better considered by those affected. Senate should respect its committees and the Nominating Committee should behave differently

Senator Agosti-Moro said that he agreed with Senator Ahmed in that the Nominating Committee should consult with affected committees, that said, he supported the recommendation for two reasons. Firstly, as a new committee member he was only given procedural training and had to seek out his own training on trauma-informed practice and its impacts on procedural fairness matters. We need to ensure that there is more equal knowledge and experience between committee members. These decisions can affect the entire lives of person and so it is important that people be as well training as possible.

Senator Holmes agreed with Senator Agosti-Moro and noted that the student members of Senate have raised this as an issue for years and the appeals committees have not acted upon them. The students sent a submission on this matter over a year ago and raised it on the floor of Senate. He said that it was not appropriate to allow committee members to decide if they wanted trauma-informed or anti-bias training. He said that not receiving sufficient training and support is why students were hesitant to participate in appeals committees; right now, the only people who want to join the appeals committees are those who already felt prepared to do so. This will lead to better processes for all involved in appeals processes, especially students.



Senator Gonzalez echoed the comments of Senators Agosti-Moro and Holmes; he noted that as an engineer he had no experience in legal matters and without procedural fairness training he would have felt disadvantaged and unprepared. Reminders of things like bias would be helpful.

Senator Thorne said that this recommendation wasn't unanimous at the Nominating Committee because of the potential for this matter to be referred to the external reviews planned but also the complexity of appeals matters and the various options for procedural models. We haven't had a chance to consider that in depth.

Senator Collier asked who would pay for mandatory training. She noted that if it was expensive the University may not have training as frequently as needed due to costs.

Mr Eaton, the Clerk to the Senate said that in the past we have used the Justice Institute of BC, external counsel, and training offered by the Office of the University Counsel when appropriate. He agreed that if approved this resolution will increase costs.

Senator C. Marshall said that he appreciated the concerns raised by the students but suggested that was why they should be voting against this recommendation as it did not recommend the specific areas of training that the students were seeking. He suggested that every member of Senate, not just the appeals committees, should have such training.

Senator Burnham said that the only thing being mandated was that training occur; there was still a lot of flexibility on what that training entailed. Those conversations should happen within the appeals committees. The students on these committees change every year and there is no guarantee that people have similar familiarity with issues. Right now, there is no training regarding trauma-informed approaches and she was not comfortable with that being at the election of committee members.

Senator Tees agreed with Senator Thorne on the external review mechanism being the best way to consider this matter. He noted that this recommendation came to the Nominating Committee very late from the students and in its hurry the Nominating Committee did not realize that the matter had not been consulted on more broadly. He apologized for that error and offered to resign.

Senator Rygnestad-Stahl said that she understood the concerns around consultation and there should have been more, but that didn't negate the substantive importance of the recommendation. The Committee Chairs have been very helpful in providing orientations and training to members but that is dependent on the skills of those involved and if there are gaps, students have to seek out help. This recommendation is worded in a way that won't make it more difficult to reach quorum as it gives a lot of latitude to the committees to decide on processes that meet their needs. To save costs she recommended that we use internal resources as much as we can. While she personally felt she had the necessary training she knew that wasn't true for all students.





The Chair noted that a large number of people wished to speak and he asked Senators not to be repetitive and focus on things that are different from other speakers in the interests of time.

Senator Hakim said that the external review's point was to bring in outside viewpoints and expertise on matters, but when it comes to mandatory training and various baselines of knowledge on topics such as sexual violence, we have already heard a lot of viewpoints. He said that we didn't need an external review to do this and we will likely get the same recommendation months from now.

Senator Stewart said that training was important to appeals committee members, especially students, and even as a lawyer he had asked for additional training. He was concerned that the recommendation was drafted as a prohibition on service until training was completed though. He said that this would prohibit those members of the committee who did feel that they already had sufficient training from other sources, such as being lawyers, from participating.

Senator Lo asked if we viewed appeals committee members as judges or as a jury. If the latter, we only need to concern ourselves with the training of our chairs.

Senator Agosti-Moro said that no one was being barred from service, what they are being barred from was acting as a judge. He said that one of the world's best universities should not have committee members without sufficient knowledge to make an informed and fair decision. He noted that the current Chair of the Appeals Committee was fantastic but we had no assurances that his successor would be.

Senator Hakim said that this wasn't just about building up capacity but also prevention of harm. We also need to prepare both committee members and appellants better so that they are not traumatized. He noted that these were nuanced issues that are being considered by the justice system in Canada as well in terms of racialized violence, trauma informed approaches, and bias. We need to equip our appeals committees to deal with such issues properly.

Senator Burr appealed to the students to not filibuster and not keep saying the same things. He appreciated that what they were saying was important and worthy of a huge amount of discussion, but said that these matters should have been brought up earlier and we were spending many minutes this evening going over the same things. He suggested having one student speak to each matter.

Senator Kindler said that as a member of the Nominating Committee she was in favour of the motion. She interpreted the student call for this change as a feeling that the current rules allow for the perception that insufficient training was provided. Given the seriousness of the matter, we need to ensure that appeals are heard with all of the relevant knowledge considered. She noted that senate was a service to the community. If students had concerns around training, we should give those concerns the benefit of the doubt. She acknowledged that this may result in people having redundant training but that shouldn't be an offense, rather, this was an aspect of service





and ensuring no negative impacts. Dr Kindler said that we could look at modularized training to allow for different timing and opportunities.

#### MOTION TO REFER

Claudia Krebs Susan Forwell	}	<i>That the recommendation be referred back to the Nominating Committee for consultation with the appeals committees, and that a new recommendation be brought forward to the October meeting of senate.</i>
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Senator Holmes spoke against the referral. He did not agree that this matter was rushed. He noted that the students had discussed the matter with appeals committees and the Secretary to Senate. He said that for years the students have had these concerns and they were told to bring these matters up through the triennial review. He said that he did not appreciate students being labelled and not being heard. The students were trying to ensure that when survivors of sexual violence are involved in these processes that basic training is provided to committee members. He viewed delay on this matter as frustrating and insulting. The students have not spoken more on this matter than the faculty and convocation. These recommendation gives great power to the committees to shape this matter. He noted how amazing the chair of the appeals committee was currently, but noted that there could be a situation without a supportive chair.

Senator Krebs said that she agreed with the students and their passion on this matter. She said that mandatory training in such matters was clearly necessary, but that she agreed with the concerns raised by the appeals committees and felt that consultation with them was an important final step.

Senator Thackuk said no one objected to the value of training but this motion didn't obligate training, it just prohibited participation without training. This could prevent matters from being heard as it didn't mandate training in a timely manner and this could exclude members.

Motion to  
Approved

#### RECOMMENDATION 2: COMMITTEE CHAIR TERM LIMITS

Richard Tees Paul Harrison	}	<i>That Senate approves recommendation 2: Committee Chair Term Limits</i>
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Senator Haffey spoke in principle against term limits, saying that they would only work if senators were elected on an annual basis. He said that chairs should be allowed to serve for more than six years if their committees so desire.



Senator Innes said that the recommendation did not go far enough. He agreed that committee chairs should have term limits but he felt that committees and the Senate itself should have term limits.

Senator Burnham said she agreed with Dean Innes but said that this was a small step towards better processes. She said that this would help with equity, diversity, and inclusion concerns.

Senator Holmes spoke in favour of the motion but agreed with Dean Innes in needing to look further. He noted that we already had a model that worked from UBC Okanagan and this changeover in leadership would hopefully encourage faculty to get more involved.

### RECOMMENDATION 3: COMMITTEE CHAIR ELECTIONS.

Richard Tees	}	<i>That Senate approves recommendation 3: Committee Chair Elections.</i>
Paul Harrison		

Approved

### MOTION TO EXTEND

Richard Tees	}	<i>That the time to adjourn be extended by 1 hour.</i>
Claudia Krebs		

Approved

### RECOMMENDATION 4: SENATE COMMITTEE AGENDAS

Richard Tees	}	<i>That Senate approves recommendation 4: Senate Committee Agendas.</i>
Paul Harrison		

Senator Thackuk asked if this would prevent the committees from setting agendas due to availability.

Senator Tees said it may be aspirational but didn't think that it would impede work.

Senator Holmes said that this would lead to greater inclusion and input, especially of students. This would allow for responsibilities to be more shared.

Approved

### RECOMMENDATION 5: SENATORS AS OBSERVERS AT COMMITTEES



Richard Tees  
Paul Harrison

}

*That Senate approves recommendation 5:  
Senators as Observers at Committees*

Senator Gonzalez confirmed for Senator Forwell that this proposal would not apply to the senate appeals committees or other sessions that needed to be in camera.

Senator Holmes noted that the Nominating Committee's report says that in part this was to help with issues around student schedules not allow their full participation. He said that he still hoped that committees would be more open to adjusting their schedules on a term or annual basis to make Senate more inclusive of student members.

Approved

Richard Tees  
Alex Gonzalez

}

*That Senate approves the recommendations in Part 5 (Recommendations to Committees and Officers of the University), with the addition of the membership of the director of the First Nations House of Learning on the Senate Curriculum Committee and the Senate Teaching & Learning Committee as an ex officio voting member.*

Approved

### Ad Hoc Committee Report

Julia Burnham  
Alex Gonzalez

}

*That Senate receive the report of the Senate Ad Hoc Committee on Academic Diversity and Inclusion; approve the recommendations therein; and discharge the committee.*

Senator Burnham noted that the Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI) was created in 2018 to understand and report on the diversity and inclusion landscape within the academic realm at UBC. This aligned not only with expanding considerations of issues of equity, diversity, and inclusion (EDI) across the institution, but also initiatives such as Shaping UBC's Next Century, the Indigenous Strategic Plan, and perhaps most notably for the Committee's purposes, the Inclusion Action Plan (IAP). SACADI used the IAP as a framework to seek feedback from Senate standing committees for incorporating academic diversity and inclusion into the committees' work. This engagement process highlighted committees' varying capacities to engage with EDI principles and to make EDI-informed decisions. Guided by its



terms of reference, and drawing upon learnings from a series of presentations by stakeholders across campus, a review of data from multiple surveys, and engagement with the Senate standing committees, SACADI has both identified areas for further examination and made recommendations for Senate's consideration, as detailed in its final report. The Committees recommendations were as follows:

- That the Senate endorse the frameworks within the Inclusion Action Plan as they apply to the operations of the Senate
- That the Nominating Committee recommend to Senate the creation of a structure or committee to address academic diversity and inclusion, and continue the work of SACADI.
- That the Senate work with the Board of Governors to consider establishing a statement on UBC's values of equity, diversity, and inclusion.

Senator Harrison said that he wasn't sure what endorsing the IAP framework would mean. He said that he was concerned that the IAP did not reflect the role of the senate in university governance.

Senator Burnham said that the IAP is not the SACADI report, and the consultation undertaken was not on behalf of the IAP. Our consultation used the IAP as a framework for reflection and what the limitations would be under those broad goals.

Approved

## Reports from the Registrar

### CASTING OF DECIDING VOTE IN TIED ELECTION FOR STUDENT MEMBER OF SENATE FROM THE FACULTY OF LAND AND FOOD SYSTEMS

The Registrar advised the election of a student member of Senate from the Faculty of Land and Food Systems, held 28 April-12 May 2020 has resulted in a tie. Pursuant to Section 16 (3) of the University Act, "If there is a tie vote between 2 or more candidates for an office at the University of British Columbia," and "...if the office is as a member of a senate, the senate must cast the deciding vote." She noted that the two tied candidates are Kelvin Au and Anisha Sandhu.

*The Senate casted a deciding vote for Anisha Sandhu.*

## 2020-2023 TRIENNIAL ELECTION RESULTS

### REPRESENTATIVES OF THE FACULTIES TO SENATE



The Registrar noted that further to the third call for nominations for faculty members of the Vancouver campus to fill the two (2) positions for representatives of each Faculty\* on the Vancouver Senate issued on 21 May 2020, seven (7) valid nominations have been received. Therefore, pursuant to Section 15 of the University Act, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- Dr HsingChi von Bergmann, Professor, Faculty of Dentistry
- Dr Sue Grayston, Professor, Faculty of Land and Food Systems
- Dr Anubhav Singh, Assistant Professor, Faculty of Land and Food Systems
- Dr Shigenori Matsui, Professor, Peter A. Allard School of Law
- Mr James Stewart, Associate Professor, Peter A. Allard School of Law
- Dr Ingrid Price, Associate Professor of Teaching, Faculty of Pharmaceutical Sciences

Additionally, further to the election for representatives from the Faculty of Forestry that closed on 4 June 2020, the following faculty members are elected as representatives of the Faculty on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

Dr Janette Bulkan, Associate Professor, Faculty of Forestry  
Dr Hisham Zeriffi, Associate Professor, Faculty of Forestry

Dr Ross noted that Three (3) positions remained open after three rounds of nominations. She advised that another call will be made in September 2020. She also noted that an election for Convocation representatives to the Vancouver Senate closed on 15 July 2020 but that results were not yet available.

#### **CONFIRMATION OF EMAIL APPROVAL OF RESOLUTION REGARDING INTERNATIONAL BACCALAUREATE, ADVANCED PLACEMENT, AND GENERAL CERTIFICATE OF EDUCATION – ADVANCED LEVEL COURSES**

The Registrar confirmed that that as no objections were received by the deadline of 26 June 2020 to the following resolution distributed to the Senate via email and posted to senate.ubc.ca, was approved as of that date: “That UBC continue to offer advanced placement and credit for International Baccalaureate – Higher Level, Advanced Placement, and General Certificate of Education – Advanced Level students under the modified assessment modes used for those courses and examinations completed in the spring of 2020.”

#### **Adjournment**

Seeing no other business, the meeting was adjourned at 9:13 pm.



## Appendix A: Triennial Review Report

**To: Senate**  
**From: Nominating Committee**  
**Re: 2017-2020 Triennial Review Report**  
**Date: 7 July 2020**

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### Background

As senators are aware, every triennium the Nominating Committee solicits comments from senators, senate committees, and members of the campus community on Senate's operations. A website (<https://senate.ubc.ca/2017-20-vancouver-senate-triennial-review>) was established earlier this academic year to provide background information and inform submissions. Broad feedback was welcomed; however, to focus comments on tangible areas for improvement, the Nominating Committee suggested that submissions consider the following questions:

- 1) Is the current size and composition of Senate appropriate, and is representation suitably balanced between groups?
- 2) Do the Rules and Procedures of Senate effectively support Senate's functions on behalf of the University?
- 3) Do Senate committees have appropriate mandates and terms of reference to aid Senate in academically governing the campus?
- 4) Does the Senate have sufficient resources to fulfill its mandate?
- 5) Do Senate committees have appropriate sizes and compositions?
- 6) How can the Senate improve its communication with the campus?
- 7) How can Senate better ensure that all its constituent groups (e.g., convocation members, deans, faculty members, senior administrators, students) are engaged in its work?
- 8) Do you have any feedback regarding the Council of Senates?
- 9) Do you have any other comments or suggestions?

In response to that general call and specific prompting by the Secretary to Senate committees, several dozen submissions were received. The Committee appreciates all of the comments, and recognizes the effort and consideration that went into raising issues and proposing potential improvements and solutions to the Nominating Committee. In most triennial reviews, the Nominating Committee has been able to, by consensus, agree on recommendations to the Senate. With this review, that has not been possible and a number of formal votes were held to resolve recommendations. The Committee notes that as a result, regrettably, all of its members are not in favour of all of these recommendations. This has almost always been not due to a disagreement on a situation being an issue, but rather has been due to disagreement on either the efficacy of a proposed solution, or a sense that a proposed solution will cause greater problems than the proposed solution. The Committee regrets that it cannot find unanimity, and hopes that these types of issues can be further examined by the proposed external review below.

The Senate Nominating Committee would recommend that Senate resolve as follows:



*That Senate approve the recommendation in Part 1 (External Review) of this report;*

*That Senate approves the recommendations in Part 2 (Committee Terms of Reference Amendments) of this report;*

*That Senate approves the recommendations in Part 3 (Committee Composition Amendments) of this report;*

*That Senate approves the recommendations in Part 4 (Amendments to the Rules and Procedures of Senate) of this report; and*

*That Senate approves the recommendations in Part 5 (Recommendations to Committees and Officers of the University) of this report.*

### ***Part 1: External Review***

#### **Recommendation: External Review of Senate**

*“That the Senate support in principle that a review or reviews of the operations of the Vancouver Senate be arranged for the 2020-2023 triennium, with such terms of reference and other details to be recommended by the Senate Nominating Committee, after consultation with the Secretary, to the 2020-2023 Senate no later than October 2020.”*

Throughout this review, the Nominating Committee heard several comments, most vocally from the student members of Senate but also from several faculty members, that it was time again to conduct a fuller review of Senate’s operations, such as was last done in 2005 with the “Report of the Ad Hoc Committee for the Review of Senate”. That may take the form of an external review (such as the Senate requires for academic units) or a series of reviews of discrete areas of operation with various external experts and consultants as the subject areas require. The Committee is also mindful that the world is still currently in a pandemic, and typical external review procedures are being adjusted as a result. Finally, the Committee is aware that this may be a costly exercise for the University and thus work over the next term will be required to properly scope and cost out such an exercise. Thus, at this time it is recommending approval in principle and instruction for the next Nominating Committee to review and consider the detailed implementation of such a review.

Throughout this triennial review, a number of topics arose that the Nominating Committee would suggest be considered in a broader review. These include:

The internal organization of the Senate, including its committee structure, committee leadership, and the rules and procedures of Senate;



Involvement and Engagements of the various estates that form the Senate's membership (i.e., faculty, students, administrators, members of the convocation, and others) in its work;

Senate Membership, including issues of equity, diversity, and inclusion; (keeping in mind the limitations and requirements of the *University Act*);

Operation of appeals and quasi-judicial tribunals;

Senate Resourcing and Staffing;

Scheduling of Senate and its Committees

The involvement of Senate in strategic planning at the university-level

Enforcement/implementation of senate decisions and rules

The Nominating Committee is not suggesting that the above should be taken as an exhaustive list.

This recommendation was unanimously supported by the Nominating Committee.

### ***Part 2: Committee Terms of Reference Amendments***

#### **Recommendation: Senate Agenda Committee Terms of Reference**

*"That the terms of reference for the Senate Agenda Committee be amended to add the following*

*'To advise the Secretary on the orientation program for new and returning members of Senate.'*"

At present, the orientation of new senators is coordinated by the Registrar. The Committee agrees with that approach but would suggest that a committee of Senate also have formal responsibility for that process.

This recommendation was unanimously supported by the Nominating Committee.

#### **Recommendation: Senate Curriculum Committee Terms of Reference**

*"That the terms of reference for the Senate Curriculum Committee be amended to add 'and life-long learning' following 'continuing education'".*

The Senate Curriculum Committee originally proposed adding "extended learning" in place of "continuing education" as one of its terms. The Nominating Committee believes that an update in diction would be beneficial, but notes that "continuing education" is the term used in our





enabling legislation, the *University Act*. In consideration of the desire for a broader term and continuity with our constitutional documents, the Nominating Committee would propose “continuing education and life-long learning” as a compromise.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Senate Tributes Committee Terms of References**

*That the terms of reference for the Senate Tributes Committee be amended as follows (next text in bold, removed text struck through):*

*To consider persons who are suggested to the Committee or whom it considers to be suitable recipients for honorary degrees, and to make recommendations to Senate.*

- *To ~~recommend to Senate emeritus status in appropriate cases.~~ **make recommendations to Senate with respect to emeritus status.***
- *To prepare a statement regarding deceased members of Senate to be recorded in the minutes.*
- *To consider **matters related to regalia and academic dress** ~~colours for new degree programs,~~ and to make recommendations **thereon** to Senate.*
- *To consider rules governing procedure for the transaction of business by the convocation **and at congregation ceremonies,** and to make recommendations thereon to Senate.*

The Tributes Committee has suggested several changes to their terms of reference to more accurately reflect the kinds of decisions it recommends to the Senate. Specifically, these changes provide better clarity as to the Committee’s role and function with respect to decisions around emeritus status, academic regalia and congregation ceremonies at UBC’s Vancouver Campus, including anticipation of some of the decisions that may require its deliberation in the coming years. The Senate Nominating Committee largely agrees with the suggestions made, with one modification (rather than replacing “convocation” with “congregation”, the committee recommends both words be used as while “congregation” is the historic term at UBC, “convocation” is the word used in the *University Act*.

This recommendation was unanimously supported by the Nominating Committee.

### ***Part 3: Committee Composition Amendments***

### **Recommendation: Enlargement of the Senate Academic Policy Committee**

*“That the membership of the Senate Academic Policy Committee be expanded by three senators, one of whom must be a student.”*

The Nominating Committee would note that the Academic Policy Committee is often one of the busiest at Senate, and also one of the most requested for committee assignments. To better support the Committee’s work and to allow for greater participation, the Nominating Committee would recommend that three additional members be added to the current 13 members of the



Academic Policy Committee. In keeping with usual practice regarding ratios from various estates on Senate, the number of seats reserved for student members of Senate is also recommend to be expanded from two to three.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Agenda Committee Membership**

*“That the membership of the Senate Agenda Committee be expanded to add the chairs of the Senate Teaching & Learning Committee and the Senate Research & Scholarship Committee as voting members ex-officio.”*

Presently, the Agenda Committees membership is two student members of senate, one convocation member of senate, one dean, and the chairs of five other standing committees of Senate (Academic Policy, Admissions, Awards, Curriculum, and Nominating). These five were originally selected as they were the five that tended to generate most business on Senate agendas. Since that time, the Teaching and Learning Committee has become more active, and Senate has established a new Research & Scholarship Committee. In consideration of their work, the Nominating Committee believes that the chairs of those committees should also be added to the membership of the Agenda Committee so as to better coordinate the work of Senate committees and the Senate.

This recommendation was not unanimously supported by the Nominating Committee.

### **Recommendation: Appeals on Academic Standing Committee Membership**

*“That the membership of the Senate Committee on Appeals on Academic Standing be expanded by three senators, one of whom must be a student.”*

The Nominating Committee would note that the Appeals on Academic Standing Committee is often one of the most arduous and time-consuming Senate Committees. In consideration of that, the Committee often hears matters via panels of five senators chaired by its chair or a vice-chair. To better support the Committee’s work and to allow for greater participation, the Nominating Committee would recommend that three additional members be added to the current 11 members of the Academic Policy Committee. In keeping with usual practice regarding ratios from various estates on Senate, the number of seats reserved for student members of Senate is also recommend to be expanded from three to four. The Nominating Committee would note that it did consider more substantive revisions to the membership of the appeals committee; however, due to a lack of consensus for a change it determined that this topic would be better considered as part of the external review recommended in Part 1.

This recommendation was unanimously supported by the Nominating Committee.

## ***Part 4: Amendments to the Rules and Procedures of Senate***

### **Recommendation: Training for Appeals Committee Members**



*“That the Rules and Procedures of Senate be amended as follows:*

*That the following new section be added following the current Section 28:*

*## No member of the Senate Committee on Student Appeals of Academic Discipline, the Senate Committee on Appeals on Academic Standing, or the Senate Admissions Committee shall hear an appeal until they have attended any training program that may be required by the respective Committee from time to time.’ And*

*That all subsequent and referential section numbers be renumbered accordingly.”*

The Nominating Committee agrees with a concern that the current Rules and Procedures of Senate do not mandate attendance at the quasi-judicial training provided for members of the appeals committees generally either by outside legal counsel or the Justice Institute of British Columbia, and that such training may not be offered frequently enough given changes in committee memberships, especially for student members. The Nominating Committee agrees that such training must be mandatory, and further agrees that for members who join mid-term, the Registrar must make alternate arrangements for their training prior to such a member participating in hearings.

This recommendation was not unanimously supported by the Nominating Committee.

### **Recommendation: Committee Chair Term Limits**

*“That the Rules and Procedures of Senate be amended as follows:*

*That the following new sections be added following the current Section 42:*

*‘## All Senate committees shall elect a chair and a vice-chair from amongst their members who are senators at least triennially.’*

*‘## Except for the Senate Agenda Committee and those committees established to ensure representation on the Council of Senates, no senator shall chair more than one standing committee of Senate.”*

*‘## No Senator shall serve as chair of a standing committee of Senate for more than six (6) consecutive years’ and*

*That all subsequent and referential section numbers be renumbered accordingly.”*

The Nominating Committee deeply appreciated the effort and experience of senators who have chaired committees for many years. That said, it has also heard a concern that some committees have grown complacent in their leadership over many years with the same chair, and that a forced renewal from time to time would help bring new ideas to the forefront without the awkwardness of removing a long-serving and appreciated chair in an election. The Committee agrees that renewal from time to time would be in the interests of Senate. The Committee also heard a suggestion that committee membership in general should also be term limited; with respect, the Committee does not agree with that sentiment. While it accepts the argument that



leadership of a committee should be held in rotation, to remove experienced members from a committee all together would be too harmful to continuity of work.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Committee Chair Election**

*That Section 42 of the Rule and Procedures of Senate be amended as follows (new text in bold):*

*“42: All Senate committees shall elect a chair and at least one vice-chair from amongst their members who are senators **by secret ballot. Prior to such an election, candidates shall be given an opportunity to address their nomination and answer any questions committee members may have.** Should a committee elect more than one vice-chair, its chair shall determine which vice-chair shall chair a meeting or otherwise represent the Committee in his or her absence.”*

The Nominating Committee would note that while in practice some committee chairs are already elected by secret ballot, this is not mandated by the *Rules and Procedures of Senate* and thus some may currently be elected by resolution. The Committee agrees with the notion of the importance of a secret ballot in such decisions, and further with making explicit the opportunities to speak to and question nominations and nominators prior to an election.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Senate Committee Agendas**

*“That the Rules and Procedures of Senate be amended as follow:*

*That the following new section be added following the current Section 44:*

*‘## Agendas for committee meetings shall be proposed by committee chairs to their committees for each meeting after consultation with any vice-chairs and the secretary to the committee.’ and*

*That all subsequent and referential section numbers be renumbered accordingly.”*

At present, Senate committee agendas are set by each committee after being developed by the committee chair and secretary. For continuity, training, and further input, the Nominating Committee agrees that Committee vice-chairs should also be involved in that process.

This recommendation was not unanimously supported by the Nominating Committee.

### **Recommendation: Senators as Observers at Committees**

*“That the Rules and Procedures of Senate be amended as follows:*



*That the following new section be added following the current Section 36:*

*‘##: Rule 36 notwithstanding, except in the case of the consideration of appeals or if a committee otherwise resolves, all members of Senate are permitted to attend meetings of any Senate committee of which they are not members as non-participating observers. Senators who so attend will be held to the same standards for confidentiality of materials and proceedings as committee members. Observers must inform the secretary of their intention to attend at least 24 hours prior to the meeting and while reasonable efforts shall be made to accommodate all observers, space may be limited due to room capacity constraints.’*

*and*

*That all subsequent and referential section numbers be renumbered accordingly.”*

Rules 36 currently provides “Attendance at meetings of Senate committees is normally limited to members of the committee. Others may attend only with the permission, or at the request of, the Committee”. The Nominating Committee did hear submissions from the some senators asking for committee meetings to be open to the public generally in the interests of transparency, as well as concerns from committee members arguing that opening the meetings would be harmful to free and open consideration of draft proposals on subjects that may be confidential, to giving preliminary feedback to initial ideas that are not yet in a state for public consideration, and result in members speaking more for external audiences rather than to their fellow committee members. The Committee would note that at the time this rule was set, the decision was made to make Senate meetings themselves as open as possible (of the hundreds of resolutions the Senate considers each year, less than 10 tend to be considered in-camera), and to refrain from generally delegating to committees any final decision-making authority of Senate so that decisions are made in an open forum. Having heard student concerns, which seemed most focused on student committee members not being able to attend meetings due to their class or work schedules, the Nominating Committee is pleased to recommend an exception to the usual closed meeting rule. The Committee recognizes that this does not fully address the students’ concerns.

This recommendation was not unanimously supported by the Nominating Committee.

### ***Part 5: Recommendations to Committees and Officers of the University***

#### **Recommendation: Appeals Procedures**

*“That the Senate appeals committees be requested to review their procedures for accessibility, and in particular, to consider if greater parity or constituency is warranted between the procedures for academic standing and academic discipline disputes and what timelines and scheduling patterns are used.”*

The Nominating Committee has considered a submission noting the differences in procedures between the admissions, academic standing, and academic discipline appeals committees. While



it is not common for students to need to avail themselves of any of these processes, let alone multiple processes, the Committee is sympathetic to the idea of being mindful of differences and ensuring that where possible they are purposeful rather than incidental.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Policy Implementation**

*“That the Senate Academic Policy Committee be requested to consider amendments to Policy V-1 to address policy implementation and implementation reviews.”*

The Committee notes that currently the Senate does not have consistent mechanisms for ensuring or monitoring implementation of the policies, resolutions, and regulations that it passes, nor reviewing such activities. The Nominating Committee agrees that such mechanisms would be useful and suggest that Policy V-1: Format, Development & Administration of Senate *Policies* would be the appropriate tool for such a system.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Senate Curriculum Committee Approval Procedures**

*“That the Senate Curriculum Committee be requested to review its sub-committee structure and any internal delegations of final approval authority.”*

The Senate Nominating Committee received a submission from one senator suggesting that the Senate Curriculum Committee’s delegation of powers to its Graduate Sub-Committee (which has the same membership as the Graduate Council’s Curriculum and New Programs Committee) should be reconsidered. Not knowing the details of the concern, the Nominating Committee would ask the Curriculum Committee to consider the matter further.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Senate Diversity**

*“That the Registrar and the Council Elections Committee be requested to take whatever reasonable steps they feel appropriate to encourage as many candidates as possible - especially those from diverse backgrounds - in Senate elections and encourages all member of the UBC community to do the same, and that the Registrar and Council Elections Committee report back to the Senate with their considerations of this matter by the end of the 2020-2021 academic year.”*

The Nominating Committee notes that it received substantive recommendations from the several sources regarding a variety of areas around equity and diversity, including on appeals panels, on Senate, and on its committees. The Nominating Committee thanks those who made these suggestions and greatly values the diversity of our campus community. At this time, it notes that Senate is primarily an elected body with elections primarily conducted on the basis of faculties.



Under such a system, there is no way of ensuring that ethnic, gender, or other identity factors (other than academic discipline) are ensured election to Senate without broader changes to the Senate membership. The committee strongly recommends that this be an area of focus for the review recommended in Part 1 of this report.

This recommendation was not unanimously supported by the Nominating Committee.

### **Recommendation: Teaching and Learning Committee Membership and Curriculum Committee Membership**

*“That the Senate Nominating Committee consider adding the Director of the First Nations House of Learning (or designate) as an ex officio, voting member to the Senate Teaching & Learning Committee and the Senate Curriculum Committee.*

The Senate Teaching & Learning Committee and the Senate Curriculum Committee have considered their membership in light of the various pedagogical and curricular initiatives currently underway and planned to support both the learning of indigenous students themselves and broader academic inquiry into indigenous matters. These committees are of the opinion that a Director would be uniquely placed to participate in deliberations, but recognize the frequent calls upon the incumbent (and her predecessors) to participate in University committees and the draws upon her time and attention (and the draws upon the time and attention of other indigenous members of the academy) by such service. The Nominating Committee agrees with the suggestion in principle but wishes to consult with the director and others on how best to incorporate indigenous perspectives into Senate committee processes.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Committee Chair Training Process**

*“That the Secretary be directed to prepare a specific training and orientation process for new and continuing chairs of standing and ad hoc committees of Senate.”*

The Committee would note that currently, the Senate and committee orientation processes do not directly address the parliamentary, organizational, and procedural skills needed to effectively chair committees of Senate. The Committee agrees that this should be a resource made available to new committee chairs.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Senate Resources**

*“That the Senate note the concerns raised regarding the staff resources available for the Senate.”*





During the course of the triennial review, the Committee was made aware of concerns regarding Senate Secretariat staffing levels and their implications for the work of Senate. More specifically, several Senators, including chairs of standing committees, expressed concern about work overloads for the Secretariat and the effects of that overload on the well-being of staff, the prioritization of tasks, and the timeliness of task completion. We recognize that recommendations about staffing in the Secretariat are beyond the scope of the triennial review, but we think it appropriate to bring these concerns to the attention of Senate. We hope that some consideration will be given to reviewing and adjusting staffing levels, as needed, either as part of an external review or independent of that process.

### **Recommendation: Senate Office Budget**

*“That the Senate recommend that the Council of Senates amend the terms of reference for the Council Budget Committee to add to its terms of reference ‘To review the annual budget submission for the Senate Office and make whatever recommendations it sees fit to any office or officer of the University.’”*

The Nominating Committee would note that presently, the Senate Office budget is considered by the University as a subset of the Enrolment Services budget under the vice-presidents academic on both campuses. In the past, this has resulted in budget cuts demanded by senior administrators curtailing the ability of the Senate to do its work due to either staff layoffs or substantial cuts to non-salary expenses, generally to provide funding for other initiatives. While the current Associate Vice-President for Enrolment Services has been highly supportive of the work of Senate, and early in her term of office worked to mitigate and, in some cases, reverse the negative effects of earlier budget decisions, the Nominating Committee feels that Senate itself must have more direct input into the process for determining the financial resources need to support Senate’s work, and that the Council Budget Committee, in the course of its legislated duty to “assist in the preparation of the University budget” is the best placed to do so.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Committee Year Plans**

*“That each senate standing committee prepare and publish annual year plans (outlining what topics the committee expects to consider over the academic year) at their September or October meetings, with the understanding that such plans may change due to emerging issues and developments thought-out the year.”*

The Nominating Committee notes that many but not all committees of senate already undertake such a process. The Nominating Committee agrees that the practice would be of value for each senate committee, and also for the Senate Agenda Committee in considering how best to organize the workload of the Senate as a whole.

This recommendation was not unanimously supported by the Nominating Committee.

### **Recommendation: Committee Self-Reflection**





*“That at the end of each academic year, each committee of Senate engage in a self-reflection discussion on its operations and effectiveness over the past year.”*

This matter was first proposed to the Nominating Committee as a “review” of each committee chairs performance. While the Nominating Committee found that specific approach to be unduly confrontational, it did agree that committees as a whole should be more reflective on their performance (including the effectiveness of their officers).

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Code of Conduct/Conflict of Interest Regulations**

*“That Senate supports in principle the development and adoption of a formal Code of Conduct and Conflict of Interest Regulations for Senators; and*

*That the Senate Agenda Committee be directed to review the work to date and to recommend such a code and regulations to the Senate for consideration by the end of the 2020 academic year.”*

The Senate does not currently have a code of conduct outside of the *Rules and Procedures of Senate*. A draft document was circulated to senators last year with mixed replies; some senators felt that this was an appropriate means of controlling the behavior of senators that may compromise the integrity of Senate or its work, others felt that this was a “heavy handed” approach that would stifle the ability of senators to communicate with their constituents and other persons/groups. While the Nominating Committee recognizes the utility of such a code, it also recognizes that the previous draft may have been too legalistic in its approach and could be revised in such a way to support both the orderly operation of Senate as well as the rights of individual senators.

Presently, the University’s conflict of interest policy is maintained by the Board of Governors. While it applies to senators in their capacity as employees of the University (for those who are employees), it does not apply in their capacity as senators nor to those whose only relationship with the University is as senators. The Nominating Committee agrees that this is an issue, and out of respect for Senate’s legislated mandate to govern its own affairs, feels that Senate should continue the development of its own regulations. Feedback provided to the Agenda and Nominating Committee last year was largely supportive of this idea in principle, with some specific concerns around implementation and enforcement that still need to be resolved. The Committee thus recommends support in principle while those concerns are addressed.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Open/Closed Meeting Procedures**



*“That the Senate Agenda Committee be directed to prepare amendments to the Rules and Procedures of Senate setting out under what criteria the Senate and its committees may meet in camera.”*

Section 20 of the Rules and Procedures of Senate currently allows for it to meet *in camera* (a.k.a. in closed session). While the Senate has generally refrained from meeting in camera for almost all business, in a few cases in recent years it has, and some members of Senate have questioned what criteria is used or should be used for such decisions. The Rules and Procedures of Senate are currently silent on what criteria should be applied, and the Nominating Committee agrees that this is a deficiency that should be rectified. As a starting point, the Committee would recommend those criteria already used to determine if committee minutes should be kept private. These are:

Discussions and dealings with other entities or persons where disclosure of the information being discussed may compromise the relationship of the University with them or its relationship with its stakeholders;

Labour relations or human resources issues;

Financial, personnel, contractual and/or other matters for which a decision must be made in which premature disclosure would be prejudicial;

Matters which the Senate or the University are required by contract or law to keep confidential;

Matters related to civil or criminal proceedings; and

Personal information related to an individual

To this, there may also be reasonable grounds to keep private, at least for a time, discussions where the University’s strategic or competitive interests may be harmed by public disclosure, politically sensitive topics that may harm the University if not communicated in an appropriate manner outside of the Senate or University, and matters that they Okanagan Senate or Board of Governors may view as requiring confidentiality.

This recommendation was unanimously supported by the Nominating Committee.

### **Recommendation: Elections Procedures**

*“That the Registrar be requested to conduct the triennial review of elections procedures in as open a manner as possible.”*

The Committee notes that elections are not under the purview of the Senate under the University; rather, they are conducted by the Registrar under such rules approved by the Council of Senates (which also has a committee serving as the appeals body for elections matters). That said, as part of the triennial review, several submissions were made regarding elections procedures, and the committee was also made aware of concerns regarding decisions of the University elections staff. The Committee understands that the Registrar already plans to solicit public comments on elections procedures and wishes for the Senate to show support for that initiative.

This recommendation was unanimously supported by the Nominating Committee.

**Recommendation: Student Senator Transition Dates**

*“That the Registrar be requested to seek a further legal opinion regarding the possibility of amending the terms of office for student Senators to begin on 1 May of each year rather than the current 1 April of each year.”*

The Committee notes that past senates and registrars have already received two internal legal opinions on the difficulty in changing these dates of office given the stipulations made in the *University Act*. Given the importance of this matter to student senators, and with all respect to the University’s learned legal staff, the Committee would suggest that the Registrar seek a third opinion.

This recommendation was unanimously supported by the Nominating Committee.

## Recommendations to Improve Senate Appeals

At the March 2019 meeting of the Vancouver Senate, student senators brought forward several concerns regarding the operation of the Senate's appeals committees. Student senators specifically brought forward concerns regarding student membership on the appeals committees, diversity, education and on-boarding, scheduling, and due process.

These concerns were responded to by the Registrar in a memorandum dated 15 May 2019. While this memorandum responded to many of the concerns raised by student senators, limited changes were implemented as a result of the memorandum. This letter seeks to lay out the outstanding issues regarding the Senate appeals committees and make recommendations for improvements in policy and practice moving forward.

We recognize that as part of the triennial review process, the Nominating Committee has recommended (a) an external review of the Senate, including "operation of appeals and quasi-judicial tribunals"; and (b) that the Senate appeals committees do an internal review of their procedures. We have thus divided this letter into two sections. The first section makes **operational recommendations** that can be implemented immediately, mainly at the committee level. We think that these recommendations will help ensure the appeals committees function effectively. The second section makes recommendations to the Nominating Committee regarding areas of attention for the **external review**, noting that many of these issues need a deeper study to determine the best path forward.

This document was created by Senators Dante Agosti-Moro and Natasha Rygnestad-Stahl and is supported by the Student Senate Caucus. An earlier version of this document was circulated to the Chairs of the three relevant appeals committees for consultation. We received feedback from two committee Chairs in response, which were reviewed, considered, and included accordingly.

### Background

The *University Act* designates the Senate as the final body of appeal in matters of academic standing and student discipline. The two appeals committees established to fulfill this function, the Senate Committee on Appeals of Academic Standing ("Academic Standing Appeals Committee") and the Senate Committee on Student Appeals on Academic Discipline ("Academic Discipline Appeals Committee"), are composed of student, convocation and faculty senators. Additionally, the Senate Admissions Committee, while not officially an appeals committee, is the final body of appeal for decisions of admission and transfer to UBC. While each of these committees functions in their own distinct manner, the comments and recommendations contained in this letter apply generally to all committees handling appeals except where noted.

### PART ONE: OPERATIONAL EFFECTIVENESS

## **Recommendation #1: Training for Committee Members**

All committee members should complete proper training before adjudicating an appeal. Every committee member should receive the same baseline training in order to establish a consistent understanding of their adjudicative responsibilities. It is difficult to speak up on a matter when you do not feel like you understand the environment and language being used; this can result in less student member participation when there is not proper training.

### *A. General Training*

While more comprehensive training may be offered at the beginning of a triennium when there is a change to general committee membership, students on the committee, or those who join part way through a triennium receive very little to no training for appeals committee work. The orientation is limited to an explanation of the appeals process, as well as the grounds of appeal and standards of review. This depth of training is not sufficient or appropriate for the seriousness of the appeals coming through the Senate committees.

#### **We recommend:**

1. The establishment of a comprehensive training module, to be determined by the Committee, in consultation with the Senate secretariat, for all individuals who sit on the appeals committees which includes not only an overview of the appeals processes, but also helps Senators understand their adjudicative responsibilities. A variety of topics should be covered, including but not limited to:
  - (a) When should a conflict of interest be declared?
  - (b) What types of questions are appropriate to ask?
  - (c) What is the obligation of confidentiality?
  - (d) How does deliberation occur?

### *B. Procedural Fairness and Anti-Bias Training*

Fairness in appeals should concern two fundamental concepts: (1) procedural fairness; (2) equity and inclusion. In addition to more general training, any senators who are adjudicating appeals should receive procedural fairness and anti-bias training before they are eligible to hear an appeal.

#### **We recommend:**

1. The establishment of a comprehensive and mandatory education module on procedural fairness and bias in decision-making that has substantive content consistent with UBC's commitments to diversity and inclusion, privacy, trauma-informed approaches and inter-cultural understanding to be completed by every new member of the appeals committees.

### *C. Discipline Committee - Sexual Assault Subject Matter Awareness Training*

The Academic Discipline Appeals Committees handles not only appeals of academic discipline, but also discipline imposed under UBC's sexual assault policy (Policy SC17). There is currently no specific training for appeals that arise out of Policy SC17, despite the fact that the appeals arising out of that policy are quite different from normal academic discipline and have the potential to have long-lasting mental effects on not only those hearing appeals, but also the appellants, respondents, and victims themselves.

#### **We recommend:**

1. The establishment of a specific training module from a provider experienced in the delivery of training regarding sexual assault subject matter awareness that is to be completed by every new member of the appeals committees that intend to sit on Policy SC17 appeals.

### **Recommendation #2: Support for Committee Members**

Since the Academic Discipline Appeals Committee began handling appeals of Policy SC17 (formerly Policy 131) decisions, there has been a lack of support and processes in place for committee members who sit on these appeals.

#### **We recommend**

1. That processes be put in place to make it clear members of the Academic Discipline Appeals Committee should not feel obligated to attend Policy SC17 hearings if they are uncomfortable with the subject matter
2. That support structures be put in place for committee members if they need to receive support following attending a Policy SC17 hearing.

### **Recommendation #3: Scheduling**

The appeals committees have consistently struggled with scheduling appeals in a timely fashion. With so many committee members, all with varying schedules, the task of scheduling is no doubt difficult; however, this issue of scheduling could be remedied with the use of a hold time for hearings.

#### **We recommend:**

1. That each appeals committee (not including Admissions Committee which already has designed meetings times) sets a "hold time" on a regular basis (at whatever interval the Chairs feel necessary) to be used when appeals need to be scheduled.

### **Recommendation #4: Annual Committee Meetings**

Currently both the Academic Discipline Appeals Committee and the Academic Standings Appeals Committee have no regularly scheduled meetings. This means that the only time committee members have the chance to meet is when an appeal is scheduled -- and even then only a portion of the committee will generally be present. This does not allow for opportunities for committee members to discuss systemic and recurring issues, or to review procedures and make recommendations. While some committee chairs have taken it upon themselves to schedule meetings of the whole committee as needed to discuss these kinds of issues, regularly scheduled meetings would ensure that these opportunities to improve the committee's work are more frequent and predictable.

**We recommend**

1. That both appeals committees that do not already meet on a regularly scheduled basis establish annual meetings to discuss systemic issues and to review procedures and make recommendations as necessary.

**Recommendation #5: Name of the Committees**

As of now, the two Senate Appeal Committees are named the committee for Appeals on Academic Standing and the committee for Student Appeals on Academic Discipline. While aptly named during the time of their creation, as the committees' duties have evolved over the years of their existence, their current names do not properly convey the wide nature of appeal topics these committees actually hear.

The Student Appeals on Academic Discipline committee originally was created to hear appeals only to do with academic misconduct. With the creation of UBC Policy SC17 and other policies dealing with student discipline for matters of non-academic misconduct, the committee has heard appeals on many matters beyond academic misconduct. These are mainly sexual misconduct appeals under Policy SC17, but also appeals misconduct under the Student Code of Conduct such as physical violence. As such, we believe the committee's name should evolve to reflect both the appeals of academic and non-academic misconduct that the committee hears.

The Appeals on Academic Standing committee is tasked with hearing appeals regarding "students' protests of decisions relating to their academic studies." The committee's terms of reference uses the phrase "academic standing" to refer to all decisions pertaining to a student's academic studies, however this differs from the widely used definition of "academic standing" around the university which refers to a student's academic performance (number of failed vs. attempted credits, minimum number of credits needed for promotion to the next year level, etc.). This leaves students unsure of whether they are able to take their academic appeal to this committee, because it may not conform to the university's widely used definition of academic standing. For example, many students wishing to appeal the results of a Review of Assigned Standing do not know that they may further appeal the decision to this committee because

grade reviews are not often considered having to do with academic standing. Thus, we feel the name (and terms of reference) for this committee should also be updated.

**We recommend:**

1. That the names for the “Senate Committee for Student Appeals on Academic Discipline” and “Senate Committee for Appeals on Academic Standing” be updated to properly reflect the full nature of appeals that the committees hear and clarify any confusion to external parties.

**Recommendation #6: Committee Membership**

*Committee Size:*

A further strategy to remedy scheduling delays would be to increase the size of the committee so that there is a greater pool of committee members to choose from for any given hearing. Currently, the Academic Discipline Appeals Committee has 10 voting members, three of which are students. The Academic Standing Appeals Committee 14 voting members, four of which are students. Quorum for each committee is five voting members and the Senate Secretariat has often made it a priority to ensure that at least one student sits on each hearing panel. Student representation on every panel is critical to students’ perception and experience of fairness in university processes and we thank the Secretariat for the efforts they have made to accommodate students in the scheduling process.

We note that the number of members of the Academic Standing Appeals Committee was recently increased as a result of a recommendation from the Nominating Committee coming out of the triennial review process, therefore the following recommendation extends only to the Academic Discipline Appeals Committee.

**We recommend:**

1. That the number of senators on the Academic Discipline Appeals Committee should be increased so as to increase the number of committee members available for each appeal. We recommend that any changes to the size of the committee membership be mirrored with an increase to the number of student positions on the committees, so as to keep the ratio of student faculty senators the same throughout both committees.

**PART TWO: EXTERNAL REVIEW RECOMMENDATIONS**

Noting that the as part of the triennial review process, the Senate approved an external review of the Senate, including “operation of appeals and quasi-judicial tribunals”, the following section describes some key areas in which we suggest that the external review focus when it comes to appeals committees. This section is not meant to be exhaustive of everything that should be included in the external review terms of reference (TOR), but rather a short overview of some



things that we suggest the Nominating Committee be especially attentive to when drafting the TOR.

### **Recommendation #1: Establishment of a Joint Working Group**

To facilitate the work of the external review and the implementation of these recommendations, we recommend that a joint working group be established at the beginning of the Senate's new triennium. This group would consist of members of all the Senate committees that deal with appeals (Academic Discipline, Academic Standing, and Admissions) as well as, ideally, members of the UBC community that have relevant knowledge of the appeals process that the Working Group deem as beneficial. The committee would be tasked with developing the terms of reference regarding changes to the appeals committees for the external review, working with those conducting the external review to gather information relevant to the review process, and implementing the recommendations resulting from the external review.

#### **We recommend**

1. That a joint working group consisting of members of each of the appeals committees and other relevant members of the university community (at the working group's discretion) be formed at the beginning of the new triennium.

### **Recommendation #2: Accessibility**

In both the 2018/2019 and 2019/2020 Annual Report of the Academic Discipline Appeals Committee, the Chair noted instances where appellants expressed that they had difficulties presenting their cases, at the investigatory and PACSD stages, due to language issues. While the committee ultimately did not decide that the processes were rendered unfair, nor did there appear to be accessibility issues at the Senate level, Senate should be taking proactive steps to ensure that no appellant is unable to fully present their case because of language accessibility issues.

The Senate has, in the past, committed to accessibility within its committees. The 2014 report from the Senate Ad Hoc Committee on Student Mental Health and Wellbeing specifically states, that "accessibility is achieved through ensuring that information is equally easy to find for all interested parties." We believe that it is vitally important that the Senate appeals committees adhere to the considerations outlined in this report, and strive for greater accessibility throughout all parts of the appeals process.

#### **We recommend:**

1. That the external review explores how the Senate can develop internal protocols to ensure that language accessibility concerns can be proactively addressed. This may include, but is not limited to:
  - a) Asking the appellant in the first available point of contact if they would like an interpreter for another spoken language or ASL

- b) Asking the appellant in the first available point of contact if they would like an interpreter for written documents (e.g. someone to transpose documents to their second language)
- c) Providing a link on the Senate website to resources for language accessibility which is given to the appellant when they are notified of the decision of the President and their right to appeal.

In addition to language accessibility issues, care should also be taken to ensure accessibility as it relates to parties with disabilities and accessibility concerns more generally.

**We recommend:**

1. That the external review explores how Senate can develop internal protocols, working with the Centre for Accessibility and the Equity and Inclusion Office when necessary, to ensure that any parties with accessibility concerns can receive appropriate accommodations

**Recommendation 3: Timeliness of the Appeals Process**

Timeliness is one of the cornerstones of procedural fairness, and all appellants have the right to have their appeals heard and decided upon in a timely manner. It is important to note that while the lengthiness of the appeals process has minimal impact on the university, there is a great impact to appellants in many aspects, the greatest of which is the appellant's right to prompt closure. Furthermore, this impact is particularly evident in cases of Academic Standing, where rulings may have great effect on registration or graduation, or in cases of Academic Discipline, where delayed decisions bar an appellant from pursuing external appeals.

*A. Pre-hearing time limits and policies surrounding deadlines*

The procedures of all the appeals committees are laid out in detail, with specific time limits that all parties must follow in different stages of the appeals process prior to the hearing. This is in-line with the principle of procedural fairness, however, the procedures of the Academic Discipline Appeals Committee do stipulate that "time limits may be varied at the discretion of the Registrar." This is problematic, mainly due to the fact that the Registrar (an officer of the university) has the unilateral ability to delay the appeals process, in which the university is a party, for an indefinite amount of time. The 2019/2020 Annual Report of the Academic Discipline Appeals Committee detailed a case in which a "hearing date was not set in accordance with Disciplinary Appeal Procedure[s]", which the appellant argued rendered the process unfair. It was not noted that the appellant was given notice that the procedures were being revised for the scheduling of the hearing. While the committee did not come to the conclusion that the changes to the timeline rendered the appeal process unfair, it does point to a large gap in the procedural fairness of the committee's procedures.

In the Academic Standing Discipline Committee policy, the Registrar is also given the power to extend the pre-hearing time limits “at the request of the appellant or the Faculty” or of their own volition. The Committee only gets involved as it relates to time limits if the Registrar refuses a request from one of the parties, and that party appeals the Registrar’s decision to the Committee.

**We recommend:**

1. That the external review explore giving the power to change the time limits in the procedures for an appeal be given to the committee, with the advice of the Governance Officer responsible for the matter, rather than the Registrar. This can be approved by a simple majority vote of the committee, either in person or through electronic means approved by the Chair
2. Additionally, that the external review explores the idea that a provision is included in the rule stipulating that both the appellant and the respondent be notified in writing immediately that the time limits have been varied for their appeal.
3. Additionally, that the external review explore whether the existing timelines for appeals procedures are appropriate or whether they need to be varied

*B. Delivery of Decision and Reasons:*

Currently, there are limited regulations setting deadlines for the chairs of the appeals committees to deliver to the appellant the decision and written reasons for the decision of the appeal. The Academic Discipline Appeals Committee is required to “give written reasons for its decision, normally within 14 days of the decision.” The Academic Standing Appeals Committee is required to “communicate in writing [the decision] to the appellant and to the Dean of the Faculty within 10 days of the final hearing of the appeal” and “give reasons for its decision; and in the case of a minority vote, the minority may if it wishes give reasons for its dissent”, though a specific timeline for delivery of reasons is not provided for. While in practice, the decision of an appeal is usually communicated to the appellant within 10 days of the hearing, in most cases the written reasons are not delivered for many weeks, due to the lack of formal deadlines in the procedures of both committees.

There has been one case highlighted by the Office of the Ombudsperson where the reasons for the decision were not delivered until over six months after the date of the hearing. The lengthy delay in providing an appellant with the reasons for a decision of an appeal may prevent them from pursuing further appeals opportunities, or at the very least receive closure of their case. The denial of further appeals is both unfair and inequitable.

**We recommend:**

1. That the external review explores the committees’ procedures regarding a time limit for the Chair to deliver to the appellant the written reasons for the committee’s decision. We suggest a timeline of no more than 60 days might be appropriate.

**Recommendation #4: Committee Membership***Diversity:*

It is a clear principle that diverse bodies make better decisions. The Senate appeals committees are faced with many cases each year, each one presenting a different set of circumstances with appellants from diverse backgrounds facing varied situations. For each appeals committee to properly carry out its mandate, it would follow that each committee should have an equally diverse membership that reflects the diversity of the University. The member composition of the appeals committees are determined by the Senate Nominating Committee.

**We recommend:**

1. That the external review explores how best to ensure diverse voices on the panels that hear appeals. This includes, but is not limited to considerations of: age diversity, gender diversity, race and ethnic diversity, native language diversity, and faculty diversity.

**Recommendation #5: Resources for Appellants**

In both the 2018/2019 and 2016/2017 Annual Report of the Academic Discipline Appeals Committee, the Chair noted that several appellants were under the mistaken impression that the Senate hearing was an outlet for their case to be heard anew. The 2016/2017 Annual Report of the Academic Discipline Appeals Committee further notes that some appellants expressed confusion about the grounds of appeal and the applicable standards of review. This speaks to the extent to which students are confused by the appeals processes.

**We recommend:**

1. That the external review explores how the Senate can provide clear guidelines for appellants on grounds of appeal, appeal process, legal services available, mental health and well-being services are made easily available.

**Recommendation #6: Secretariat Resourcing**

In the 2018/2019 Annual Report of the Academic Discipline Appeals Committee, the Chair noted that the Academic Discipline Appeals Committee had experienced a “significant increase in its workload”, especially with the additional complexity of Policy SC17 appeals. In addition, the 2016/2017 Annual Report of the Admissions Committee notes a large increase in the number of admissions appeals from 49 in 2013/2014 to 160 in 2016/2017.

The Nominating Committee noted that concerns over Senate Secretariat staff levels were received during the triennial review process, but that recommendations about staffing in the Secretariat were beyond the scope of the triennial review. We hope that this letter provides another example of the importance of reviewing and adjusting staff levels as needed in the Senate Secretariat so that this might be addressed as part of the external review.



16 September 2020

To: Vancouver Senate

From: Senate Curriculum Committee and Senate Admissions Committee

Re: New Program: Bachelor of Indigenous Land Stewardship

The Senate Curriculum Committee and the Senate Admissions Committee (the “Committees”) have reviewed the material submitted to them by the Faculty of Forestry. The Committees have enclosed the proposal that they deem ready for consideration by the Senate for approval.

**Motion:** *That the Indigenous Land Stewardship degree program and its associated new and revised courses be approved as presented.*

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

## **PROGRAM PROPOSAL**

### **Proposal: Bachelor of Indigenous Land Stewardship**

**The University of British Columbia**

Faculty of Forestry

**Proposal**

**Bachelor of Indigenous Land Stewardship  
Degree Program**

**July 2020**

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## 1. Executive Summary

### 1.1 Overview

The Bachelor of Indigenous Land Stewardship<sup>1</sup> (ILS) aims to meet two important challenges. The first challenge is that climate change and environmental degradation have exposed serious weaknesses in how land and natural resources are managed. To be effective, we must integrate Indigenous and Western knowledge systems to manage complex ecosystems and disturbances with holistic solutions. The second challenge is that as governments seek to reconcile with First Nations, by restoring self-governance and respecting the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), more lands and resources will be managed under a First Nations governance regime – the demand for skilled people to manage these lands according to Indigenous ethics and values will be significant. There will also be a demand for people with blended Indigenous and Western skills among the companies and provincial government agencies that work with Indigenous governments. Projections show demand for natural resources and environmental professionals is also growing more generally across BC and Canada. The ILS program, to be located in Westbank, BC, will produce students with practical skills, grounded in Indigenous and Western knowledge systems, who can steward ecosystems holistically in complex times.

As a leading global forestry faculty, the University of British Columbia (UBC) Faculty of Forestry is well placed to deliver the ILS program. UBC Forestry has multidisciplinary experts from diverse backgrounds. Drawing on leading experts in the natural and social sciences, the ILS program can deliver a holistic and highly applied undergraduate program. Students will learn theory in lectures, grounded in Indigenous and non-Indigenous ontologies and epistemologies. In labs and field courses, students will learn to apply highly practical skills, methodologies and tools to real world problems. A highly collaborative and consultative curriculum development process was led by a steering committee, which included Professor John Innes and Garry Merkel (co-chairs), Gordon Prest, Ellen Simmons, Chief Christopher Derickson, David Gill, Matt Wealick, and advised by William Nikolakis and Robert Kozak,. Learning from the steering committee and through these consultations, the ILS has been designed to create job ready graduates who have foundations in Indigenous knowledge, and in business, community development, communication, ecology, governance, law, remote sensing and mapping, wildlife management, and silviculture (among other skills).

The ILS program can deliver on three key themes set out in UBC's Strategic Plan: Inclusion, Collaboration and Innovation. These themes are central to the ILS, which aims to enhance Indigenous access to, and influence in, the teaching and research infrastructure for land and forest governance. The ILS can support UBC remaining globally competitive, by delivering on four key aims: to develop interdisciplinary collaborative clusters that focus on important social problems; to harness the potential of great people; to facilitate greater Indigenous engagement and to advance

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<sup>1</sup> The term stewardship reflects perspectives of caretaking for the land for future generations.

the Indigenous Strategic Plan; and to establish an innovative pedagogy that offers an enriched and experiential teaching and research environment.

The ILS can deliver in a meaningful way on three Truth and Reconciliation Commission of Canada (TRC) Calls to Action. The program can advance Call to Action 7: “We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.” The ILS program can provide more employment opportunities for First Nations in their governments, and for industry and the provincial government. The program can help meet Call to Action 11: “We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.” Reflected in the admissions requirements, the program will target Indigenous students and enhance Indigenous access to post-secondary education. The program may also advance Call to Action 92, calling on the Canadian corporate sector to adopt the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), including committing to achieving free, prior, and informed consent with Indigenous peoples before commencing to development; ensuring Indigenous peoples have equitable access to jobs, training, and education opportunities from the natural resources sector; and promoting skills-based training on Indigenous rights.

## 1.2 Credential

The proposed credential awarded is a Bachelor of Indigenous Land Stewardship (ILS). The program balances theory and practice, combining interdisciplinary knowledge across the Faculty of Forestry. The field of study encompasses land and resource stewardship, planning, community development, business, governance, law and conservation.

We are working with accreditation bodies to determine an appropriate designation from this program. A diploma exit will be available for students.

## 1.3 Location

The program will be located on Westbank First Nation lands, at Westbank, BC. Classroom education and administration of the program will occur at Westbank. The Vancouver campus will provide structured career support for faculty.

## 1.4 Faculty Offering Program

The proposed degree program will be housed within the Faculty of Forestry.

## 1.5 Program Start Date

September 2021, dependent on Ministry approval.

## 1.6 Program Completion Time

Anticipated time for completion of the full program is four years.

## 1.7 Objectives and Learning Outcomes

The Bachelor of Indigenous Land Stewardship (ILS) is an interdisciplinary program designed to prepare students for careers working with and for Indigenous governments on land and environmental stewardship.<sup>2</sup> The four-year program establishes a highly practical and skills-based foundation for students working in land management, forestry, and other environmental management disciplines. The program instructs students in diverse courses, from ecology, to law and governance, communication, business, management, remote sensing, Indigenous research methods, data management, conflict management, and capacity building (among others). An experienced team of First Nations and non-First Nations forestry professionals and educators developed these courses. The curriculum has four-times the amount of fieldwork than a regular forestry degree, reflecting the practical and skills based focus of the program. The program consists of 117 core course credits and 12 elective credits.

The overall student learning objectives are to produce graduates who:

- can lead multidisciplinary teams working on land and forest management in cross-cultural contexts;
- can work with Indigenous communities and build inclusive processes to build capacity, and more participatory land and natural resource governance;
- can communicate effectively and manage conflict in a productive way;
- have deep understanding of the legal, governance, historical, social, and economic contexts for Indigenous peoples;
- comply with the Indigenous legal and constitutional framework in which they operate;
- can apply business skills and utilise appropriate tools and management information systems for decision-making;
- can apply the variety of tools and technologies, and can communicate the results to a broad audience;
- can evaluate and apply methodologies and approaches for managing lands and forests in holistic ways by integrating Western science and Indigenous knowledge;
- can compile, use and present data and information to diverse audiences on forest and land management;
- can design and implement policies and strategies for land and forest management; and
- can develop and implement comprehensive land stewardship plans, drawing on Indigenous and Western knowledge and community input.

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<sup>2</sup> Throughout the curriculum the terms land, environmental and ecosystem stewardship are used interchangeably.

## 1.8 Contribution to UBC's Mandate and Strategic Plan

The ILS program may directly advance a key component of UBC's Mandate (2018), that UBC "Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP." The ILS is committed to enhancing access to education for Indigenous Peoples and for collaborating with First Nations governments to deliver mutually beneficial outcomes on important social problems.

The emphasis of UBC's Strategic Plan is around three core themes: Inclusion, Collaboration and Innovation. These themes are central to the ILS, which aims to enhance Indigenous access to, and influence in, the teaching and research infrastructure for land and forest governance. There are four key aims in UBC's Strategic Plan advanced by the ILS: (1) to develop interdisciplinary collaborative clusters that focus on important social problems; (2) to harness the potential of great people; (3) to facilitate greater Indigenous engagement and to achieve the Indigenous Strategic Plan (at the time of writing); and, (4) to establish an innovative pedagogy that offers an enriched and experiential teaching and research environment.

A steering committee composed primarily of First Nations foresters and governance experts, collaboratively developed the ILS program. The program is novel and multidisciplinary, blending Indigenous knowledge with science - establishing a rich area for innovative collaborations between the ILS, First Nations, government, and industry. The knowledge generated through these collaborations, while highly applied, can also inform emerging theory on integrating Indigenous knowledge and science.

Of the core areas for UBC's Strategic Plan, the ILS advances several, but most important are:

*Local and Global Engagement: Strategy 17, Indigenous Engagement- Support the objectives and actions of the renewed Indigenous Strategic Plan*

The ILS also advances goals and actions of the draft Indigenous Strategic Plan:<sup>3</sup>

- *Local and Global Engagement: Strategy 20, Coordinated Engagement - Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure.*

The ILS at its core is a highly collaborative program, developed through extensive consultation with the broader community and Indigenous research partners, and led in its design and implementation by a steering committee composed primarily of Indigenous forestry, education and governance experts. The ILS will work closely with Indigenous communities to develop teaching and research infrastructure that blends Indigenous knowledge with Western science, to develop more holistic strategies and interventions for land and forest systems. As well, the ILS will work collaboratively with communities to respond to research questions of importance to them.

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<sup>3</sup> This will be updated as the Indigenous Strategic Plan is finalized.

- *Transformative Learning: Strategy 11, Education Renewal - Facilitate sustained program renewal and improvements in teaching effectiveness.*

The creation of the ILS actively enhances post-secondary access for Indigenous students and for Indigenous knowledge systems more generally. The teaching approach is transformative, reflecting Indigenous values and modes of thinking and learning. Importantly, innovative support networks will be developed for students in ways consistent with Indigenous cultural and social values – this can better support student wellbeing. The ILS through sustained education outcomes, can empower Indigenous peoples with the tools to manage their lands in their own ways, for their own goals.

- *Transformative Learning: Strategy 13, Practical Learning Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni.*

The ILS catalyzes a new approach for dealing holistically with complex problems. The program is highly experiential and land-based and this is reflected in the curriculum. The program is also highly practical with the aim of graduates being able to deliver important outcomes to communities. Forests play a key role in tackling climate change, but forests are also impacted by climate change. Blending Western science with Indigenous knowledge systems offers significant promise for producing approaches to deal with this complexity, and to develop solutions that disrupt the narrow silos of conventional scientific inquiry. These approaches, as they are developed through research generated at ILS and UBC Forestry, will inform teaching and learning in the program. Students will spend considerable time in the field at the Westbank Community Forest and the nearby Silver Lake Community Forest, where they can test emerging knowledge. This reflects a learning–practice feedback loop that can deliver important skills and knowledge for students.

### 1.9 Delivery Methods

The program consists of required coursework addressing theory and practice, drawing from Indigenous and Western knowledge systems. To reflect the collaborative nature of the program, 16 courses are co-taught by faculty and an Indigenous knowledge keeper or an Indigenous expert, following the Haida Gwaii Institute model for teaching. These co-taught classes are co-designed by Indigenous and non-Indigenous instructors, who bring their unique perspectives into the curriculum and classroom, to give students a more comprehensive worldview. Located in Westbank BC, students will develop applied skills in labs and in field courses. The degree consists of 117 core credits of required coursework including field courses, face-to-face lectures, laboratory sessions, and a capstone course building a stewardship plan for a community or industry partner. There are 12 credits of electives where students can specialize in an area of choice.

### 1.10 Linked Learning Outcomes and Curriculum Design

The proposed curriculum addresses the learning objectives described in section 1.7, by focusing on practical skills, integrating Indigenous and Western knowledge systems in core teachings, and emphasizing a holistic approach to land management that is applied in field courses. The program is highly interdisciplinary, and offers a co-teaching model in specified courses, where faculty and an Indigenous knowledge keeper or expert instruct the course to bring deeper insight. Guided by the Bloom's Taxonomy, the courses are designed to provide a foundational knowledge that is increasingly applied over the four-years. Students will develop critical skills through synthesis, analysis and evaluation, which they can apply to the design and implementation of land stewardship plans. Students will develop capabilities for working with people and complex ecological problems, identifying problems and goals, and creating appropriate interventions drawing on Indigenous and Western knowledge systems. The holistic and adaptive skills developed in this program will be critical for tackling complex landscape-level problems, in an evolving legal and political framework.

### 1.11 Program Strengths

UBC's Faculty of Forestry is one of the largest forest faculties in the world, with leading global experts that spans multiple disciplines in the natural and social sciences. The proposed program can draw on the expertise and networks of UBC Forestry, which has had great success in developing the novel Haida Gwaii Institute (HGI), established as a newly established unit in the faculty in 2017. The semesters offered by HGI are experiential, and the courses are co-taught by academics and practicing individuals (many of them Haida in the Reconciliation Semester). The knowledge and networks from developing the HGI model are foundational to UBC Forestry delivering the innovative ILS program. UBC Forestry is highly attuned to the needs of regional communities – and the communities and companies that make-up their social fabric. The curriculum was crafted by an experienced and multidisciplinary group of First Nation and non-First Nation academics and practitioners, informed by consultation processes involving diverse groups, including academics, First Nations community members, First Nations business and government representatives (among others).

Learning from these consultations and this group of First Nations and non-First Nations academics and practitioners, who acted as a steering committee for the program development, the ILS program is grounded in an experiential and land-based pedagogy. The students in this program may have diverse interests, and their career pathways may take them into policy, business, consulting, or more technical roles, but the ambition is to prepare students for the complexities of stewarding land and ecosystems for future generations. The program will emphasize the need to blend Indigenous knowledge with Western knowledge systems, drawing on the diverse faculty, to provide stewardship that meets the needs and expectations of First Nations' communities. There will be flexibility in admissions, with some students 'laddering' in from places such as Nicola Valley Institute of Technology (among others). The ability to explore online learning opportunities for students in remote areas will be actively explored as the program develops. An advisory board

consisting of First Nations elders and land managers that are leading the co-development of the curriculum with UBC, will steer the program as it evolves.

#### 1.12 Support and Recognition from Other Post-Secondary Institutions and Professional Organizations

The Faculty of Forestry has transfer agreements in place with Thompson Rivers University and Nicola Valley Institute of Technology, both with high levels of Indigenous enrolment. There have been preliminary discussions with the Native Education College in Vancouver to discuss transfer agreements. Opportunities for transfer agreements with Selkirk College and Vancouver Island University will also be explored, both having stewardship and forest technician certificate programs.

There have been formal discussions with the accreditation bodies about the ILS program, and whether graduates could be accredited as Registered Professional Foresters or Biologists, or a similar professional designation (that for example applies to Indigenous lands and forests). There is an opportunity to explore a new designation when the program is confirmed.

#### 1.13 Related Programs at UBC and in British Columbia

There are no other four-year undergraduate programs in Canada focused on integrating Indigenous and Western knowledge systems to steward land holistically. UBC Forestry is well placed to deliver this course, drawing on extensive internal expertise, and partnerships with First Nations governments, experts, and international networks. The program is career oriented, and will produce a new generation of land and resource managers with a solid grounding in the natural sciences and Indigenous knowledge, coupled with social and business skills.

#### 1.14 Institutional Contact

Professor John Innes  
Dean, Faculty of Forestry  
[John.Innes@ubc.ca](mailto:John.Innes@ubc.ca)  
**Phone:** 604-822-3542



## 2. Program Description and Specification

### 2.1 Program Need

In the Province's Strategic Plan, one of the three key priorities is "Building a strong, sustainable economy." This priority has several components – supporting resource-based industries, achieving reconciliation with First Nations, and taking meaningful steps towards a climate strategy. All of these sub-goals are achieved through the ILS program, in particular empowering First Nations in line with commitments under the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to further self-governance. Empowering First Nations governance and government-to-government relations to achieve reconciliation is a priority in BC, reflected in the *United Nations Declaration on the Rights of Indigenous Peoples Act*, 2019. The ILS program also advances the BC Jobs Plan, in particular a Protected and Sustainable Environment, and Social Innovation – delivering positive social outcomes in a sustainable way.

By creating a pool of next generation land managers, grounded in First Nations and Western knowledge systems, there will be flow on benefits for First Nations, provincial government, and industry –graduates will come out of this program with a novel skillset for dealing with the complex challenges we face in natural resource sectors. The program will also unlock the potential for human capital in First Nations communities, who can fill mid- to high-level positions in their governments, and produce outcomes with their unique training. The BC Strategic Plan, 2018, also sets out important goals to support the prosperity of a sustainable resource economy. This program will contribute to training and educating graduates to support a sustainable resources sector by creating new knowledge systems to manage ecosystems for a range of market and non-market values. The program will also provide important opportunities for First Nations to participate equitably in the natural resources sector, in ways consistent with their own values, which is a core tenet of reconciliation and sustainability. The program will also foster partnerships for innovation and growth, another key priority area in the plan, by linking students with practitioners throughout the program and particularly in the capstone course.

The program will catalyze nature-based solutions to climate change in rural and remote areas, enhancing carbon capture and storage, mitigating emissions through reducing wildfire and improving forest health, and helping communities adapt to climate change in rural and remote contexts.

### 2.2 Program Objectives

This program will prepare students for managing the lands and land-based operations of Indigenous governments, or working with Indigenous governments and businesses as significant partners in collaborative stewardship of public lands (what Indigenous governments call contested lands). Students will acquire the foundational knowledge, skills, and applied experience that will allow them to oversee day-to-day operations and support the creation of more strategic planning approaches to managing lands over the long term with community input. The program has a significant field component and concludes with a capstone course where students prepare plans

for Indigenous governments, provincial governments, or industry to prepare them for the workforce.

By the end of the program, the students will be able to:

- Lead a forestry or land management program or project in a First Nations context, and coordinate interdisciplinary teams;
- Explain the political, legal, governance, social, and financial context of First Nation's governments;
- Explain business management and business models, and apply business tools;
- Develop and apply methodologies and approaches for managing lands and forests in holistic ways, and in ways that integrate Western science and Indigenous knowledge;
- Compile, use, and present information to diverse audiences on forest and land management;
- Develop and implement policies, strategies, and rules for the governance of land and forests; and
- Engage with diverse communities and partners for the design and implementation of land or forest management programs, policies and laws.

To understand how the program objectives fit with the perspectives of students, four focus groups were convened with UBC and UBCO undergraduates and graduate students (most of these First Nations), and second year students at NVIT (mostly First Nations). The curriculum was presented to students and were asked questions on their thoughts about the program, gaps and weaknesses, whether they would choose the program, and what types of careers they would expect after completing the ILS program. The following comments were documented during the focus groups, organized around the need for the program, and thoughts on the curriculum and career outlook:

#### *Need for program*

- “[Generally] there’s a lack of understanding about our relationship to the land... One thing that I’ve heard reiterated is the land is my blood... whatever we do to the land we do to ourselves. It’s a deep connection that isn’t really understood.” (UBCO First Nations Undergraduate, Biology)
- “Going through a program like this would give you the full 360 of traditional ecological knowledge. It would change how we do practices in the industry. It would definitely help us align profit with taking care of our ecosystems. This is how First Nations people originally did forest management.” (UBC First Nations undergraduate student, Forestry)
- “More and more land is going to be managed by Indigenous people, and I don’t think there’s enough people out there to do the work. So this will certainly be one step in filling that gap. In the meantime, lot of big companies out there like the Tolko’s of the world and the Western Forest Product’s of the world who will need to have people that know this. So I think it’s a huge opportunity...” (UBCO First Nations Graduate Student)
- “It’s about the Truth and Reconciliation calls to action and actually managing the land differently. And people who are working for BCTS [BC Timber Sales] like other tenure

holders, really need to have this knowledge.” (First Nations student, Nicola Valley Institute of Technology)

- “As First Nations gain back a lot of their land, a lot of forest companies have to consult with them, and the communication between them is not good, there's no understanding between the two. So there's a lot of butting heads currently. [This program] gets us on the same page I think.” (First Nations student, Nicola Valley Institute of Technology)
- “Focusing on forestry and wildfire management is important, having an overarching landscape level view, and every facet of that and being able to go down into each part. You could be wanting to be a fisheries biologist, or looking at wildlife management as a whole, or if you want to become a forester. Having an actual influx of Indigenous people who are educated in this realm, means then you can go back and manage this territory.” (UBCO First Nations Graduate Student)
- “If this was four years ago, I would be doing it, I know that this is the kind of work I want to do.” (UBCO First Nations Graduate Student)

### *Curriculum and career outlook*

- “This program seems structured so that the first two years are completely about getting the tools you need, and still doing these field courses at the beginning of each semester. And then it takes a completely different direction in third and fourth year, and actually utilizing these tools, which just seems super cool to me. I think it would fully prepare somebody for a job after university. Which seems pretty masterfully constructed.” (UBC First Nations undergraduate student, Forestry)
- “... at the core of it has to be the understanding that everything is related, everything is integrated and that works together. And having that core understanding, I think is necessary before you shoot off as becoming an RPF or you go this way for a wildlife biologist.” (UBCO First Nations Graduate Student)
- “Yeah, seeing how specialized it is... I can see how all of the courses are very interconnected, and it's not like you're learning all of these separate things, and they're all coming together at the end. I feel like they're all very connected from the beginning. For me personally, that's what appeals to me the most about this.” (UBC First Nations undergraduate student, Forestry)
- “...it would be great to have an opportunity to work as an undergrad in research... being able to be a part of that (UBCO First Nations Undergraduate, Political Science)
- “... you could really take [a degree from this program] any where you want. Just having that knowledge, it's extremely valuable and... pretty much makes you unstoppable in the current landscape... Our [First Nation's] trajectory is stepping away from provincial management of forests to Indigenous management.” (UBCO First Nations Graduate Student, Mathematics)
- “The private sector are looking for people to understand and mediate for both sides, [the] private [sector] and the First Nation perspective, and this could give you those skills.” (First Nations student, Nicola Valley Institute of Technology)

- “I really enjoy the hands on field work... I liked that you have field courses included in there, because I think that's such valuable experience.” (UBC First Nations undergraduate student, Forestry)
- “The policy building... I think that's what appeals to me the most personally.” (UBC First Nations undergraduate student, Forestry)
- “Yeah, and I think this program just offers a completely broad, wide range of crucial skills... the courses that involve plant identification, or data management, or the business aspect. I think the business aspect is something that's new and unique. And I think that's something I would be interested in in this program.” (UBC First Nations undergraduate student, Forestry)
- “...A career in some sort of mapping is definitely in the future for something like that. Besides that you have the planning in the fourth year, which would be great for Indigenous governments, and helping them make those long-term environmental plans. Which I think would be another good career option and it's something that I also want to do.” (UBC First Nations undergraduate student, Forestry)
- “I’m a contractor, so this would help me quite a bit actually. Because I have to outsource and find a mediator to mediate with the bands that I'm working with now. So that's a lot of money, a whole lot of money. So if I had this instead I could do it in-house, saves me a lot. And I know that a lot of industry would back a lot of their workforce coming and doing this.” (non First Nations student, Nicola Valley Institute of Technology)

### 2.3 Target Students

The ILS program will attract Indigenous and non-Indigenous undergraduate students, both domestic and international, interested in land and resource stewardship. The program will be of particular interest to those applicants who want to work with or for Indigenous governments on land and resource stewardship. The program will admit between 25-40 students per year. Bursaries and other financial support will be provided to students to support access to the program.

### 2.4 Degree Requirements

The proposed 129-credit program is designed to include the following components:

#### **Core curriculum:** 117 credits

The core curriculum is organised around the following structure:

- Pre-term field courses in years 1 to 3. These courses will be convened over two weeks in a research site, like the Westbank Community Forest or the Silver Lake Forest.
- Core courses and electives that include lectures and labs.
- A ‘Stewarding in Practice’ field course (6 credits) in term 1 year four, and a capstone course ‘Land Stewardship Plan’ (15 credits) where students are embedded in a community or industry partner to prepare a stewardship plan.

The program is highly interdisciplinary, covering theories from the natural and social sciences, and grounded in Western and Indigenous perspectives. The program is also highly practical, and students come out with the following career skills:

- Soft skills for engaging with people in cross-cultural contexts, for instance Indigenous ways of knowing, conflict management, community engagement, and capacity building;
- Statistical analysis;
- Communication tools;
- Business tools and management information systems;
- Field skills;
- Remote sensing and mapping;
- Modelling/Inventory tools;
- Land stewardship planning;

**Electives:** 12-credits

Students will complete four 3-credit elective courses. These courses are unrestricted electives.

## 2.5 Program Overview

	Pre-term 1	Term 1	Term 2
<b>Year 1</b>	<i>Pre-term field course</i> (3 credits)	<i>Lectures and labs</i>	<i>Lectures and labs</i>
<b>Year 2</b>	<i>Pre-term field course</i> (3 credits)	<i>Lectures and labs</i>	<i>Lectures and labs</i>
<b>Year 3</b>	<i>Pre-term field course</i> (3 credits)	<i>Lectures and labs</i>	<i>Lectures and labs</i>
<b>Year 4</b>		<i>Lectures and labs, &amp; Stewarding in Practice</i> (6 credits)	<i>Capstone field course</i> (15 credits)

The four-year program is highly practical with significant field course elements, culminating in the capstone course in the second term of year four. The innovative nature of the program means a significant number of new courses designed and developed by a team of First Nations and non-First Nations academics and professionals. The ambition of the program is to produce graduates who are prepared to work on land and natural resources management in First Nations governments, or to work for organizations who work with First Nations governments.

There are 32 core courses, and 28 new ILS courses in the program:

**First Year**

*Pre-term field course*

**ILS 100 3** - Indigenous Views of Landscapes

*Term 1*

**ILS 101 3** - Introduction to Indigenous Land Stewardship

**ILS 102 3 - Community Engagement: Principles, Practices and Protocols**

**ILS 103 3 - Decolonization and Natural Resources**

**ILS 104 3 - Introduction to Governance**

*Term 2*

**ILS 105 3 - Ways of Knowing**

**ILS 106 3 - Holistic Resource Stewardship**

**FRST 150 3- Writing and Communication (*Existing course*)**

**ILS 107 3 - Community: Capacity Development**

**ILS 108 3 - Plant Identification and Dendrology**

**Elective 3**

**Total Credits 33**

### **Second Year**

*Pre-term field course*

**ILS 200 3- Field Measurements**

*Term 1*

**ILS 201 6- Ecology 1 - Foundations**

**FRST 232 3- Computer Applications/Data Science (management) (*Existing course*)**

**ILS 202 3 – GIS and Mapping**

**ILS 203 3 - Communications Tools**

*Term 2*

**ILS 204 6 - Ecology 2 – Disturbance and Climate Adaptation**

**ILS 205 3 - Business Management**

**FRST 443 3 - Remote Sensing (*Existing course*)**

**Elective 3**

**Total Credits 33**

### **Third Year**

*Pre-term field course*

**ILS 300 3- Interventions on the Land**

*Term 1*

**ILS 301 3- Indigenous Law**

**ILS 302 3- Forest and Land Use Planning on Indigenous Lands**

**ILS 303 3 – Forest Modelling and Inventories**

**ILS 304 3 - Wildlife Ecology, Conservation and Management**

**FRST 305 3 - Silvicultural Systems (*Existing course*)**

*Term2*

**ILS 305 3 - Analytics for Land Stewardship**

**ILS 306 3- Business Models**

**ILS 307 3 – Business Tools**

**ILS 308 3- Indigenous Research Methods**

**Elective 3**

**Total Credits 33**

**Fourth Year****Term 1****ILS 400 3** - Policy Building and Processes**ILS 401 3** - Community Conflict Management**ILS 402 6** – Stewarding in Practice**Elective 3****Term 2****ILS 403 15** – Land Stewardship Plan**Total Credits 30**

## 2.5.1 General guidelines for rubrics in the ILS program

The table below presents general guidelines for rubrics in the ILS program. There are general indicators assessed on a 5-point scale. The nature of the course and the assignment will determine whether these indicators are appropriate and whether other indicators apply.

<b>Indicators</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Task requirements (Was the task met? Is the format correct?)	Fully met	Mostly met	Some	Little	None
Accuracy (Was the assignment accurate?)	Accurate	Mostly accurate	Somewhat accurate	Partially accurate	Not accurate
Comprehensibility (Was the assignment comprehensible?)	Comprehensible	Mostly comprehensible	Somewhat comprehensible	Only parts are comprehensible	Not comprehensible
Content coverage (Developed the content and supported this with references).	Covered all content	Covered most of the content	Covered some of the content	Only covered parts of the content	Did not cover content adequately
Vocabulary	Broad, varied and non-repetitive	Reasonably broad, and mostly varied and non-repetitive	Adequate, somewhat varied and somewhat non-repetitive	Limited, and lacked variety	Limited, basic and repetitive
Spelling and Grammar	Excellent spelling and grammar. No errors.	Very good spelling and grammar, with some errors.	Adequate spelling and grammar, with errors.	Spelling and grammar mostly poor.	Very poor spelling and grammar. Many errors.

## 2.6 Admission Requirements

The Faculty accepts applications from students with diverse educational preparation: (1) graduates direct from secondary school or (2) post-secondary transfer students. We also expect an interest in this program from mid-career environmental, forestry, and resource management professionals.

Students entering from secondary school must have met the University entrance requirements. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses: English 12 or English 12 First Peoples; English 11 or English 11 First Peoples; Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12; any course which satisfies the Social Studies 11 BC/YT graduation requirement; at least one approved Science 11 (Biology 11 is recommended); and an approved Language 11. Meeting the minimum requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

For Canadian Indigenous applicants, the UBC Aboriginal Admissions Policy applies, see: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,14,0,0>

Where possible, support will be provided for Indigenous access to the ILS program.

## 3. Resources

### 3.1 Budget and Tuition Fees

We have worked with UBC's Strategy + Decision Support (SDS) service to develop a budget for the program and to model various scenarios for a 10-year return. A model was selected that generates sufficient tuition revenue to cover the incremental costs of the program, and over a 10-year period will generate net new resources for the Faculty of Forestry.

In the 2021/22 academic year, tuition fees per credit for the program (consistent with other Faculty of Forestry programs are:

- Domestic students: \$187.24 per credit
- International students \$1,413.20 per credit

These figures lead to annual tuitions in the ILS of approximately \$6,179 for domestic students and \$46,636 for international students for the 33-credit course load (except in year 4 where there are 30 credits). We anticipate a Ministry seat fund of \$14,000 per domestic student (at minimum), which is critical for the program to be feasible. Other sources of federal and foundation monies will be actively sought.

We estimate that the annual enrolment in the program after the first two years of inception will be 25-40 students (25 domestic and 15 international students), and these numbers will remain steady with transfers into the program from Thompson Rivers University, Nicola Valley Institute of Technology and other institutions, with up to two years accredited to the ILS program.



The major budgeted expenditure item is faculty and staff for the program. The rental for the program facility is to be provided at no cost. New faculty and staff hires will be required. The aim is to start with two tenure track faculty, a tenured faculty (and program director), and two lecturers. By year three, the aim is to hire 10 faculty (four with tenure and six tenure-track) and three lecturers. It is anticipated that at least half of the faculty will be Indigenous. The faculty to student ratio is relatively high given the co-teaching model and the strong support systems in place for Indigenous students.

### **Year 1:**

**Faculty:** Educational leadership x 2 @ \$131,222; Research x 1 @\$198,827; and lecturers x 2 @ \$68,843

= \$598,957

**Staff:** Program director: \$10,000 (Stipend); Program coordinator: \$75,000; Elder's Council: \$20,000 (.4FTE); Receptionist: \$45,000; Technician: \$52,000

= \$122,685

**Total** = \$721,642

### **Year 2:**

**Faculty:** Educational leadership x 4 @\$133,847; Research x 3 \$202,803; and lecturers x 3 @ \$70,220

= \$1,143,797

**Staff:** = \$205,780

**Total** = \$1,349,577

**Year 3 (no new faculty hires after year 3):** Educational leadership x 6 @ \$136,523; Research x 4 @ \$206, 860; Lecturers x 3 @ \$71,624

= \$1,646,579

**Staff:** = \$209,635

**Total** = \$1,856, 214

## 3.2 Human Resources

The program will be structured as all the Faculty's programs. A Program Director will steer the program and report to Head of the Department of Forest Resources Management. A Program Coordinator will support the Director, and liaise with students. New hires will teach the courses in the program.

### 3.3 Space

Lectures and tutorials will be scheduled in classrooms and labs at a site to be determined on Westbank First Nation lands in Westbank, BC.

### 3.4 Library

The program will not be located at a UBC campus. Students will need access to online library resources and new online resources may be required to support learning in the program.

### 3.5 Other Resources

The ILS program, as part of the Faculty of Forestry, can draw on the diverse expertise and experience of the faculty and other faculties. The program can also draw on online resources from the UBC Library (including existing resources at the Woodward library and *Xwi7xwa Library*). As well, the program will have unique access to the Westbank First Nation, a leading First Nation government, as well as Westbank's Community Forest.

## 4. Appendices

### 4.1 Curriculum Proposal Form: New Program

#### UBC Curriculum Proposal Form Change to Course or Program

##### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2021W <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b> <u>Bachelor of Indigenous Land Stewardship.</u>  <b>Introduction:</b> The Bachelor of Indigenous Land Stewardship (ILS) is an interdisciplinary program designed to prepare students for careers working with and for Indigenous governments on land stewardship. The four-year program, which takes place in Westbank, British Columbia, establishes a highly practical and skills-based foundation for students working in land management, forestry, and other environmental management disciplines. The program instructs students in diverse courses, from ecology, to remote sensing, law and governance, communication, business, management, Indigenous research methods, data management and capacity building (among others). An experienced team of First Nations forestry professionals and educators, forestry professionals, and UBC forestry professors developed these courses. The curriculum has four-times the amount of fieldwork of a regular forestry degree, reflecting the practical and skills based	<b>URL:</b> N/A. <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Degree Program.  <b>Rationale for Proposed Change:</b> Indigenous governments are reclaiming land and natural resources. The demand for land management professional working for and with Indigenous government will increase significantly. Having a highly skilled workforce of land and natural resources professionals, grounded in Western and Indigenous knowledge systems, is critical for supporting Indigenous self-governance, and for effectively managing ecosystems in an increasingly complex world.  No other Canadian universities offer a program like this. The program is interdisciplinary and experiential. There will be a focus on land-based pedagogy and the skills developed are highly applied, preparing students for a dynamic workplace.  The program prepares students for careers with Indigenous governments, policy, industry and consulting, research and

<p>focus of the program. The program consists of 117 core course credits, 12 non-restricted elective credits.</p> <p><b>Admission:</b> The Faculty will accept applications from students with varying educational preparation: (1) directly following graduation from secondary school; (2) following the completion of any studies at another post-secondary institution. ; (3) directly from mid-career environmental, forestry, and resource management professionals.</p> <p>Students entering from secondary school must have met the general University entrance requirements for undergraduate programs as listed in the <u>Admissions</u> section of the Calendar. In addition to the minimum academic qualifications, all students must present Pre-Calculus 11 or equivalent and a Science 11 or equivalent (Biology is recommended). Meeting the minimum requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.</p> <p>Students entering through other pathways, including transfers from other post-secondary programs and mid-career professionals, are encouraged to apply and will be considered on a case-by-case basis. Please contact a Faculty of Forestry advisor to determine eligibility.</p> <p>Applicants who identify as Indigenous may be considered under UBC's <u>Aboriginal Admissions Policy</u>.</p> <p><b>URL:</b> N/A.</p> <p><b>Current Calendar Entry:</b> None.</p>	<p>education, and non-government organizations.</p>
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<p><b>Type of Degree Action:</b> New Degree.</p> <p><b>Academic Regulations:</b></p> <p>See Academic Regulations:(<a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0</a>)</p> <p><b>Degree Requirements:</b></p> <p><b><u>First Year</u></b></p> <p>ILS 100 3</p> <p>ILS 101 3</p> <p>ILS 102 3</p> <p>ILS 103 3</p> <p>ILS 104 3</p> <p>ILS 105 3</p> <p>ILS 106 3</p> <p>FRST 150 3</p> <p>ILS 107 3</p> <p>ILS 108 3</p> <p>Elective 3</p> <p><b>Total Credits 33</b></p> <p><b><u>Second Year</u></b></p> <p>ILS 200 3</p> <p>ILS 201 6</p> <p>FRST 232 3</p> <p>ILS 202 3</p> <p>ILS 203 3</p> <p>ILS 204 6</p> <p>ILS 205 3</p> <p>FRST 443 3</p> <p>Elective 3</p> <p><b>Total Credits 33</b></p> <p><b><u>Third Year</u></b></p> <p>ILS 300 3</p> <p>ILS 301 3</p> <p>ILS 302 3</p> <p>ILS 303 3</p> <p>ILS 304 3</p> <p>FRST 305 3</p> <p>ILS 305 3</p> <p>ILS 306 3</p> <p>ILS 307 3</p>	
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ILS 308 3 Elective 3 <u>Total Credits 33</u> <b><u>Fourth Year</u></b> ILS 400 3 ILS 401 3 ILS 402 6 Elective 3 ILS 403 15 <u>Total Credits 30</u>	
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## 4.2 Curriculum Proposal Form: New Course Code

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2021W <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  Bachelor of Indigenous Land Stewardship – ILS.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course Code.  <b>Rationale for Proposed Change:</b> A new course code identifies the unique characteristics of courses on Indigenous Land Stewardship. These courses are part of the proposed Bachelor of Indigenous Land Stewardship (ILS). It is important to separate these new courses from other course codes in the Faculty of Forestry (CONS, FOPR, FRST, UFOR, and WOOD).  These new courses in Indigenous Land Stewardship offer unique material, which means separating these with a new course code can better highlight these course offerings to interested students in BC and across Canada.

## 4.3 Curriculum Proposal Form: New Courses

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2021W <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 100 (3) Indigenous Views of Landscapes</b>  Introduction to Indigenous people's interpretation of landscape and worldview. Learning from knowledge keepers, the course covers culturally significant places, place names, ceremonies, berry picking, medicines, fishing, and hunting.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  As Indigenous peoples reclaim more lands, integrating Indigenous worldviews and practices for managing these lands to meet a broader set of goals is critical. Learning from Indigenous knowledge keepers, this field course provides an introduction to Indigenous views of landscape and how this shapes land management. The course also covers understanding place names, and learning the importance of places for spiritual practices, wildlife, water, hunting, fishing, non-timber forest products and medicines. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>



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<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 101 (3) Introduction to Indigenous Land Stewardship</b></p> <p>Introduction to the principles of 'caring for the land' and integrating this ethos into natural resources management, including topics on caretaking for the land, animals, and future generations; sacred places; and the principle of interconnectivity of all living things.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b>  The focus on economic models for managing land has proven to be ineffective, particularly with a changing climate. This course provides students with an introduction to holistic Indigenous perspectives and integrating these with natural resources management. The course includes materials on ethics and philosophy of caring for the land and resources for future generations; responsibilities and practices for caretaking for the land and all living things; and the interconnectivity of all living things and how an impact in one part of the system affects another part of the system. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>

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<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 102 (3) Community Engagement: Principles, Practices and Protocols</b></p> <p>Introduction to working and professionalism in cross-cultural contexts, with a focus on Indigenous governments and the importance of organizational values, cultural practices and protocols, consensus-based decision-making, principles of engagement, conflict resolution and political dynamics.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b></p> <p>Professionals working with or for Indigenous governments must have skills for working effectively in a cross-cultural context. This course provides students with an introduction to working in cross-cultural contexts, with focus on working with Indigenous governments. The course includes materials on professionalism and professional standards; the social, legal and political contexts in which Indigenous governments are embedded; organizational dynamics; cultural practices and protocols in working with Indigenous peoples and their governments; and methods for community engagement and integrating community perspectives into organizational processes. Community based research processes are also examined in this course. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>

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<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 103 (3) Decolonization and Natural Resources</b></p> <p>Introduction to Indigenous People's history, cultures and experiences, and the effect on control over natural resources, drawing from local to international perspectives, with a focus on how decolonization, as an analytical lens, can transform institutions and Indigenous People's everyday lives.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b></p> <p>The course introduces students to the history, cultures and experiences of Indigenous People, and how this has shaped control over natural resources at local and international scales. This is a required course in the proposed ILS program, and may be of broader interest to students across the university. The course examines the challenges facing Indigenous People today, the barriers that exist for Indigenous People to achieve their goals, such as greater control over natural resources, as well as the opportunities. Critical concepts covered in the course include settler colonialism, Indigeneity, sovereignty and decolonization. The course will bring understanding to how decolonization and the associated analytical tools can transform language revitalization, culture, land rights, natural resources management, economics, governance, youth, education, health, social services, environment, violence, healing and community development. The course will focus on how the concept of decolonization intersects with natural resources planning and governance to provide a more holistic perspective for students.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>

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<b>Proposed Calendar Entry:</b>  <b>ILS 104 (3) Introduction to Governance</b>  Foundations of governance, with a focus on Indigenous governance in Canada. Topics include traditional governance, self-governance and natural resources governance.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Governance is the rules, practices and institutions for achieving collective outcomes. In this course, students will gain an understanding of the governance framework in British Columbia and Canada. Students are introduced to Indigenous governance, including traditional governance, self-governance and the Indian Act. The international context will be introduced and how this shapes governance, with attention on the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The course will cover natural resources governance and how this is shaped by broader governance mechanisms. Particular focus will be made on how self-governance is operationalized and influences natural resources governance. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
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<b>Proposed Calendar Entry:</b>  <b>ILS 105 (3) Ways of Knowing</b>  Introduction to Indigenous Knowledge, with a focus on Indigenous and Western Knowledge for managing ecosystems and integrating knowledge.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Indigenous people's worldviews and their relationship to land is unique and holistic. This course provides an introduction to Indigenous Knowledge, and underlying philosophies, beliefs, values, traditions and practices. The focus in the course is on Indigenous Knowledge and the relationship to land, with attention on how traditions and teachings underpin Indigenous knowledge and land management. The course first compares and then examines how Indigenous Knowledge and Western Knowledge systems can be integrated for governing ecosystems. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
	<input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<b>Proposed Calendar Entry:</b>  <b>ILS 106 (3) Holistic Resource Stewardship</b>  Introduction to holistic resource stewardship and the interconnectivity of all living things. Students learn to operationalize a holistic stewardship plan.  Prerequisites: ILS 100 and ILS 101.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  The complex changes affecting ecosystems requires more holistic approaches for effective governance. This course introduces students to the theory and practice of holistic resource stewardship. Drawing on case studies and Indigenous, and Western perspectives, students will prepare a holistic resource stewardship plan to address a real-world problem. Students will learn how to communicate a holistic resource stewardship plan in a group setting. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<b>Proposed Calendar Entry:</b>  <b>ILS 107 (3) Community: Capacity Development</b>  Foundations for understanding community organization and collective action in communities. Introduction to techniques for building capacity among members/citizens.  Prerequisite: ILS 102.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b> Working with Indigenous nations means working with community capacity to achieve communities' desired goals. In this course, students will be introduced to the concept of capacity, community capacity and the different components of these. The different theories of capacity are covered and students will learn to use tools for capacity building. The course will include approaches for training, skills and mentoring, and community visioning processes. The course will bring understanding to human resources management in a community context and the importance of career pathways for community members. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 108 (3) Plant Identification and Dendrology</b></p> <p>Introduction to structure, diversity and development of trees and other plants, drawing from Indigenous and Western knowledge systems.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b>  This course provides students with the foundations for Plant Identification/Dendrology, which is critical to their work in the field and in designing stewardship plans. The course draws on Indigenous and Western perspectives to cover the following materials: the diversity, development and form of the major biological components of forests, particularly the Plantae; evolutionary relationships in the plant kingdom; Indigenous knowledge systems and plants; the physiology of forest plants and how they are adapted to, and interact with, the physical environment; the ethnobotanical value of indigenous flowering plants; and plant and tree identification. There is an emphasis on evolutionary relationships, family recognition and the use of identification (ID) keys to promote the application of these skills to other ecosystems and regions. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>



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<b>Proposed Calendar Entry:</b>  <b>ILS 200 (3) Field Measurements</b>  Introduction to different techniques commonly used in field surveys, including assessments of landforms, soils, vegetation patterns and cultural features.  Prerequisite: ILS 100.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b> This pre-term field course introduces students to conducting field surveys on landforms, soils, vegetation and cultural features. Students will generate field data from surveys and direct measurements, skills that are important for designing and implementing land stewardship plans. Students will collect and analyze data to characterize landscapes according to their important components, diagnose problems in function and identify suitable interventions. The course will draw from Indigenous and Western perspectives, to produce a more holistic perspective on field measurements. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 201 (6) Ecology 1 - Foundations</b></p> <p>Foundations of ecology, the interaction of organisms and the environment, drawing from Indigenous and Western perspectives. Topics include organismal, population, community and ecosystem theories.</p> <p>Prerequisites: ILS 100 and ILS 200.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b></p> <p>Drawing from Indigenous and Western science perspectives, the course introduces students to the foundations of ecology, to provide them with a comprehensive understanding of principles such as tolerance range, optima, acclimation, limiting factors, ecological indicators, energy balance, photosynthesis, respiration, storage, growth and reproduction. Students will also learn about abiotic factors, like temperature, moisture, light, soil, fire, nutrients and pollution. The aim of this course is to prepare students for theory and practical elements of the program. The course prepares students for working holistically on ecosystem and wildlife management, covering population ecology, trophic interactions (e.g. predation, biological control, competition and mutualism), and community and ecosystem ecology. The course provides a foundation for Ecology 2 (ILS 204), covering community change (disturbance, succession, climax, phenology and seasonal patterns). This is a required course in the proposed ILS program, and it may be of</p>

	<p>broaden interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>
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<b>Proposed Calendar Entry:</b>  <b>ILS 202 (3) GIS and Mapping</b>  Introduction to digital mapping and spatial analysis using a geographic information system (GIS) for analyzing geographic problems and creating maps.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  This course introduces students to GIS software and the creation of digital maps and spatial analysis using this software. GIS is a critical tool for managing ecosystems. The foundational concepts, principles and functions of GIS will be covered, and hands-on experience will be provided throughout the course. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university. These tools will be applied to real-world problems, and students will communicate the solutions through maps and other forms. The strengths and limitations of GIS will be examined in the course.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<b>Proposed Calendar Entry:</b>  <b>ILS 203 (3) Communications Tools</b>  Foundations of communications and communications tools within an Indigenous context. Topics include written, verbal, phone, email and social media communications, with special focus on mobilizing knowledge through social media to a general audience.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Communicating effectively is critical in a professional context. This course provides the foundations for communications and communications tools. The course prepares students to engage effectively in written, verbal, phone, email and social media communications. Students will also learn to communicate technical knowledge effectively to a general audience, including Indigenous Peoples, with special focus on land governance issues. The importance of social media communication is emphasized in the course, with students learning the ability to communicate, translate, and mobilize knowledge through social media channels to inform a general audience. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
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<b>Proposed Calendar Entry:</b>  <b>ILS 204 (6) Ecology 2 – Disturbance and Climate Adaptation</b>  Foundations of disturbance from Indigenous and Western perspectives. Topics includes natural (fire, wind, flood, climate) and anthropogenic (logging, dams, mining, climate) disturbances in both intact and altered landscapes.  Prerequisite: ILS 201.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Understanding disturbance in ecology is critical for land managers. This course provides the foundations of disturbance to students, and gives them the skills for identifying different disturbance type (natural or anthropogenic), and assessing the impacts of disturbance type on the spatial and temporal patterns of ecosystems across the landscape. The course provides understanding on identifying and discussing the management response (intervention) to different disturbances, drawing from Indigenous and Western science perspectives. Finally, students will learn how climate change is altering our understanding of landscape disturbances. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<b>Proposed Calendar Entry:</b>  <b>ILS 205 (3) Business Management</b>  Business management focused on a First Nations context. Topics include strategy, leadership and management, culture, accounting, human resources, regulation and law, natural resources and marketing.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Business management is critical to the success of self-governance and land management among Indigenous peoples. This course provides a foundation to business management, focusing on the First Nations context. The course covers the following materials to prepare students for working in or with businesses: the basic components of a business; business strategies and tactics; the difference between leadership and management, different leadership and management types and cultures; basic accounting techniques; human resources practices; business regulations and law for businesses; and marketing. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
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<b>Proposed Calendar Entry:</b>  <b>ILS 300 (3) Interventions on the Land</b>  Interventions on the land, drawing from Indigenous and Western perspectives. Topics covered include problem diagnostics and the design and implementation of holistic interventions.  Prerequisites: ILS 100 and ILS 200.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Land and natural resource managers design and implement interventions to achieve desired outcomes. This pre-term field course introduces students to the nature of different land management interventions, drawing from Indigenous and Western science perspectives. Students will learn how to identify the appropriate intervention according to problem type; how to design and implement an intervention; and how to monitor and evaluate the intervention in an adaptive way. The kinds of interventions examined in this course include Indigenous stewardship and fire management approaches, which can be used to manage the land holistically and to bring balance to the landscape. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>



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<b>Proposed Calendar Entry:</b>  <b>ILS 301 (3) Indigenous Law</b>  Indigenous legal orders, Canada's constitutional framework, treaties and self-governance. Topics also cover the international context, and the implications of the evolving legal context for land management.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b> Indigenous law is central to the rights and ownership of Indigenous peoples to lands and resources. This course provides students with a deep understanding of Indigenous legal orders and systems, and how these interact with Canada's constitutional framework, with specific focus on Aboriginal rights and title and the inherent right to self-governance. The course covers Aboriginal rights and title jurisprudence, the Crown's fiduciary obligations and 'honour of the Crown' to First Nations, and the duty to consult and accommodate. Particular attention will be paid to how these evolving legal frameworks influence natural resources and forest management. The course will also consider the international context and how this shapes and influences norms and practices in Canada. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
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<b>Proposed Calendar Entry:</b>  <b>ILS 302 (3) Forest and Land Use Planning on Indigenous Lands</b>  Aboriginal rights and title, clan and family jurisdiction, traditional use studies and mapping, and provincial regulations.  Prerequisite: ILS 102.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Understanding the provincial forest tenure and planning systems, including forest stewardship plans, is critical for land-managers. The course will build on this understanding to provide insight for 'Indigenizing' these plans, or integrating the values and interests of Indigenous nations into the forest tenure and planning process. The course covers materials on community forest use; how to prepare and read Traditional Use Study (TUS) maps; integrating TUS, community values and goals into resource planning; and approaches for engaging in community forest planning. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

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<b>Proposed Calendar Entry:</b>  <b>ILS 303 (3) Forest Modelling and Inventories</b>  Forest management strategies, including statistical inventory tools and growth and yield models, for producing estimates of forest stand characteristics over specified times. Forest growth models are linked to economic models and forest valuation.  Prerequisites: ILS 200 and ILS 204.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Statistical forest inventory tools and growth and yield models are critical for forest management and achieving other objectives (production forecasting, inventory updating, evaluation of silvicultural alternatives, management planning, and harvest scheduling). This course will prepare students for working with remote sensing tools for forest and land monitoring and other data collection methods, which are critical to making informed land management decisions over spatial and temporal scales. Students will learn how to interpret and communicate data from these tools to support more participatory planning and policy. They will learn how to link forest growth models with financial models and valuations. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Forestry</p> <p><b>Department:</b> Forest Resources Management</p> <p><b>Faculty Approval Date:</b></p> <p><b>Effective Session (W or S):</b> 2023W</p> <p><b>Effective Academic Year:</b> 2021</p>	<p><b>Date:</b> 04 May 2020</p> <p><b>Contact Person:</b> John Innes</p> <p><b>Phone:</b> 604-822-3542</p> <p><b>Email:</b> John.Innes@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 304 (3) Wildlife Ecology, Conservation and Management</b></p> <p>Wildlife conservation and management principles from Indigenous and Western perspectives. Topics include the nexus between wildlife populations and healthy environments and wildlife habitat and other landscape needs.</p> <p>Prerequisites: ILS 201.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b></p> <p>Wildlife are critical for the culture and livelihoods of Indigenous peoples. This course provides students with the theoretical foundations of wildlife conservation management, drawing from Indigenous and Western perspectives. The course provides a foundation on the ecology of wildlife, which is an essential component of effective management of wildlife and its habitat. The course examines what is meant by conservation and management and sets the scene for developing broader policy goals. The course covers basic aspects of wildlife ecology, including food and nutrition, home range and habitat use; wildlife population ecology, covering topics such as dispersal, dispersion and distribution; population growth and regulation; competition and facilitation between species; and the constraints limiting wildlife populations in the wild, including predation, parasites and pathogens. Students will be able to describe the methods used in deriving sustainable harvest levels for wildlife. This is a required course in the proposed ILS program, and it</p>

	<p>may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2023S <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 305 (3) Analytics for Land Stewardship</b>  Introduction to analytics for land stewardship. Topics includes basic probability and statistics skills, the limitations and strengths of analysis tools, and interconnections between analytical tools, data and landscape level decision-making.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Analytics is the discovery and communication of meaningful patterns in data, and is an important skill for assessing landscape level problems at scale. This course introduces students to analytical tools to support land stewardship. The course will cover: basic probability and statistical tests, sampling strategies and how to interpret and communicate patterns in data. To prepare students for the workplace, the course examines the strengths and limitations of different analytical tools and the connections between analytical tools, data and landscape level decision-making. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
	<input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2024S <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 306 (3) Business Models</b>  First Nations business models, including community business enterprises (CBEs), joint ventures and limited partnerships, entrepreneurship and economic development among First Nations.  Prerequisite: ILS 205.  Co-requisite: ILS 307.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  There are various business models that operate in a First Nations context, and given the institutional context in which these operate (collective and inalienable lands) they are relatively unique. Understanding the structure and type of these business models, and the antecedents to their success, is critical for those working with and for Indigenous governments to support business development, an important pathway to self-governance. The course covers theory and literature on the structure and dynamics of First Nation business models, including Community business enterprises (CBEs), entrepreneurship, joint ventures and partnerships. The course will also cover topics such as the: processes and regulation for economic development on and off reserve; financing mechanisms and the legal requirements of working on or off reserve/treaty/title lands; and factors for success for CBEs, entrepreneurs and partnerships with non-Indigenous entities. The course will also examine the importance of community economic planning, and forest business enterprises, the latter being an important way for Indigenous communities to engage in the economy

	<p>across Canada. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2024S <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 307 (3) Business Tools</b>  Business management tools to sustain business competitiveness in a First Nations context. The course covers strategic planning, customer and stakeholder management, management information systems, benchmarking and supply chain management.  Prerequisite: ILS 205.  Co-requisite: ILS 306.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  The course examines business management tools to support strategic decision-making and competitiveness in a First Nations context. Understanding business is critical for land and resource managers who often engage in forestry or other businesses to generate funds used for social or conservation goals. The course prepares students for using different tools to inform business decisions, including the following topics: strategic planning tools, such as visioning and mission statements; stakeholder management tools; benchmarking tools; supply chain management tools; and management information systems, including software tools to support business decisions and competitive strategies. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <div style="display: flex; align-items: center; margin-top: 10px;"> <input style="margin-right: 10px;" type="checkbox"/> <b>Not available for Cr/D/F grading</b> </div>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2024S <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 308 (3) Research Methods</b>  Research terminology, ethics and practice. Drawing from Indigenous and Western science approaches, the course covers Indigenous, quantitative, qualitative and mixed methods approaches.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Convening or engaging in research is a fundamental tool for land and resource managers in First Nations governments. This course provides students with a deep understanding of research, including terminology, ethics and practices. The course provides students with the fundamentals of Indigenous research methods, focusing on decolonizing methodologies. Students will understand protocols and ethics for conducting research with Indigenous peoples. Particular attention will be paid to intellectual property and research agreements. The course covers materials on quantitative, qualitative and mixed methods approaches, and critically evaluates the strengths and weaknesses of these methods. The course provides the skills for utilizing a research method and justifying the choice of method. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
	<input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2024W <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 400 (3) Policy Building and Processes</b>  Policy theory and practice in the Indigenous land stewardship context. Topics include developing and influencing policy and the drivers of policy change.  Prerequisite: ILS 203.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Understanding policy, or the decisions and actions of organizations, is critical for students working with or for Indigenous governments. Indigenous governments prepare and implement policy, or work with other governments in preparing and implementing policy. This course provides students with the theoretical foundations for policy and the policy process, focusing on the Indigenous context. Students will gain a deep understanding for how policy is created and implemented, and the drivers of policy change. Students will also learn practical skills, such as preparing policy briefs. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.  <input type="checkbox"/> <b>Not available for Cr/D/F grading</b>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> 2024W <b>Effective Academic Year:</b> 2021	<b>Date:</b> 04 May 2020 <b>Contact Person:</b> John Innes <b>Phone:</b> 604-822-3542 <b>Email:</b> John.Innes@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ILS 401 (3) Community Conflict Management</b>  Conflict management focusing on power, rights and interests in Indigenous communities. Topics include consensus-based and collaborative approaches.	<b>URL:</b> N/A.  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> New Course.  <b>Rationale for Proposed Change:</b>  Conflict can emerge in communities managing collectively owned natural resources, particularly when making trade-offs between different interests and values. This course provides the foundations for understanding conflict through the lens of power, rights and interests. Students will understand conflict as a process, using methods to mitigate or manage conflict including communication, consensus-based and collaborative approaches. These conflict management approaches will be applied to natural resources governance in the context of Indigenous governments. Students will also learn about the functions of professional regulatory bodies and the duties and obligations of resource professionals. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.
<input type="checkbox"/> <b>Not available for Cr/D/F grading</b>	

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Forestry</p> <p><b>Department:</b> Forest Resources Management</p> <p><b>Faculty Approval Date:</b></p> <p><b>Effective Session (W or S):</b> 2024W</p> <p><b>Effective Academic Year:</b> 2021</p>	<p><b>Date:</b> 04 May 2020</p> <p><b>Contact Person:</b> John Innes</p> <p><b>Phone:</b> 604-822-3542</p> <p><b>Email:</b> John.Innes@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ILS 402 (6) Stewarding in Practice</b></p> <p>Methods for designing and implementing land stewardship plans in practice. The course draws from Indigenous and Western perspectives for the design, implementation, monitoring and evaluation of stewardship plans.</p> <p>Prerequisites: ILS 100, ILS 200 and ILS 300, or admission by permission of the instructor.</p>	<p><b>URL:</b> N/A.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New Course.</p> <p><b>Rationale for Proposed Change:</b></p> <p>In their careers, students will be required to prepare stewardship plans that identify problems to be addressed at the landscape level, community goals from lands, forests and natural resources and the activities to address these problems and meet these collective goals. Stewardship plans must be implemented, monitored and evaluated in an ongoing feedback loop to be effective. This field course provides an opportunity to for students to put land and forest stewardship in practice. The course includes materials on methods for identifying goals and problems to be addressed in ecosystems, approaches to designing and implementing an adaptive stewardship plan, and evaluation of plans. This is a required course in the proposed ILS program, and it may be of broader interest to students across the university.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p>



To: Senate  
From: Agenda Committee  
Re: Amendment to Rules and Procedures of Senate to Delegate Powers to Senate Awards Committee  
Date: 4 September 2020

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The Senate Awards Committee has proposed that it be granted delegated authority of Senate to approve some minor changes to award descriptions, specifically award numbers and values. This would be similar to the “category 2” powers already delegated to the Senate Curriculum Committee.

The Senate Agenda Committee has considered this request and recommends the following to Senate:

*That the Rules and Procedures of Senate be amended to add the following subsection “e” to Section 29:*

*“e. Awards Committee (to approve changes to the total dollar amounts and number of awards offered for existing awards)”*

NB: As a delegation of Senate powers, to be approved this motion requires 2/3<sup>rd</sup> present voting in favour as per Section 27(1)(b) of the *University Act*.

As with all delegated powers, an annual report will be required of the Awards Committee setting out what decisions have been made under this delegation.

16 September 2020

From: Dr. Lawrence Burr, Chair, Senate Awards Committee

To: Vancouver Senate

Re: Awards recommended for acceptance by the Senate Committee

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Recommendation:

*That Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

## **NEW AWARDS – ENDOWED**

### **Dr. Clifford J. Anastasiou Scholarship in Education**

Scholarships totalling \$3,200 have been made available through an endowment established in memory of Dr. Clifford J. “Kip” Anastasiou (1929-2018) by his wife Joan D. Anastasiou (B.A. 1951, M.A. 1954, B.L.S. 1969, M.L.S. 1976) for outstanding Bachelor of Education students who have successfully completed at least one practicum in the B.Ed. program, and have completed at least two upper-level courses in any of the following: Math, Chemistry, Physics or Biology. Dr. Kip (B.A. 1952, M.Ed. 1957, Ph.D.) taught high school science before earning a Ph.D. in Botany. He served as a UBC faculty member in the Department of Mathematics and Science Education from 1962 to 1994. Dr. Kip was integral in the development of international curriculum projects in environmental and health education and helped establish the Pacific Circle Consortium (PCC) to promote the collaboratively produced curriculum in the Pacific Region. The scholarships are made on the recommendation of the Faculty of Education. (First award available for the 2020/2021 winter session).

### **John Wai Chung and Susanna Leung Entrance Award in Pharmacy**

Renewable entrance awards totalling \$40,000 have been made available through an endowment established by an estate gift from John Wai Chung Leung (1952-2019), along with matching funds from the University of British Columbia, for outstanding undergraduate students entering a program in the Faculty of Pharmaceutical Sciences. 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). John (B.Sc. Pharm 1977) was born in Macau and raised in Hong Kong before immigrating to Canada with his wife, Susanna, in 1972. After graduating from UBC, he worked

as a pharmacist at drugstores in Squamish and Vancouver before settling in Abbotsford, where he owned and worked as a pharmacist at a Peoples Drug Mart, now known as Newgen PharmaChoice, for thirty-nine years. John took great pride in serving the Abbotsford community, and established this award to support the next generation of pharmacists. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2021/2022 winter session).

#### **Alice Elizabeth Henbest Memorial Scholarship in Social Work**

Scholarships totalling \$2,000 have been made available through an endowment established by Ronald G. Henbest in memory of his wife, Alice Elizabeth Henbest (1927-2018) for outstanding Bachelor of Social Work students. Alice (née Stainton) was born in Lamont, Alberta, and was the daughter of a Methodist minister. As a social worker, Alice (B.A., B.S.W. 1950) advocated to improve the lives of the poor in Edmonton's inner city. She volunteered with and offered leadership to the Alberta Association of Social Workers, the United Church of Canada, Bissell Center and Operation Friendship, and served as the Executive Director of the Society for the Retired and Semi-Retired from 1976 to 1993. The scholarships are made on the recommendation of the School of Social Work. (First award available for the 2020/2021 winter session).

#### **Chiu Lin and Grace Ho Memorial Graduate Scholarship**

Scholarships totalling \$20,700 have been made available through an endowment established by an estate gift from Chiu Lin Ho for outstanding international graduate students entering their first year of study in any Faculty. Preference will be given to international students from China, Taiwan or Hong Kong. The scholarships are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

*Administrative Note: The preference language is based on language from the donor's Will.*

#### **Chiu Lin and Grace Ho Memorial Undergraduate Scholarship**

Scholarships totalling \$69,300 have been made available through an endowment established by an estate gift from Chiu Lin Ho for outstanding international undergraduate students entering their first year of study in any Faculty. Preference will be given to international students from China, Taiwan or Hong Kong. The scholarships are made on the recommendation of International Student Initiative. (First award available for the 2020/2021 winter session).

*Administrative Note: The preference language is based on language from the donor's Will.*

#### **P. Norman Sprout Bursary in Applied Biology**

Bursaries totalling \$4,000 have been made available through an endowment established by his family in memory of Norman Sprout (1927-2015) for students enrolled in the Bachelor of Science in Applied Biology program in the Faculty of Land and Food Systems. Preference will



be given to students majoring in Sustainable Agriculture and Environment. Norm (B.Sc. 1949) grew up on a small dairy farm near Headquarters, British Columbia on Vancouver Island. He was the first in his family to go to university, and graduated with a Soil Science degree. Norm had a long and successful career working for the Government of British Columbia in the Department of Agriculture within the Ministry of the Environment. Norm believed strongly in the value of education. The bursaries are made on the recommendation of Enrolment Services. (First award available for the 2020/2021 winter session).

#### **Dr. F. Douglas Pollock Southern Medical Program Bursary**

Bursaries totalling \$20,000 have been made available through an endowment established by Dr. Douglas Pollock for M.D. students in the Southern Medical Program. This bursary was established in recognition of Dr. Pollock and his many contributions to patients and the community during his forty-three year career as a family physician in Kelowna, British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

#### **Thunderbird Women's Alumni Soccer Award**

Awards totalling \$2,050, 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 the Buchanan Programme and Tracy Borrhalho (B.Sc. 2002, Dipl. Acct 2006) for outstanding members of the Thunderbird Women's Soccer Team in any year of study. Preference will be given to students who (1) have relocated to attend UBC from outside the Lower Mainland, (2) are enrolled in the Faculty of Science, or (3) have demonstrated leadership on and off the field. Tracy relocated from Kitimat, BC to attend UBC. She was a member of the Thunderbird Women's varsity soccer team from 1997 to 1999. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

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### **NEW AWARDS – ANNUAL**

#### **Audain Foundation Travel Award – UBC Vancouver**

A \$7,500 travel award has been made available annually through a gift from the Audain Foundation for Bachelor of Fine Arts or Master of Fine Arts students specializing in Visual Art who are undertaking travel to broaden their knowledge of historical and contemporary art. The Audain Foundation was established in 1997 to champion the visual arts in British Columbia through support for exhibitions, galleries, awards, and capital projects at arts galleries and universities. The award is made on the recommendation of the Department of Art History, Visual Art and Theory, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

**Tom Bearss Bursary**

Bursaries totalling \$2,000 have been made available annually through gifts from the Delta Naturalists Society, friends, and family in memory of Tom Bearss (1945-2020), for Bachelor of Science students who have completed first year and are specializing in Environmental Sciences, Marine Biology, Conservation Biology, Ecology and Environmental Biology or Natural Resources Conservation. Preference will be given to students with BC government loan funding. Delta Naturalists Society (DNS) initiated this bursary to foster their core values of environmental education and nature conservation, and to honour Tom Bearss, their charismatic, long-serving President. Tom was an enthusiastic and tireless advocate of these values, including through his blog on DNS weekly birding outings, encouraging newcomers at DNS monthly meetings and mentoring youngsters in the local NatureKids organization. He received two major awards from BC Nature, one in 2014 and one posthumously in 2020, recognizing his contributions to birding and the naturalist community in British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

**Leona and John Breckenridge Memorial Scholarship in Zoology**

Scholarships totalling \$2,000 have been made available annually through a gift from the family and friends of Leona (1950-2017) and John (1944-2017) Breckenridge, for outstanding graduate students in the Department of Zoology. Preference will be given to students monitoring birds, marine life, or pollutants in the Salish Sea. An avid naturalist, Leona devoted her energy and talent to coastal monitoring, training volunteer Shorekeepers for the Friends of Semiahmoo Bay Society, and participating in coastal waterbird surveys. She also organized the removal of at least 46,000 lbs of garbage from the banks of the Nicomekl River in Surrey, British Columbia. Her naturalist group, White Rock and Surrey Naturalists, have continued this project in her honour (the Leona Project). John enjoyed fishing and exploring BC's coast by boat. In his later years, John volunteered at the Little Campbell hatchery. This scholarship was established to support new environmental champions. The scholarships are made on the recommendation of the Department of Zoology, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

**Janet Fleck Ladner Memorial Bursary in Nursing**

Bursaries totalling \$2,500 have been made available annually through a gift from the Minerva Foundation for BC Women in memory of Janet Fleck Ladner (1919-2000) for undergraduate or graduate female students in the School of Nursing. Preference will be given to students who are single parents. The Minerva Foundation is an organization based in British Columbia that assists women and promotes the development of women leaders through education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

**Integral Ecology Group Scholarship in Soil Science**

Scholarships totalling \$2,000 have been made available annually through a gift from Integral Ecology Group for outstanding third or fourth year undergraduate students or graduate students in the Faculty of Land and Food Systems studying or researching land rehabilitation through the discipline of soil science. Preference will be given to students who are (1) First Nations, Inuit or Métis or (2) female. Integral Ecology Group is a company based in Duncan, British Columbia that provides expertise in practical applications of ecological and cultural research. The scholarships are made on the recommendation of the Faculty of Land and Food Systems and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

#### **Dr. John S. MacDonald Memorial Scholarship in Engineering**

Scholarships totalling \$5,000 have been made available annually through a gift from MacDonald, Dettwiler and Associates (MDA) in memory of Dr. John S. MacDonald, O.C. (1936-2019) for outstanding students in the Bachelor of Applied Science program. Preference will be given to third and fourth-year students. After completing graduate studies at the Massachusetts Institute of Technology, Dr. MacDonald (B.A.Sc. 1959, M.Sc., Ph.D., Hon. D.Sc. 1989) co-founded MDA, a leading Canadian space technology company, of which he served as President and CEO, Chairman of the Board, and Chairman Emeritus. He was a Fellow of the Canadian Aeronautics and Space Institute, and a Founding Fellow of the Canadian Academy of Engineering. Dr. MacDonald received many accolades for his contributions to the technology industry, including the British Columbia Technology Industry Association Impact Award for Person of the Year in 2008, and the Aerospace Industries Association of Canada Lifetime Achievement Award in 2018. The scholarships are made on the recommendation of the Faculty of Applied Science. (First award available for the 2020/2021 winter session).

#### **Bradley Smith Thunderbird Baseball Award**

Awards totalling \$2,000, which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations, have been made available annually through a gift from Bradley Smith (B.Com. 2019) for members of the UBC Thunderbirds Baseball team in any year of study. Preference will be given to students who display motivation, drive and ambition. Bradley Smith is a UBC Thunderbirds Baseball alumnus (2014-2018) and established this award to support athletes that are preparing for their futures outside of baseball. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

#### **Sonya and Charlotte Wall Award in Opera**

Awards totalling \$25,000 have been made available annually through a gift from Sonya (B.A. 1984, M.A.S. 2003) and Charlotte Wall for undergraduate or graduate students in the Opera Division of the School of Music who demonstrate outstanding vocal abilities. Students may receive the award in multiple years. Sonya and Charlotte are supporters of UBC Opera and the

arts in Vancouver. The awards are made on the recommendation of the head of the Opera Division in the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

### **Wesgroup Properties Women's Rugby Award**

Awards totalling \$10,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Wesgroup Properties for members of the Thunderbirds Women's Rugby team in any year of study. Wesgroup Properties is a Vancouver-based family-owned real estate company that specializes in the development of sustainable, mixed-use buildings. The company has been operating out of Western Canada for more than 50 years and supports a number of charitable organizations within the Greater Vancouver area. The awards are made on the recommendation of the Head Coach of the Women's Rugby team and the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

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## **NEW AWARDS – INTERNAL**

### **Iranian Student Memorial Award**

Awards totalling \$4,000 have been made available through an endowment established by the Iranian-Canadian community and the University of British Columbia, in memory of those who perished aboard Flight PS752 in January 2020, for outstanding undergraduate and graduate students of Persian or Iranian heritage, or who are studying Persian Studies. The awards are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

### **Thunderbird Leadership Award**

Awards have been made available annually by the Office of the Vice-President, Students for students who have achieved good academic standing and have demonstrated outstanding athletic and/or leadership abilities. The awards are made on the recommendation of the Athletics Awards Committee and the Office of the Vice-President, Students. (First award available for the 2020/2021 winter session).

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## **PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**

### **Endowed Awards**

#### **5100 – Hugh M. Brock Education Abroad Scholarship**

**Rationale for Proposed Changes**

The award title and description have been updated to reflect that the study abroad program at the University is called Go Global. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment which is to support scholarships for undergraduate students. As the endowment that funds the award is called the Hugh M. Brock Scholarships Endowment, we are able to amend the title of the award without seeking approval from the Board of Governors.

**Current Award Description**

Scholarships totalling \$148,000 have been endowed through the estate of Hugh M. Brock. The scholarships are offered to both incoming and outgoing undergraduate students participating in Education Abroad Programs. The awards are made on the nomination of the Education Abroad Program Committee in consultation with the Director of Awards and Financial Aid.

**Proposed Award Title:** Hugh M. Brock ~~Education Abroad~~ Go Global Scholarship

**Proposed Award Description**

Scholarships totalling \$148,000 have been made available ~~endowed through an endowment established the by an~~ estate ~~gift from~~ of Hugh M. Brock. ~~The scholarships are offered to both for outstanding~~ incoming and outgoing undergraduate students participating in ~~Education Abroad~~ Go Global Programs. The awards are made on the ~~nomination of the Education Abroad Program Committee in consultation with the Director of Awards and Financial Aid~~ recommendation of Go Global and Enrolment Services.

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**4605 – Hugh M. Brock National Entrance Scholarship****Rationale for Proposed Changes**

Enrolment Services has requested that the description be revised to remove the cap on the amount of money recipients of this scholarship can receive each year, allowing them to assign students full-ride scholarships. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment which is to support scholarships for undergraduate students.

**Current Award Description**

Scholarships of \$20,000 payable at \$6,660 per year are offered to outstanding students entering undergraduate programs from secondary schools in Canada. The award is based primarily on the student's scholarly achievement. A minimum of five awards are offered annually. Renewals are subject to maintenance of satisfactory scholarship standing. The awards are endowed through the

estate of Hugh M. Brock. Candidates must be nominated by their secondary schools. Nomination packages must be received Enrolment Services by February 28.

### **Proposed Award Description**

Scholarships of \$20,000 payable at \$6,660 per year totalling \$226,500 have been made available through an endowment established by an estate gift from Hugh M. Brock are offered to for outstanding students entering an undergraduate programs directly from secondary schools in Canada. 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 award is based primarily on the student's scholarly achievement. A minimum of five awards are offered annually. Renewals are subject to maintenance of satisfactory scholarship standing. The awards are endowed through the estate of Hugh M. Brock. Candidates must be nominated by their secondary schools. Nomination packages must be received Enrolment Services by February 28. The scholarships are made on the recommendation of Enrolment Services.

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## **4053 – Carl Trygve Carlsen Remembrance Scholarship in Athletics**

### **Rationale for Proposed Changes**

The description and title have been revised at the recommendation of University Counsel to change the award type to more accurately reflect the wishes expressed by the donor in his will. At the time of University Counsel's recommendation, the Testamentary Trust Summary for the Carl Trygve Carlsen Remembrance Scholarship in Athletics Endowment Fund had not been fully-executed by the President, permitting us to amend the description and the purpose and title of the TTS without seeking approval from the Board of Governors.

### **Current Award Description**

Scholarships totalling \$10,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, without exceeding \$2,500 per student, have been made available through an endowment established by an estate gift from Carl Trygve Carlsen (B.A. 1957) for student athletes. The scholarships are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

### **Proposed Award Title: Carl Trygve Carlsen Remembrance Scholarship Award in Athletics** **Proposed Award Description**

Scholarships Awards totalling \$10,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, without exceeding \$2,500 per student, have been made available through an endowment established by an estate gift from Carl

Trygve Carlsen (B.A. 1957) for student athletes in good academic standing. The scholarships awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

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## **0815 – Christina and Alan Eastwood Scholarship in Land and Food Systems**

### **Rationale for Proposed Changes**

The description has been changed so that multiple scholarships may be offered each year. This amendment to the award description is within the stated purpose of the endowment which is to support scholarships for undergraduate students in the Faculty of Land and Food Systems.

### **Current Award Description**

A \$5,800 scholarship has been made available through an endowment established by Christina and Alan Eastwood for a student in the 3rd year of undergraduate studies in Land and Food Systems with an interest in sustainable food systems. Christina and Alan are now retired from careers as a medical technologist and an economist respectively, and have decades of experience in growing food organically for themselves and friends. They have long recognized the need for a more organic, less toxic, commercial food system. They hope this award will encourage young people to pursue sustainable alternatives to conventional agriculture. The award is made on the recommendation of the Faculty of Land and Food Systems.

### **Proposed Award Description**

~~A \$5,800 scholarship~~ Scholarships totalling \$35,650 ~~has~~ have been made available through an endowment established by Christina and Alan Eastwood for a student in the 3rd year of undergraduate studies in Land and Food Systems with an interest in sustainable food systems. Christina and Alan are now retired from careers as a medical technologist and an economist respectively, and have decades of experience in growing food organically for themselves and friends. They have long recognized the need for a more organic, less toxic, commercial food system. They hope this award will encourage young people to pursue sustainable alternatives to conventional agriculture. ~~The award is~~ The scholarships are made on the recommendation of the Faculty of Land and Food Systems.

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## **1660 – Gerald (Jerry) A. Feltham Scholarship**

### **Rationale for Proposed Changes**

This scholarship was originally established in honour of Dr. Feltham's retirement in 2004. The description has been updated to commemorate Dr. Feltham's recent passing, and to reflect that his wife, June, has made an additional gift to the endowment. The description has also been

updated to include more information about Dr. Feltham's life, and has been updated to conform with the current style guide for award descriptions.

### **Current Award Description**

Scholarships totalling \$1,300 have been endowed by the family and friends of Jerry Feltham in honour of his retirement from UBC. Jerry was a pioneer in the use of information economic theory in examining the use of accounting reports to facilitate and influence management and investor decisions. The awards are made on the recommendation of the Sauder School of Business to doctoral accounting students.

### **Proposed Award Description**

Scholarships totalling ~~\$1,300~~ \$1,400 have been ~~endowed~~ made available through an endowment established by the family and friends of Jerry Feltham in honour of his the retirement from of UBC Professor Dr. Gerald Feltham (1938-2019), and later augmented by his wife, June Feltham, after his passing, for outstanding graduate students specializing in Accounting. Dr. Feltham (B.Com., Ph.D., F.C.A.) was a Professor in the UBC Sauder School of Business and at Stanford University. Jerry He was a pioneer in the use of information economic theory in examining the use of accounting reports to facilitate and influence management and investor decisions. Dr. Feltham was inducted into the American Accounting Association Accounting Hall of Fame in 2004 and was awarded the Lifetime Contribution to Management Accounting Award from the American Accounting Association in 2005. The awards scholarships are made on the recommendation of the Sauder School of Business to doctoral accounting students Robert H. Lee Graduate School, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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## **8574 – Jane Heckman Scholarship in Choral Singing**

### **Rationale for Proposed Changes**

As approved at the Board of Governors meeting in June, the Endowment Trust Agreement for the Jane Heckman Scholarship in Choral Singing Endowment Fund was amended to include Memorial in the name of the fund. To streamline the adjudication of the award, the description has been revised so that the award is no longer renewable.

### **Current Award Description**

A \$1,200 scholarship has been made available through an endowment established by Dr. Nancy Heckman to honour the memory of her mother, Jane Heckman. Jane studied voice at Julliard School and was the soprano soloist at the First United Methodist Church of Germantown, under the direction of Michael Korn. Jane's joyful singing inspired in her family a life-long love of choral music. The award is given to an outstanding continuing student in the School of Music who demonstrates exceptional aptitude for and commitment to choral singing in the School's



choral ensembles. Based upon continued outstanding academic achievement the scholarship is renewable for a second year. Financial need may be considered. The award is made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Name:** Jane Heckman Memorial Scholarship in Choral Singing

**Proposed Award Description**

A \$1,200 scholarship has been made available through an endowment established by Dr. Nancy Heckman to honour the memory of her mother, Jane Heckman. Jane studied voice at Julliard School and was the soprano soloist at the First United Methodist Church of Germantown, under the direction of Michael Korn. Jane's joyful singing inspired in her family a life-long love of choral music. The award is given to an outstanding continuing student in the School of Music who demonstrates exceptional aptitude for and commitment to choral singing in the School's choral ensembles. ~~Based upon continued outstanding academic achievement the scholarship is renewable for a second year.~~ Financial need may be considered. The award is made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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**3926 – Bob Hindmarch Scholarship**

**Rationale for Proposed Changes**

As approved by the Department of Athletics & Recreation and agreed by University Counsel, the Department and the donors no longer wish for this endowment to support a named award. University Counsel has approved a change to the name of the award that will not alter the name of the endowment fund that supports the award. The description has also been updated to change the award value from a fixed amount, to more flexible values that comply with athletic association regulations. The adjudicating body has also been updated.

**Current Award Description**

Three scholarships of \$3,800 each have been endowed by Brenda and David McLean and the Province of British Columbia in honour of Bob Hindmarch for his service to UBC as Director of Athletics and Sport Services. The scholarships are offered to undergraduate students having outstanding academic and athletic abilities and are made on the nomination of the President's Athletic Awards Committee.

**Proposed Award Name:** ~~Bob Hindmarch~~ Thunderbird Varsity Scholarship

**Proposed Award Description**

~~Three scholarships of \$3,800 each~~ Scholarships totalling \$6,400, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations

have been ~~endowed~~ made available through an endowment established by ~~Brenda and David~~ David and Brenda McLean and the Province of British Columbia in honour of ~~Bob Hindmarch~~ for his service to UBC as ~~Director of Athletics and Sport Services~~. The scholarships are offered to ~~undergraduate students having~~ for student athletes with outstanding academic achievement and athletic abilities and are made on the nomination of the President's The scholarships are made on the recommendation of the Athletics Awards Committee.

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## 6431 – Plant Science Graduate Scholarship

### Rationale for Proposed Changes

As approved at the Board of Governors meeting in June, the Terms of Reference for the Plant Science Graduate Scholarship Endowment Fund was amended to honour Mahesh K. Upadhyaya, a Professor Emeritus in the Faculty of Land and Food System. The award description has been amended to reflect that the award is now named in honour of Dr. Upadhyaya.

### Current Award Description

One or more scholarships totalling \$1,150 have been endowed for graduate students in the Plant Science Graduate Program in the Faculty of Land and Food Systems who are working on agricultural and/or horticultural topics. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Name:** Mahesh K. Upadhyaya Plant Science Graduate Scholarship

### Proposed Award Description

~~One or more~~ Scholarships totalling \$1,150 have been ~~endowed~~ made available through an endowment established in honour of Dr. Mahesh K. Upadhyaya for graduate students in the Plant Science Graduate Program in the Faculty of Land and Food Systems who are working on agricultural and/or horticultural topics. Dr. Upadhyaya is a Professor Emeritus in the Faculty of Land and Food Systems and has dedicated many years to teaching and conducting research on plant science. He is a recipient of the Killam Teaching Award from UBC, the James F. Richard Service Award from the Faculty of Land and Food Systems, and the Excellence in Weed Science Award from the Canadian Weed Science Society.

The awards are made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies.

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## 4383 – Rick Sample Memorial Research Scholarship

### Rationale for Proposed Changes

As approved at the Board of Governors meeting in June, the Endowment Trust Deed for the Rick Sample Memorial Research Scholarship Endowment Fund was amended to update the name of the fund to the Rick Sample Memorial Award In Computer Science Endowment Fund to align the award with Senate Awards Committees' current policies, and to broaden the purpose of the fund to widen the pool of eligible students.

### **Current Award Description**

This scholarship was endowed by colleagues, friends and family with the support of the Province of British Columbia in memory of Rick Sample. The research scholarship is awarded to an undergraduate summer intern and is made on the recommendation of the Department of Computer Science.

**Proposed Award Name:** Rick Sample Memorial Award Research Scholarship in Computer Science

### **Proposed Award Description**

Awards totalling \$7,200 have been made available through an endowment established by colleagues, friends and family, with the support of the Province of British Columbia, in memory of Rick Sample for outstanding undergraduate students involved in computer science research. The awards are made on the recommendation of the Department of Computer Science.

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## **7688 – Society of General Practitioners of BC Bursary**

### **Rationale for Proposed Changes**

The Society of General Practitioners of BC has changed their name to BC Family Doctors. The title and description of this award have been updated to reflect this. As discussed with University Counsel, we are able to amend the title of the award without seeking approval from the Board of Governors.

### **Current Award Description**

Two bursaries of \$2,000 each have been made available through an endowment established by the Society of General Practitioners of BC. The bursaries provide assistance to fourth year students with demonstrated financial need who have been matched through the Canadian Resident Matching Service (CARMS) to a family medicine residency program in British Columbia. Awards are made on the recommendation of the Faculty of Medicine in consultation with Enrolment Services.

**Proposed Award Title: Society of General Practitioners of BC Family Doctors Bursary in Family Medicine****Proposed Award Description**

Two bursaries of \$2,000 each have been made available through an endowment established by the Society of General Practitioners of BC Family Doctors. The bursaries provide assistance to fourth year students with demonstrated financial need who have been matched through the Canadian Resident Matching Service (CARMS) to a family medicine residency program in British Columbia. Awards The bursaries are made on the recommendation of the Faculty of Medicine, in consultation with Enrolment Services.

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**Annual Awards****5928 – Sharon Koshul Memorial Prize in Animal Law****Rationale for Proposed Changes**

The description has been amended to clarify the donor's intention to support students who have excelled in a named course in Animal Law.

**Current Award Description**

Prizes totalling \$1,000 are offered annually in memory of Sharon Koshul by her family, to a J.D. student enrolled in the Peter A. Allard School of Law who demonstrates academic excellence in a course in Animal Law. In years where no course in Animal Law is offered, consideration will be given to a student who demonstrates academic excellence in one or more "Topics in Public Law" courses. Compassion and caring for animals were essential parts of Sharon Koshul's life and she would try to rescue any animals in need who crossed her path. She saw advancement in Animal Law as the most effective way to advocate for and to protect animals. The prizes are made on the recommendation of the Peter A. Allard School of Law.

**Proposed Award Description**

Prizes totalling \$1,000 are offered annually have been made available annually through a gift from the Koshul Family in memory of Sharon Koshul (1940-2018) by her family, for outstanding to a J.D. students enrolled in the Peter A. Allard School of Law who have demonstrated academic excellence in a course in Animal Law. The prizes will be available only in years when a named course on Animal Law is offered. In years where no course in Animal Law is offered, consideration will be given to a student who demonstrates academic excellence in one or more "Topics in Public Law" courses. Compassion and caring for animals were essential parts of Sharon Koshul's life and she would try to rescue any animals in need who crossed her path. She saw advancement in Animal Law as the most effective way to advocate for and to protect animals. The prizes are made on the recommendation of the Peter A. Allard School of Law.

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## 5148 – Peterson-Wesbrook Scholars Student Mobility Award

### Rationale for Proposed Changes

This award will now be funded through an endowment. The award description has been revised to reflect the change in funding source.

### Current Award Description

Awards of \$1,000 each have been made available annually for students participating in exchange at McGill University. The number of awards available annually will be based on the available space at McGill for exchange. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

### Proposed Award Description

Awards totalling \$2,000 of \$1,000 each have been made available annually through an endowment established by the University of British Columbia for students participating in exchange at McGill University. Each award will ideally not be valued at less than \$1,000. The number of awards available annually will be based on the available space at McGill for exchange. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

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## ADMINISTRATIVE CHANGES

*Below is a list of administrative changes to annual awards requested by donors or adjudicating bodies. Administrative changes are small revisions that do not significantly alter the criteria of the award, such as changes to the award value or the number of awards offered, updates to language in the description to reflect organizational changes at the University, and changes to the donor's title or honorifics.*

## 5884 – The Hon. Grant D. Burnyeat, Q.C. Award in Law

### Rationale for Proposed Changes

The donor has increased their yearly giving to support multiple awards. The description has been updated to allow more than one award to be assigned.

### Current Award Description

An award in an amount equal to the amount of domestic tuition, the gift of The Hon. Justice Grant Burnyeat, Law Class of 1973 is offered annually to assist with the yearly tuition fee of a domestic or international student enrolled in any year of the J.D. program who has demonstrated

academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Peter A. Allard School of Law.

### **Proposed Award Description**

~~An award in an amount equal to the amount~~ **Awards up to the** amount of domestic tuition, the gift of The Hon. Justice Grant D. Burnyeat, Q.C., Law Class of 1973 ~~is~~ **are** offered annually to assist with the yearly tuition fees of a domestic or international students enrolled in any year of the J.D. program who ~~has~~ **have** demonstrated academic merit, who ~~has~~ **have** shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. ~~This~~ **The** awards ~~is~~ **are** made on the recommendation of the Peter A. Allard School of Law.

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## **6536 – Paul Heller Memorial Fellowship in Forestry**

### **Rationale for Proposed Changes**

The donor has increased their yearly giving to support multiple awards. The description has been updated to allow more than one award to be assigned.

### **Current Award Description**

A \$20,000 fellowship is offered by the Paul and Edwina Heller Memorial Fund in memory of Paul Heller to a student enrolled in a thesis-based Master's or PhD program in the Faculty of Forestry. Originally from Warsaw, Poland, Paul Heller graduated as an engineer from Fitzwilliam College, University of Cambridge, England. He moved to Vancouver in the early 1940s, where he and his brother Sam Heller acquired and modernized the Pacific Pine Co. lumber mill in New Westminster. The business flourished in the postwar years, employing some 350 people at its peak. In addition to his work in forestry, Mr. Heller and his wife, Edwina Heller, were great supporters of music, contemporary Canadian art, and Vancouver's Jewish community. The fellowship may be given to the same recipient for a maximum of two years and is awarded on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

### **Proposed Award Description**

~~A \$20,000~~ **Five** fellowships ~~of \$12,500 each~~ **is** **are** offered by the Paul and Edwina Heller Memorial Fund in memory of Paul Heller to a students enrolled in a thesis-based Master's or PhD programs in the Faculty of Forestry. Originally from Warsaw, Poland, Paul Heller graduated as an engineer from Fitzwilliam College, University of Cambridge, England. He moved to Vancouver in the early 1940s, where he and his brother Sam Heller acquired and modernized the Pacific Pine Co. lumber mill in New Westminster. The business flourished in the

postwar years, employing some 350 people at its peak. In addition to his work in forestry, Mr. Heller and his wife, Edwina Heller, were great supporters of music, contemporary Canadian art, and Vancouver's Jewish community. The fellowship may be given to the same recipient for a maximum of two years and is awarded on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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## **5920 – J.E. (Jack) Klinck, Q.C., Indigenous Student Award**

### **Rationale for Proposed Changes**

The description has been updated to reflect that the name of Indigenous Legal Studies at the Peter A. Allard School of Law has changed.

### **Current Award Description**

Four awards of \$5,000 each are offered annually by J. E. (Jack) Klinck, Q.C., to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate involvement in the Indigenous community and academic promise. Preference will be given to students with financial need. This award was established in memory of the founding Dean of UBC's law school, George F. Curtis, OB, OBC, QC. The award is made on the recommendation of the Peter A. Allard School of Law.

### **Proposed Award Description**

Four awards of \$5,000 each are offered annually by J. E. (Jack) Klinck, Q.C., to students in any year of ~~the~~ Indigenous Legal Studies ~~Program~~ at the Peter A. Allard School of Law who demonstrate involvement in the Indigenous community and academic promise. Preference will be given to students with financial need. This award was established in memory of the founding Dean of UBC's law school, George F. Curtis, OB, OBC, QC. The award is made on the recommendation of the Peter A. Allard School of Law.

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## **5925 – Kyla Lee Indigenous Law Students Award**

### **Rationale for Proposed Changes**

The description has been updated to reflect that the name of Indigenous Legal Studies at the Peter A. Allard School of Law has changed.

### **Current Award Description**

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or Metis students of Canada

who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

**Proposed Award Description**

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or Metis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

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16 September 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Summer Curriculum Proposals (approval)

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In accordance with section 29 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 13 July 2020, the Senate Curriculum Committee approved the attached proposals from the Faculties of Arts, Education, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, Pharmaceutical Sciences) Land and Food Systems, Medicine, and Pharmaceutical Sciences.

The following is recommended to Senate:

**Motion:**       *“That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.”*

Respectfully submitted,

Prof. Carol Jaeger, Vice-Chair  
Senate Curriculum Committee



## FACULTY OF ARTS

### *New courses*

**GEOG 351 (3)** Urban Environmental Politics; **GRSJ 225 (3)** Youth Activism and Social Justice; **PPGA 310 (3)** Designing for Global Community Development; **FNIS 456 (3)** Indigenous Two-Spirit and Queer Studies; **GERM 425 (3)** German Literary Translation; **GRSJ 226 (3)** Human Rights and Artistic Expression: Thinking Beyond the Legal; **GRSJ 304 (3)** Gaming the System: Digital Media, Social Justice, and Video Games; **GRSJ 308 (3)** Creativity from the Margins

## FACULTY OF EDUCATION

### *Revised program*

Dual Degree Program Option in Kinesiology and Education

## FACULTY OF FORESTRY

### *New course*

**FRST 456 (6)** The Role of Natural and Planted Forests in the Global Bioeconomy

## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### **Applied Science**

#### *New courses*

**ARCH 537 (1-15) d** International Exchange in Architecture; **CHBE 505 (3)** Introduction to Chemical Engineering for Non-Chemical Engineers

### **Arts**

#### *New course*

**LIBR 565 (3)** Progressive and Radical Information Work

### **Forestry**

#### *New course code*

FOPE - Forestry Online Professional Education

#### *New courses*

**FOPE 500 (3)** Sustainable Forest Management in a Changing World; **FOPE 501 (3)** Geomatics in Forestry: Data Collection and Management; **FOPE 502 (3)** Introduction to Urban Forestry in the Asian Pacific Region; **FOPE 503 (3)** Climate Modelling and Forest Applications; **FOPE**



**504 (3)** Structure and Composition of Tropical Forest Ecosystems; **FOPE 505 (3)** Ecological Processes in Tropical Forests; **FOPE 507 (3)** International Forestry Issues, Institutions, and Multilateral Agreements; **FOPE 508 (3)** Forest Ecosystem Services and Community Livelihoods; **FOPE 509 (3)** Plantation Design and Management

## Pharmaceutical Sciences

### *New courses*

**PHAR 521 (1.5)** Basic Theory & Practice of Scanning Electron Microscopy and Dynamic Light Scattering; **PHAR 523 (1)** Basic Theory & Practice of Isothermal Titration Calorimetry; **PHAR 546 (3)** Etiology of Diabetes, from Cell to Society; **PHAR 561 (3)** Pharmacoepidemiology

## FACULTY OF LAND AND FOOD SYSTEMS

### *New course*

**FNH 375 (3)** Nutrition Care I

## FACULTY OF MEDICINE

### *New course code*

**RADS - Interdisciplinary Radiology**

### *New courses*

**RADS 301 (3)** Exploring Imaging in the Twenty-First Century; **MIDW 120 (3)** Midwifery and Social Justice

## FACULTY OF PHARMACEUTICAL SCIENCES

### *New courses*

**PHRM 321 (3)** Travel Health; **PHRM 328 (3)** Pharmacology of Drugs of Misuse and Abuse; **PHRM 329 (3)** Leadership Experience Applied to Pharmacy (LEAP); **PHRM 330 (3)** Pharmacy Practice in Acute and Critically Ill Patients

## UNDERGRADUATE – NEW COURSES

### GEOG – Department of Geography

#### *GEOG 351 (3) Urban Environmental Politics*

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> 16 April 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Received:</b> October 17, 2019 <b>Contact Person:</b> Jessica Dempsey <b>Phone:</b> 2 2020 <b>Email:</b> undergraduate.program@geog.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>GEOG 351 (3) Urban Environmental Politics</b>  Effects of urbanization and global environmental change on the geographies of cities across the world. Specific focus on urban environmental justice and inequality.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b> Students in the Environment and Sustainability (E&S) Major and Minor in Geography engage in environmental analysis linked to a variety of modern policy and social problems that can be represented through ecological injustices. However, a detailed review of these issues within the urban context is currently lacking in the program. This course fills that gap and is also relevant to both the E&S Major and Minor as well as the rapidly growing Minor in Urban Studies. The Arts' Minor in Urban Studies has grown to 85 students in just three years. The Major and Minor in Geography (Environment and Sustainability) hosted more than 300 students in 2018. Both these programs experience high course demand. GEOG 351 will be integrated into both these program requirements and help ease the registration pressures on existing courses, in addition to expanding opportunities for students to develop the breadth of their scholarship in these fields.

**GRSJ – Institute for Gender, Race, Sexuality and Social Justice***GRSJ 225 (3) Youth Activism and Social Justice*

<p><b>Category: 1 Faculty: Arts</b>  <b>Department:</b> Institute for Gender, Race, Sexuality and Social Justice  <b>Faculty Approval Date:</b> 16 April 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020</p>	<p><b>Received:</b> January 17, 2020  <b>Contact Person:</b> Janice Stewart and Kim Snowden  <b>Phone:</b> 604 822 1391  <b>Email:</b> janice.stewart@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>GRSJ 225 (3) Youth Activism and Social Justice</b></p> <p>A critical engagement with major issues, debates, and politics in feminist and social justice scholarship through an exploration of youth movements with a focus on activists, popular culture, digital activism, fan cultures, and literature by and for youth.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  This course includes a focus on media, social media, and new technologies, current areas of growth in The Social Justice Institute that are in line with our 4 recent faculty hires and reflect strategic growth in our curriculum offerings.</p> <p>The proposed course is a 200-level survey course for first and second year students to engage with social justice issues and scholarship with a focus on youth cultures and youth movements. Current 200-level GRSJ course offerings are specialized courses and sections of a literature course, GRSJ 224, that counts as the Arts Literature Requirement. GRSJ 225 would serve as a gateway course for students interested in learning about social justice issues and provides opportunities for students to apply their knowledge to their own experiences.</p> <p>In recent years, there has been a rise in social justice movements lead by youth around the world, including Malala Yousafzai, the Parkland survivors, Greta</p>

	<p>Thunberg and Autumn Peltier. GRSJ 225 provides an introduction to intersectional feminist scholarship with a focus on contemporary youth culture and the social and political resistance of youth movements.</p> <p>Students will engage critically with major issues, debates, and politics in feminist and social justice scholarship and activism by exploring the social experiences, politics, and influences of youth cultures and movements in a variety of contexts.</p>
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### PPGA – School of Public Policy and Global Affairs

#### *PPGA 310 (3) Designing for Global Community Development*

<p><b>Category: 1 Faculty: Arts</b>  <b>Department:</b> School of Public Policy and Global Affairs  <b>Faculty Approval Date:</b> 16 April 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020</p>	<p><b>Received:</b> February 6, 2020  <b>Contact Person:</b> Moura Quayle  <b>Phone:</b> 604-827-5311  <b>Email:</b> Moura Quayle @ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PPGA 310 (3) Designing for Global Community Development</b></p> <p>Design methodologies for exploring global community development processes relating to achieving the United Nations Sustainable Development Goals.</p> <p><i>Prerequisites:</i> Third-year standing</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=GPP">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=GPP</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  This course is intended for senior undergraduate students from across the university with an interest in addressing global community development challenges. It provides students with a unique set of design methodologies to think through and to work collaboratively on this complex topic. Students accessing courses at the 300 level will be beginning to have a stronger sense of their discipline and will be more</p>

	<p>prepared to learn about the conceptual and practical implications and opportunities for interdisciplinary work.</p> <p>PPGA 310 will contribute to UBC's overall strategic plan with particular benefits to two strategies under the transformative learning area and one more under local and global engagement:</p> <ul style="list-style-type: none"> <li>• 13: Practical Learning</li> <li>• 14: Interdisciplinary Education.</li> <li>• 16: Public Relevance</li> </ul> <p>As a studio-based course, students will spend some classtime in lecture format but will also spend a large part of their classroom time directly applying what they are learning in collaborative group work on real-life issues. Having students from across the university in the course allows for interdisciplinary perspectives to be shared as students work together. Finally, the sustainable development goals have been outlined by the United Nations as key global priorities to achieve by 2030. Integrating these goals into this course and our approach for global community development ties this course into a highly relevant public discourse on how we can achieve a just and sustainable future for all.</p> <p>The School of Public Policy and Global Affairs is well suited to host this course given our focus on applied learning as demonstrated through courses like our Global Policy Project in the Master of Public Policy and Global Affairs. The School is also dedicated to interdisciplinary problem solving in the global arena. SPPGA does not currently have any undergraduate courses or programs. PPGA 310 would be a good entry into undergraduate education as it draws on the school's strengths. The course would be an attractive elective for any student interested in this field. As the course is not part of a</p>
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	<p>formal program, it would be shared broadly across faculties and programs to ensure sufficient enrolment from students across the university.</p> <p>This course is planned as the first of two senior-level courses in this area. A 400-level community-based wicked problems course that builds off of the knowledge from PPGA 310 is currently being piloted and will be introduced at a later date.</p> <p>We have structured the course in such a way that multiple design approaches can be used by a pool of faculty with expertise to teach the course. However, it is useful to point out that the Strategic Design Method itself is gaining global currency as a methodology. Books such as <i>Strategic Design: Eight essential practices every strategic designer must master</i>, Calabretta, Gemser &amp; Karpen, 2016; and, <i>Recipes for Systemic Change</i>, Helsinki Design Lab, Boyer, Cook, &amp; Steinberg, 2011 are part of this emerging discipline. The Stanford d-school and the Hasso-Plattner School of Design Thinking in Potsdam are other examples of institutions that teach and use rigorous design methodologies to tackle the complex problems that society continues to face.</p> <p>Overall, we see this course as being highly relevant and aligned with UBC's and SPPGA's priorities.</p>
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**UNDERGRADUATE – NEW COURSES****FNIS – Institute for Critical Indigenous Studies (CIS)***FNIS 456 (3) Indigenous Two-Spirit and Queer Studies*

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> Institute for Critical Indigenous Studies <b>Faculty Approval Date:</b> May 26, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> 8 April 2020 <b>Contact Person:</b> Daniel Justice <b>Phone:</b> 604-345-0080 <b>Email:</b> daniel.justice@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>FNIS 456 (3) Indigenous Two-Spirit and Queer Studies</b>  Cultural contexts, scholarship, literature, and artistic expressions of Queer, LGBTI, and Two-Spirited Indigenous people, both as an academic area of study and as lived experience and relationship. <i>Prerequisites</i> One of FNIS 100, FNIS 210, FNIS 220, FNISP 200, FNISP 210, FNISP 220	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=FNIS">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=FNIS</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b>  Indigenous Two-Spirit and Queer studies is a critical field of scholarship that is in alignment with UBC's strategic priorities, but the extent to which it is covered in courses offered at UBC is quite limited.  By drawing on Indigenous traditions of gender and sexual diversity, Two-Spirit political activism, and engaging Indigenous and intersectional feminisms, students will undertake a deep engagement of the interventions, complications, and provocations in this area and what's at stake in doing this work. Students will gain a more sophisticated understanding of Indigenous gender and sexuality in relation to cultural roles and practices, spirituality, artistic expression, politics, and community life, as well as deeper familiarity with the controversies and complexities of scholarship, art, and research by and about Indigenous Two-Spirit and Queer peoples.  This course will fill a critical gap in current curricular offerings by providing students with foundational knowledge on these topics, relevant to several departments and degrees across campus.

	This course was first offered in 2016W as a special topic with great success, and students have been asking for its return ever since.
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**GERM– Department of Central, Eastern and Northern European Studies (CENES)***GERM 425 (3) German Literary Translation*

<b>Category: 1 Faculty: Arts</b> <b>Department: CENES</b> <b>Faculty Approval Date: May 26, 2020</b> <b>Effective Session (W or S): W</b> <b>Effective Academic Year: 2020-21</b>	<b>Date: September 8, 2019</b> <b>Contact Person: Caroline Rieger</b> <b>Phone: 604 822 5156</b> <b>Email: carolin@mail.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>GERM 425 (3) German Literary Translation</b>  Theory, methodology and practice of translating literary texts between English and German. <i>Prerequisites:</i> GERM 310 and GERM 325	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GERM">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GERM</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> Close reading and engagement with literary texts in an additional language (i.e., not one's first language), especially analytical reading for translation, is a deep transcultural experience that entails seeing the text, its cultural and sociocultural context, and the values and beliefs it embodies not exclusively through the framework of one's own language, but additionally through the framework of another language, the source language. In GERM 325, an introductory course to German translation and the only course on (German) translation in the Department of Central, Eastern, and Northern European Studies, students acquire the necessary theoretical knowledge and practical skills to translate non-literary German texts. They also gain an understanding of and appreciation for the interrelations between language, culture, society, and belief systems. Most students want to continue

	<p>this learning process and gain a deeper understanding of these interconnections as well as a more complete knowledge and skills set to translate from German into English and possibly from English into German. GERM 425 will fulfill this function. It will also lead to a better understanding of how linguistic and literary studies intersect. This course is of interest to students of German (Honours, Majors and Minors) as well as ARTS students interested in the linguistic and literary aspects of German studies.</p> <p>GERM 425 is designed to:</p> <ul style="list-style-type: none"><li>• expand course offerings in order to guarantee coverage for students interested in both the linguistic and the literary aspects of German studies, and students interested in expanding their German translation skills;</li><li>• allow for a greater match between course offerings and faculty research that works at the interface of German language, literature and culture;</li><li>• present advanced translation techniques to students and give them the necessary opportunities to practice translation from the target language German into English with a variety of literary texts from different genres and traditions;</li><li>• expand students' grasp of translation and critical theories, especially with regard to literary translation;</li><li>• provide students with the necessary linguistic, literary and translation study concepts to analyze German (and English) source texts, to critically evaluate target texts and to theorize and critically reflect the practice of writing, translating and the product of these activities;</li></ul>
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	<ul style="list-style-type: none"> <li>offer students insights on professional activities and career opportunities involving translation.</li> </ul>
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**GRSJ – Institute for Gender, Race, Sexuality and Social Justice***GRSJ 226 (3) Human Rights and Artistic Expression: Thinking Beyond the Legal*

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> Inst. for Gender, Race, Sexuality and Social Justice <b>Faculty Approval Date:</b> May 26, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> Dec. 16, 2019 <b>Contact Person:</b> Janice Stewart, Acting Director and Mark Harris (Course Author) <b>Phone:</b> 604 822 1391 <b>Email:</b> <a href="mailto:janice.stewart@ubc.ca">janice.stewart@ubc.ca</a> and <a href="mailto:mark.harris@ubc.ca">mark.harris@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>GRSJ 226 (3) Human Rights and Artistic Expression: Thinking Beyond the Legal</b>  How human rights are expressed in the Arts. Critical engagement with feminist, race and social justice scholarship, and activism.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change</b> This course includes a focus on alternative visions of human rights and the intersection with the arts and alternative modes of representation. It will build upon the current interest of GRSJ students in the field of human rights. The proposed course is a 200-level survey course for first and second year students to engage with social justice issues and scholarship with a focus on the arts and online communities. GRSJ 226 will serve as a gateway course for students interested in learning about different ways of imagining and responding to social justice issues and provides opportunities for students to apply their knowledge to their own experiences. Consistent with all GRSJ courses this subject will draw from innovative critical and intersectional feminist, critical race and post-colonial research that centres on diversity, equality,

	gender, racialization, sexuality, community, representations and their interconnections.
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*GRSJ 304 (3) Gaming the System: Digital Media, Social Justice, and Video Games*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> Inst. for Gender, Race, Sexuality and Social Justice <b>Faculty Approval Date:</b> May 26, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> Dec. 16, 2019 <b>Contact Person:</b> Janice Stewart, Acting Director, and Kim Snowden (Course Author) <b>Phone:</b> 604 822 1391 <b>Email:</b> <a href="mailto:janice.stewart@ubc.ca">janice.stewart@ubc.ca</a> and <a href="mailto:kim.snowden@ubc.ca">kim.snowden@ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>GRSJ 304 (3) Gaming the System: Digital Media, Social Justice, and Video Games</b>  Emerging technology in the areas of digital affect theory, cyborg feminism, critical digital humanities, critical race studies, surveillance studies, and queer game studies. <i>Prerequisite:</i> Both of GRSJ 101 and GRSJ 102 or third-year standing.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ</a>  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b> GRSJ is currently building capacity in areas of media studies, digital media, and new technologies in line with our 4 recent faculty hires. GRSJ does not currently offer any upper-level courses on this subject. The proposed course complements our lower-level, introductory course offerings by critically engaging students in social justice theory through digital humanities, game studies, and digital affect theory, through an analysis of artistic practices in digital media, and through an exploration of the political implications of these projects. The course also engages students in the practice of creating their own digital projects.

*GRSJ 308 (3) Creativity from the Margins*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> Inst. for Gender, Race, Sexuality and Social Justice <b>Faculty Approval Date:</b> May 26, 2020	<b>Date:</b> Dec. 16, 2019 <b>Contact Person:</b> Janice Stewart, Acting Director and Chris Patterson (Course Author)
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<p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2020-21</p>	<p><b>Phone:</b> 604 822 1391</p> <p><b>Email:</b> <a href="mailto:janice.stewart@ubc.ca">janice.stewart@ubc.ca</a> and <a href="mailto:kim.snowden@ubc.ca">kim.snowden@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>GRSJ 308 (3) Creativity from the Margins</b></p> <p>Critical engagement with the creative process of marginalized peoples and the intersection of creative writing, social justice, and anti-racist feminism. Emphasis on how historical and social context are crucial to acts of creative writing and reading.</p> <p><i>Prerequisite:</i> Both of GRSJ 101 and GRSJ 102 or third-year standing.</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=GRSJ</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b> This course is being proposed as an addition to the GRSJ undergraduate curriculum offerings in response to ongoing expressions of interests from undergraduate students, especially GRSJ students who are working on majors or minors such as Creative Writing, Media Studies, and Theatre and Film Studies. The proposed course offers students the opportunity to engage with the work of marginalized writers, with scholarship about writing, as well as centering the creative process through the production of creative prose. By focusing on marginalized writers, this course provides a critical engagement with the intersection of creative writing, social justice, and anti-racist feminism. It also complements our lower-level course offerings as we currently do not offer any 300-level courses focused on literature and writing. This proposed course has been piloted two times in the past.</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Education <b>Department:</b> School of Kinesiology <b>Faculty Approval Date:</b> May 22, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> June 7, 2020 <b>Contact Person:</b> Paul Kennedy <b>Phone:</b> 604-822-9204 <b>Email:</b> paul.kennedy@ubc.ca
<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.205.352.1540">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.205.352.1540</a>	
<b>Proposed Calendar Entry:</b>	<b>Present Calendar Entry:</b>
<b>First Year (Winter)</b>	<b>First Year (Winter)</b>
WRDS 150 3	<del>ENGL 112</del> 3
KIN 110 3	KIN <del>103</del> 3
KIN 120 3	KIN <del>115A</del> <sup>1</sup> 3
KIN 131 3	KIN <del>115B</del> <sup>1</sup> 3
KIN 132 3	KIN <del>151</del> 3
KIN 148A <sup>1</sup> 3	KIN <del>161</del> 3
KIN 148B <sup>1</sup> 3	KIN <del>190</del> 3
KIN 150 3	KIN <del>191</del> 3
KIN 160 3	Electives 6
Electives 3	Total Credits <sup>2</sup> 30
Total Credits <sup>2</sup> 30	<b>Second Year (Winter)</b>
<b>Second Year (Winter)</b>	KIN <del>215A</del> <sup>1</sup> 3
KIN 205 3	KIN <del>215B</del> <sup>1</sup> 3
KIN 206 3	KIN <del>230</del> 3
KIN 211 3	KIN <del>231</del> 3
KIN 216 3	KIN <del>261</del> 3
KIN 248A <sup>1</sup> 3	KIN <del>275</del> 3
KIN 248B <sup>1</sup> 3	KIN <del>284</del> 3
KIN 232 3	ENGL 110, 120 or 121 <sup>3</sup> 3
KIN 235 3	Electives 6
KIN 262 3	Total Credits <sup>2</sup> 30
ENGL 110, 120 or 121 <sup>3</sup> 3	<b>Second Year (Summer)</b>
Total Credits <sup>2</sup> 30	EDUC 319 1
<b>Second Year (Summer)</b>	Total Credits <sup>2</sup> 1
EDUC 319 1	<b>Third Year (Winter)</b>



Total Credits <sup>2</sup>	1	KIN <del>362</del> or <del>367</del>	3
<b>Third Year (Winter)</b>		KIN <del>366</del>	3
KIN <del>341</del> or <del>344</del>	3	KIN <del>369</del>	3
KIN <del>342</del>	3	<del>KIN 371</del>	<del>3</del>
KIN <del>355</del>	3	EDST 401	3
EDST 401	3	LLED 360	3
LLED 360	3	Electives <sup>4</sup>	<del>12</del>
Electives <sup>4</sup>	<del>15</del>	Total Credits <sup>2, 5, 6</sup>	30
Total Credits <sup>2, 5, 6</sup>	30	<b>Third Year (Summer)</b>	
<b>Third Year (Summer)</b>		EDUC 399	1
EDUC 399	1	Total Credits <sup>2</sup>	1
Total Credits <sup>2</sup>	1	<b>Fourth Year (Winter)</b>	
<b>Fourth Year (Winter)</b>		KIN <del>303</del>	3
KIN <del>320</del>	3	KIN <del>400</del>	3
KIN <del>442</del>	3	KIN <del>415</del>	3
KIN <del>444</del>	3	EDCP <del>322A</del>	3
EDCP <del>Elective</del>	3	EPSE 308	3
EPSE 308	3	EPSE 317	3
<del>EPSE 311</del>	<del>1</del>	Electives <sup>4</sup>	12
EPSE 317	3	Total Credits <sup>2, 5, 6</sup>	<del>30</del>
Electives <sup>4</sup>	12	<b>Fourth Year (Summer)</b>	
Total Credits <sup>2, 5, 6</sup>	<del>31</del>	EDST 403	1
<b>Fourth Year (Summer)</b>		EDST 404	1
EDST 403	1	EDUC 430	1
EDST 404	1	EDUC 440	3
<del>EDUC 430<sup>6</sup></del>	<del>1</del>	LLED 361	3
EDUC 440	3	Electives <sup>4</sup>	3
LLED 361	3	Total Credits <sup>2</sup>	<del>14</del>
Electives <sup>4</sup>	3	<b>Fifth Year (Winter)</b>	
Total Credits <sup>2</sup>	<del>12</del>	EDUC 315	2
<b>Fifth Year (Winter)</b>		EDUC 421	12
EDUC 315	2	<del>EDUC 430</del>	<del>1</del>
EDUC 421	12	EDUC 450	3
EDUC 450	3	EDUC 451	3
EDUC 451	3	EPSE 310	2
EPSE 310	2	<del>EPSE 311</del>	<del>1</del>
EDCP <del>322A</del>	3	EDCP <del>Elective or 2<sup>nd</sup> Teaching Subject</del>	3





## THE UNIVERSITY OF BRITISH COLUMBIA

EDCP Required Elective	3	EDCP Required Elective	3
Total Credits <sup>2, 6</sup>	28	Total Credits <sup>2, 6</sup>	30
<b>Fifth Year (Summer)</b>		<b>Fifth Year (Summer)</b>	
EDUC 452 <sup>7</sup>	3	EDUC 452	3
Total Credits <sup>2</sup>		Total Credits <sup>2</sup>	3
<i>Minimum Credits for Dual Degree Option</i>	166	<i>Minimum Credits for Dual Degree Option</i>	166
<sup>1</sup> The 148 and 248 courses can be taken in any sequence. <sup>2</sup> Courses are NOT eligible for Cr/D/F grading. <sup>3</sup> Three additional English credits required for Education. <sup>4</sup> To be selected in consultation with a program advisor. It is recommended that students should consider courses that will prepare them for a second teaching field, e.g. EDCP curriculum and pedagogy elective. <sup>5</sup> Must include 30 credits of KIN at the 300/400 level. Additionally, students must complete 48 credits at the 300 or 400 level. <sup>6</sup> Education courses sequence may vary where necessary in order to accommodate students' KIN or B.Ed. schedule. <sup>7</sup> EDUC 452B may be scheduled during Fifth Year Winter in order to accommodate May graduation deadline.		<sup>1</sup> The 145 and 245 courses can be taken in any sequence. <sup>2</sup> Courses are NOT eligible for Cr/D/F grading. <sup>3</sup> Three additional English credits required for Education. <sup>4</sup> To be selected in consultation with a program advisor. It is recommended that students should consider courses that will prepare them for a second teaching field. <sup>5</sup> Must include 30 credits of KIN at the 300/400 level. Additionally, students must complete 48 credits at the 300 or 400 level. <sup>6</sup> Education courses sequence may vary where necessary in order to accommodate students' KIN schedule.	
		<b>Type of Action:</b> Updating the course codes	
		<b>Rationale for Proposed Change:</b> The School of Kinesiology recently completed a review of the BKIN program. The course codes for the BKIN-BED Dual Degree are being updated to reflect the changes that were made to the undergraduate course codes. Also, several minor changes to the Education courses were made based on the revised B.Ed. requirements	



## UBC Curriculum Proposal Form

### Change to Courses

#### Category: 1

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  <b>Faculty Approval Date:</b> May 5, 2020  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2021</p>	<p><b>Date:</b> February 26, 2020  <b>Contact Person:</b> Andres Varhola  <b>Phone:</b> 604-827-5981  <b>Email:</b> andres.varhola@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FRST 456 (6) - The Role of Natural and Planted Forests in the Global Bioeconomy</b></p> <p>(Go Global Seminar Series)</p> <p>An intensive one-month field school in Chile focused on fast-growing industrial forest plantations, innovative wood products, land use strategies for natural and planted forests, and their impact on society.</p> <p><i>Prerequisite:</i> Third-year standing</p>	<p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b> This elective course, to become part of the Go Global Seminar Series, is a field school in Chile centered on the topic of fast growing industrial forest plantations. Global wood supply has increasingly depended on these plantations in the past few decades, yet their absence in Canada has meant that our students are not being exposed to the specific silvicultural practices required for their optimum management. While the main theme of the course is planted forests, it will also include a full overview of forest products, land use optimization schemes to balance the coexistence of natural forests and productive plantations, and the relationship between societal needs and the forestry sector. As a world leader in this area, Chile is an ideal setting for this learning opportunity. It is a country with among the fastest growing plantations on the planet, native forests of high protection value, a large and modern forest industry, contrasting soil types and climates, a well-developed institutional and academic forestry network, and traditional knowledge provided by local indigenous communities. Further, much of this is concentrated in a relatively small area that clearly illustrates the inextricably linked trade-offs between land use and forest management decisions —currently the focus of substantial debate in international forestry. The course can accommodate students from other faculties, and will be particularly well suited for many of our current Forestry programs.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b>  <small>(undergraduate courses only)</small>  <small>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</small></p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>  <small>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</small></p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Applied Science <b>Department:</b> School of Architecture and Landscape Architecture <b>Faculty Approval Date:</b> 27 February 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> 15 April 2020 <b>Contact Person:</b> Theresa Juba, Academic Coordinator, SALA <b>Phone:</b> 604-822-0205 <b>Email:</b> theresa.juba@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ARCH 537 (1-15) d International Exchange in Architecture</b>  <b>Pass/Fail. Pre-approved studies in architecture in an international context. This course is not eligible for Credit/D/Fail grading.</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b>  n/a  <b>Type of Action:</b>  Create new course  <b>Rationale for Proposed Change:</b>  <p>UBC's Master of Architecture students may undertake international study for credit. This international study may be in the form of study abroad classes organized and delivered by faculty with the UBC School of Architecture and Landscape Architecture or it may be in the form of self-initiated study at an international institution, with courses of study pre-approved by the Master of Architecture Graduate Advisor and the Faculty of Graduate and Postdoctoral Studies.</p> <p>Some international institutions offering classes in the study of Architecture use a pass/fail evaluation method for most if not all their classes. These institutions include ETH Zurich, UC Berkeley and Lunds Universitet. These institutions and classes provide an enriched experience and a unique perspective for our students. These institutions are well-respected by our faculty. Further ETH Zurich ranks 4<sup>th</sup> in the</p>



2020 QS World University Ranking in the study of Architecture and UC Berkeley ranks 6<sup>th</sup>.

The challenge for SALA is that UBC's Faculty of Graduate and Postdoctoral Studies does not transfer credits for classes graded pass/fail.

In order for these international experiences to be available to our Master of Architecture students for academic credit, we are proposing a variable 1-15 credit course *International Studies in Architecture* that will serve as a means for transferring credit for graduate-level international study evaluated pass/fail.

In order to evaluate the work and assign the appropriate number of credits, SALA will refer to the UBC's Credit Equivalency Formula to determine the UBC equivalent of the proposed list of courses. In order to assign Pass standing and transfer the credits, SALA will evaluate the work post-study to ensure the work is equivalent to a 74% or better against SALA's academic standards. The work to be evaluated will include the final syllabi, all assignments and all written feedback.

Below and expanded in Appendix A are examples of relevant courses graded as pass/fail offered at each of the three institutions noted above:

#### ETH ZURICH

- 052-0722-18S – Case Studies in Urban Design : Texts, Positions, Discourses – The City of Collective Memory
- 052-0830-18S – History of Art and Architecture : Hunting Shadows

UNIVERSITY OF CALIFORNIA AT BERKELEY



- ARCH 179/279 – Publishing Architecture
- ARCH 238 – The Dialectic of Poetics and Technology
- ARCH 240 – Advanced Study of Energy and Environment
- ARCH 529 – Robotic Fabrication

## LUNDS UNIVERSITET

- AAKN20 – Architecture in Material and Detail I
- ASBN45 – Urban Quality and Urban Form
- ASEN01 – Spatial Experiments I
- ASEN10 – Spatial Experiments I, Theory

☐

**Not available for Cr/D/F grading  
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for**

**Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☒ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> APSC <b>Department:</b> CHBE <b>Faculty Approval Date:</b> March 5, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> 31 January 2020 <b>Contact Person:</b> Louise Creagh <b>Phone:</b> 604-822-5787 <b>Email:</b> alcreagh@mail.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>CHBE 505 (3) Introduction to Chemical Engineering for Non-Chemical Engineers</b>  <b>Supervisor and instructor approval required.</b>	<b>URL:</b> N/A  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> This course will provide adequate Chemical Engineering background for students entering a CHBE graduate program who do not have a first degree in Chemical Engineering or a related field. It will allow these students to proceed with other graduate level CHBE courses.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Arts  <b>Department:</b> School of Information Studies  <b>Faculty Approval Date:</b> April 16, 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020</p>	<p><b>Received:</b> January 16, 2020  <b>Contact Person:</b> Richard Arias and Julia Bullard  <b>Phone:</b> 604-822-1458  <b>Email:</b> richard.arias@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 565 (3) Progressive and Radical Information Work</b></p> <p><i>Prerequisites:</i>          Either (a) all of LIBR 506, LIBR 507, LIBR 508, and LIBR 509 or (b) permission of the iSchool Graduate Advisor</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LIBR">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LIBR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>          This course proposal responds to a previously identified gap in the Master of Library and Information Studies (MLIS) curriculum: a dedicated course that targets iSchool Graduate Competencies 5.1 and 5.2:          "5. Graduates are able to represent their chosen profession. Specifically, graduates have the ability to:          5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society;          5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves;"(<a href="https://slais.ubc.ca/about/about-the-ischool/graduate-competencies/">https://slais.ubc.ca/about/about-the-ischool/graduate-competencies/</a>)          The proposed course builds upon and deepens explorations of equity, diversity, inclusion and power in library and information work. Courses across the program relating to specific domains and processes of information work touch on these themes; this course uses critical theory to analyze and contrast progressive and radical approaches encountered in</p>



other courses and in professional experience.

The course was piloted first in 2017-2018 WT2 as a topics course (LIBR 569C). Since then, it has been taught three times. The course has had a steady enrollment, and its content/assignments have been refined and improved upon based on student's and instructor's feedback/evaluations. Final projects from the course have gone on to inform content in other areas of the MLIS program and in professional practice.

The iSchool Faculty voted unanimously in favor to create this new course and add it formally to the MLIS Curriculum on its November 11, 2019 Faculty Meeting.

*Note:* The iSchool will manually check that students have met the pre-requisites for this proposed course.



## UBC Curriculum Proposal Form

### Change to Course or Program

Category: (1)

<p>Faculty: Forestry          Department: Forest Resources Management          Faculty Approval Date: May 15 2020          Effective Session (W or S): S          Effective Academic Year: 2021</p>	<p>Date: May 2020          Contact Person: Jorma Neuvonen          Phone: 604-822-2807          Email: jorma.neuvonen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FOPE – Forestry Online Professional Education</p>	<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</a></p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course code</p> <p>Rationale for Proposed Change:          The Faculty of Forestry proposes a new course code to identify courses developed specifically for the Faculty's expanding online professional program platform.</p> <p>A new code is needed to reflect the distinct purpose of these courses, designed for online graduate certificate student and outside of the faculty's other graduate-level course offerings. As well the FRST course code is reaching its limit of 500-level numbers available.</p>

## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 500 (3) Sustainable Forest Management in a Changing World Origins of sustainable forest management; criteria and indicators of sustainable forest management used globally and how these will need to be adapted to our changing climate.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change: This will be the core (required) course for the new online Graduate Certificate in Forest Management and Conservation. This course will provide students with an overview of the criteria and indicators used globally to guide sustainable forest management practices, and explains how these will vary in a changing climate. Students will develop critical analytical thinking and enhance their skills to integrate theories and concepts of sustainable forest management, to find effective solutions in a changing context. This is an important component of today's forest management profession, particularly within the framework of nature-based solutions for addressing climate change and biodiversity conservation.



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 501 (3) Geomatics in Forestry: Data Collection and Management Fundamental concepts of spatial technologies and geo-spatial analysis.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change: Demand for professionals with careers focused on the environment, conservation and sustainability (green-jobs) continues to grow at ever-increasing rates. All of these careers require a diversity of skills; however among the most important are skills focused on geomatics, mapping and spatial data analysis. Designing forest conservation zones, management for endangered species, sustainable forestry practices, urban greenspace corridors, and locating re-greening sites for carbon mitigation all require knowledge and skills in acquiring, analyzing, processing and displaying geo-spatial data.  This course is designed to introduce students to the core concepts of geomatics through analyzing spatial data using several different tools. The intent is to inspire students with the capabilities of GPS, remote sensing and GIS so that they can start thinking about the next generation of spatial analyses and how they might be applied in the future.



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 502 (3) Introduction to Urban Forestry in the Asian Pacific Region Principles behind urban forest governance, urban forest planning and green-space management, and their role in human health and wellbeing in the Asia-Pacific Region.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change:  The demand for urban forestry is growing both in Canada and the Asia Pacific region. Highly-qualified urban forestry professionals are becoming increasingly necessary in cities around the world due to the rapid pace and scale of urbanization, the need to adapt to multiple impacts of climate change in cities, and increasing demand from the public for the recreational, psychological, and health benefits that trees and greenspaces provide.  In this course, students will develop introductory skills in urban ecology, planning and design, governance, and management. These introductory skills will be applied to real-world examples in urban or peri-urban landscape cases, helping them to develop analytical and practical experience for success in their future careers.



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Science and Conservation Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: Jorma.neuvonen@ubc.ca
Proposed Calendar Entry:  FOPE 503 (3) Climate Modelling and Forest Applications Potential impacts of climate change on global forest systems. Concepts and techniques of climate change modelling; adaptive management strategies.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change:  Climate modeling tools for forestry applications are becoming increasingly available so that forest managers can understand the potential effects of climate change and develop regionally specific adaptation and mitigation strategies. This course is designed to provide background knowledge and skills for using the new modelling tools and interpreting model predictions in forest planning and management practices.



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 504 (3) Structure and Composition of Tropical Forest Ecosystems Ecological characteristics of tropical forests including their structure and composition.	URL: None  Present Calendar Entry: None  Type of Action: Create new course  Rationale for Proposed Change:  Tropical forests play an important role in global carbon storage and sequestration and are therefore natural solutions for climate change mitigation.  Students will learn about the evolution of tropical forests, important in understanding their remarkable diversity. Students will be able to recognize some of the different components of the tropical forest ecosystem, and the major differences that exist between the many different types of forests in the Tropics.

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: Jorma.neuvonen@ubc.ca
Proposed Calendar Entry:  FOPE 505 (3) Ecological Processes in Tropical Forests The ecological processes found in tropical humid and dry forests, including a series of case studies drawn from tropical forests around the world.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change:  The course covers both tropical rainforests and tropical seasonal forests. Students will learn about the diversity of tropical forests, and the processes that have created this diversity important in understanding their remarkable diversity. Students will also learn about the ecological processes found in tropical forests, an understanding of which is essential to judge the potential effects of a management intervention on a forest.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 507 (3) International Forestry Issues, Institutions, and Multilateral Agreements Major contemporary global natural resources management issues emphasis on Forestry.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change:  The course is designed to familiarize students with the complex international regime that impact forestry as well as the role of forests in global development and environment agendas. It will create a common foundation and provide appropriate knowledge for those who are already, or plan to be, involved in international natural resources management with particular emphasis on forestry activities.





## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p>Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021</p>	<p>Date: Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a></p>
<p>Proposed Calendar Entry:</p> <p>FOPE 508 (3) Forest Ecosystem Services and Community Livelihoods</p> <p>Interdependence and dynamics of different forest ecosystem services and how they contribute to sustainable forest management and community livelihoods.</p>	<p>URL: none</p> <p>Present Calendar Entry: none</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>Forests produce bundles of ecosystem services to support well-being and livelihoods. The use of these ecosystem services affects the natural capital. Thus, striking a balance between exploitation and conservation is both a desired goal and a challenge with no concrete formula on how to get there. Furthermore, rapid losses of forest ecosystem services due to anthropogenic impacts and phenomena such as climate change are realities that many nations contend with. An understanding of the science of ecosystem services and how it contributes to livelihoods of communities in the forest is critical in designing meaningful actions for its sustainable use and management.</p> <p>This course will emphasize ecosystem services as an approach to harness forest-based community livelihoods and as a means to sustainably manage and use forests as a natural capital.</p>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 15 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: March 2020 Contact Person: Jorma Neuvonen Phone: 2-2807 Email: <a href="mailto:Jorma.neuvonen@ubc.ca">Jorma.neuvonen@ubc.ca</a>
Proposed Calendar Entry:  FOPE 509 (3) Plantation Design and Management Managing the key factors that affect forest plantations in tropical and subtropical areas in the Asia-Pacific region.	URL: none  Present Calendar Entry: none  Type of Action: Create new course  Rationale for Proposed Change:  Plantation forests are expected to play a critical role in meeting increased wood fibre demands while simultaneously delivering other ecosystem services globally. However, plantation forests sometimes conflict with other land uses and forest productivity is limited in many parts of the world.  This course will introduce students to: 1) methods in forest plantation design, management and pest protection; 2) the major factors that threaten the sustainable management of forest plantations; and (3) real-world problems and appropriate principles for formulating integrated forest management and pest protection strategies.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> Jan 24, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> June 4, 2020 <b>Contact Person:</b> Wendy Ma <b>Phone:</b> 2-2740 <b>Email:</b> wendy.ma@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PHAR 521 (1.5) Basic Theory &amp; Practice of Scanning Electron Microscopy and Dynamic Light Scattering</b>  Sample preparation; standard & advanced imaging techniques; image interpretation & quantification, applications in pharmaceutical research.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> As part of the renewal of the graduate program in our Faculty, we are launching a number of courses relevant to our graduate (PhD & MSc) students to improve the program experience for our research trainees.  Scanning Electron Microscopy (SEM) - This new course is proposed because there is a gap in the teaching format for Electron Microscopy (EM) at UBC. While there is a strong component of teaching the theoretical aspects of EM, and technical support from UBC Imaging facilities to carry out the actual EM applications, there is no course that teaches students both the theory and practical components and how to combine them to optimize data acquisition. This unique course will introduce novices to scanning electron microscopy as well as expand the knowledge of advanced users. Ultimately the goal of the course is to provide students with the practical and theoretical knowledge of SEM so that they can utilize this versatile instrument as a tool to collect data for their research.



Dynamic Light Scattering (DLS) – DLS is the most popular technique used to measure particle size and polydispersity. Many research labs employ DLS to characterize their nano- and micro-particle formulations, and the information is of importance for formulation development, quality control and stability monitoring. Currently, there is no course covering DLS theory, instrument operation, data interpretation, and trouble shooting. The course will be of value to trainees who are involved with particle and colloid research.

This course may be open to graduate students in other relevant UBC faculties with the permission of the instructor.

☐

**Not available for Cr/D/F grading  
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for**

**Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. ☐ **Pass/Fail or** ☐

**Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> Jan 24, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> June 4, 2020 <b>Contact Person:</b> Wendy Ma <b>Phone:</b> 2-2740 <b>Email:</b> wendy.ma@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PHAR 523 (1) Basic Theory &amp; Practice of Isothermal Titration Calorimetry</b>  Isothermal titration calorimetry thermodynamic concepts and practical applications in measuring molecular interactions.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> As part of the renewal of the graduate program in our Faculty, we are launching a number of courses relevant to our graduate (PhD & MSc) students to improve the program experience for our research trainees.  Isothermal Titration Calorimetry (ITC) is a state-of-the-art method for measuring interactions between molecules. ITC is an underutilized technique due to lack of available training. Lab trainees interested in learning an important biophysical technique to expand their repertoire of analytical tools will definitely benefit from this proposed new course.  <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)  <b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> <b>Pass/Fail or Honours/Pass/Fail grading</b>



	(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> Jan 24, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> April 20, 2020 <b>Contact Person:</b> Wendy Ma <b>Phone:</b> 2-2740 <b>Email:</b> wendy.ma@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PHAR 546 (3) Etiology of Diabetes, from Cell to Society</b>  Advanced course on pathophysiology and patient care for obesity and diabetes focusing on healthcare quality improvement, patient safety and optimising outcomes.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> As part of the renewal of the graduate program in our Faculty, we are launching a number of courses relevant to our graduate (PhD & MSc) students to improve the program experience for our research trainees. We currently offer a version of this course to our PharmD students and believe this modified version would be an attractive offering to our graduate research trainees. Obesity and diabetes are increasingly relevant topics and the content of this course is not being offered by another UBC department. While this course is intended for graduate trainees in our Faculty, it would be open to graduate students in other relevant research areas with permission from the instructor.  <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)  <b>Rationale for not being available for Cr/D/F:</b> <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> Jan 24, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> June 4, 2020 <b>Contact Person:</b> Wendy Ma <b>Phone:</b> 2-2740 <b>Email:</b> wendy.ma@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PHAR 561 (3) Pharmacoepidemiology</b>  Principles and applications of pharmacoepidemiology. Practical skills in designing, conducting, and appraising studies of medications in large populations.  Prerequisite: All of SPPH 500, SPPH 502.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=PHAR</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> As part of the renewal of the graduate program in our Faculty, we are launching a number of courses relevant to our graduate (PhD & MSc) students to improve the program experience for our research trainees. With PharmaNet, BC has arguably some of the best data resources for conducting pharmacoepidemiologic research and there are no current or comparable courses on this topic. UBC needs a graduate pharmacoepidemiology course. Graduate students have been going to McGill Summer Pharmacoepidemiology School ( <a href="https://www.mcgill.ca/epi-biostat-occh/academic-programs/summer">https://www.mcgill.ca/epi-biostat-occh/academic-programs/summer</a> ) to obtain this education to complement their thesis training. This is unfortunate given that there are many leading pharmacoepidemiologists at UBC who are training future pharmacoepidemiologists. Our intention is to cross list this course with the School of Population & Public Health (SPPH 5XX) in the future.
<div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  <small>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</small> </div> </div>	



**Rationale for not being available for**

**Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. ☐ **Pass/Fail or** ☐

**Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b>  <b>Faculty Approval Date:</b> Jan 22, 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020</p>	<p><b>Date:</b> November 14, 2019  <b>Contact Person:</b> Heather Woodward/          Tamara Cohen  <b>Phone:</b> 604-362-7692  <b>Email:</b> <a href="mailto:heather.woodward@ubc.ca">heather.woodward@ubc.ca</a>/  <a href="mailto:tamara.cohen@ubc.ca">tamara.cohen@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNH 375 (3) Nutrition Care I</b></p> <p><b>Etiology, pathophysiology, and nutrition therapy for selected diseases and conditions. Topics include metabolism, obesity, eating disorders, diabetes, hypertension, and cardiovascular disease. Restricted to students in year 3 of the dietetics major.</b></p> <p><b>Prerequisites: FNH 350, FNH 370 and one of BIOL 153 or BIOL 155</b></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          Nutrition care and medical nutrition therapy are key foundations of dietetic practice. Our current curriculum covers Nutrition Care in two 3 credit courses (FNH 470 Foundations of Nutrition Care I and FNH 475 Foundations of Nutrition Care II). UBC has consistently received feedback from both students and preceptors that students are not adequately prepared for their nutrition care (clinical nutrition) placements when they arrive for practice education. As such, FNH 470 and 475 were revised in 2018. Although the general feedback about these revised courses and preparedness of dietetic students has improved, we continue to receive feedback that our students do not have adequate foundational knowledge for their nutrition care placements.</p> <p>When comparing our curriculum to other accredited dietetics programs across Canada, the course time and credit allotment for nutrition care at UBC falls significantly short. For instance, other universities such as McGill, Guelph, the University of Alberta and University of Ottawa have up to 12 credits of nutrition care and medical nutrition therapy courses which span across 3 or more courses. To adequately prepare UBC's dietetic students for practice education and to they are equipped with strong foundations in medical nutrition therapy, it is necessary to create this new introductory nutrition care course. Together with FNH 470 and 475, this course forms a series of 3 courses in nutrition care, which is required for students in the Dietetics Major.</p>



This third-year level course will introduce the foundations of medical nutrition therapy and cover medical conditions that are seen very commonly in dietetic practice, as well as in combination with many of the more complex and acute medical conditions that will be covered in the more advanced 4<sup>th</sup> year level nutrition care courses that follow this course.

**Rationale for Prerequisites:**

To understand the principles of medical nutrition therapy and nutrition assessment in clinical settings, students must have foundational knowledge in basic human nutrition and nutrient metabolism (FNH 350) and nutrition assessment (FNH 370). Sound knowledge of human physiology is also required (Biol 155, 153 or equivalent).



**Not available for Cr/D/F grading  
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for  
Cr/D/F:**

This course is restricted to B.Sc. FNH – Dietetics students and is a required course for the Major.



**Pass/Fail or**



**Honours/Pass/Fail**

**grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Medicine <b>Department:</b> Radiology <b>Faculty Approval Date:</b> Feb 18, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> Dec 14, 2019 <b>Contact Person:</b> Dr. Savvas Nicolaou <b>Phone:</b> 604-875-4111 ext. 63659 <b>Email:</b> <a href="mailto:savvas.nicolaou@vch.ca">savvas.nicolaou@vch.ca</a>
<b>Proposed Calendar Entry:</b>  <b>RADS – Interdisciplinary Radiology</b>	<b>URL:</b> Create a new page for RADS courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Medicine, etc)  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Creation of new course code (RADS) to differentiate between undergraduate Radiology courses and graduate level Radiology courses.  <b>Rationale for Proposed Change:</b> We are seeking to create a new course code (RADS). Currently there is a pre-existing course code (RADI) under the Faculty of Medicine, however this qualifier is reserved for 700-level courses offered only to senior medical residents. The content offered in the RADI courses exceeds the scope of RADS 301, and may impact the enrollment of prospective students.  RADS 301 is an interdisciplinary course intended to introduce undergraduate students to basic fundamentals of imaging and its relevant applications today. Given the unique nature of our target audience and content, we believe RADS to be an effective means of differentiating the two distinct domains of Radiology courses offered at UBC. Students completing RADS 301 would not be expected to transition into RADI courses in the future.



The department of Radiology plans to launch additional undergraduate Radiology courses using course code RADS in the near future.

**Additional rationale provided at the SCC's request:**

First and foremost, there will be a proliferation of new courses in the future under RADS. A new course code (RADS) permits the separation of interdisciplinary, introductory courses focusing on the utility of Radiology and imaging in society. The course code is absolutely necessary to differentiate our course from RADI as those courses are graduate-level seminars oriented towards senior medical residents studying medical diagnostics and nuanced clinical skills. RADS courses will be intended for students across many disciplines and we do not want potential students confusing it with RADI.

Our goal is to enable RADS to exist as an entity with courses aimed at informing students of the concepts and capabilities of imaging, from creation/design to implementation. Initial offerings will be at the senior undergraduate level. This will diverge from the content offered in the RADI courses which far exceed the scope and intention of the RADS courses. Our aim is to introduce a broader study of radiology to students in science, engineering and other departments to enrich the campus' educational offerings.

We hope courses under the RADS code will be known for their breadth and unique applications of imaging as it pertains to students hoping to explore career avenues within and external to medicine.



*Faculty of Medicine > Table of Contents > Edit to add RADS Introduction to Radiology*

<p><b>Calendar Navigation:</b>  <a href="#">Homepage</a> <a href="#">Course Descriptions</a> <a href="#">Courses by Faculty/School/College</a> Faculty of Medicine</p> <p><b>Proposed Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PSYT</a>    <a href="#">Psychiatry</a></p> <p><a href="#">RADI</a>    <a href="#">Radiology</a></p> <p><b>RADS</b>    <b>Interdisciplinary Radiology</b></p> <p><a href="#">RHSC</a>    <a href="#">Rehabilitation Sciences</a></p> <p><a href="#">SPHA</a>    <a href="#">School of Population &amp; Public Health</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=institution">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=institution</a></p> <p><b>Present Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PSYT</a>    <a href="#">Psychiatry</a></p> <p><a href="#">RADI</a>    <a href="#">Radiology</a></p> <p><a href="#">RHSC</a>    <a href="#">Rehabilitation Sciences</a></p> <p><a href="#">SPHA</a>    <a href="#">School of Population &amp; Public Health</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><b>Type of Action:</b>  Edit Faculty of Medicine, Table of Contents, to add the new RADS code for Introduction to Radiology courses.</p> <p><b>Rationale for Proposed Change:</b>  <i>Note: this proposal is linked to a category 1 proposal creating a new RADS course code.</i></p>
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*Courses by Subject Name > Edit to Add RADS (Introduction to Radiology)*

<p><b>Calendar Navigation:</b>  <a href="#">Homepage</a> <a href="#">Course Descriptions</a> Courses by Subject Name</p> <p><b>Proposed Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PUNJ</a>    <a href="#">Punjabi</a></p> <p><a href="#">RADI</a>    <a href="#">Radiology</a></p> <p><b>RADS</b>    <b>Interdisciplinary Radiology</b></p> <p><a href="#">RHSC</a>    <a href="#">Rehabilitation Sciences</a></p> <p><a href="#">RGLA</a>    <a href="#">Religion, Literature and The Arts</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</a></p> <p><b>Present Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PUNJ</a>    <a href="#">Punjabi</a></p> <p><a href="#">RADI</a>    <a href="#">Radiology</a></p> <p><a href="#">RHSC</a>    <a href="#">Rehabilitation Sciences</a></p> <p><a href="#">RGLA</a>    <a href="#">Religion, Literature and The Arts</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><b>Type of Action:</b> Edit, <u>Courses By Subject Name</u>, to add new course code RADS, Introduction to Radiology,</p> <p><b>Rationale for Proposed Change:</b>  <i>Note: this proposal is linked to a category 1 proposal creating a new RADS course code.</i></p>
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*Courses by Subject Code > Edit to Add RADS (Introduction to Radiology)*

<p><b>Calendar Navigation:</b>  <a href="#">Homepage</a> <a href="#">Course Descriptions</a> Courses by Subject Code</p> <p><b>Proposed Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PUNJ</a> <a href="#">Punjabi</a></p> <p><a href="#">RADI</a> <a href="#">Radiology</a></p> <p><b>RADS</b> <b>Interdisciplinary Radiology</b></p> <p><a href="#">RELG</a> <a href="#">Religious Studies</a></p> <p><a href="#">RES</a> <a href="#">Resources, Environment and Sustainability</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</a></p> <p><b>Present Calendar Entry:</b></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><a href="#">PUNJ</a> <a href="#">Punjabi</a></p> <p><a href="#">RADI</a> <a href="#">Radiology</a></p> <p><a href="#">RELG</a> <a href="#">Religious Studies</a></p> <p><a href="#">RES</a> <a href="#">Resources, Environment and Sustainability</a></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p><b>Type of Action:</b> Edit, <u>Courses By Subject Code</u>, to add new course code RADS, Introduction to Radiology,</p> <p><b>Rationale for Proposed Change:</b>  <i>Note: this proposal is linked to a category 1 proposal creating a new RADS course code.</i></p>
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## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Radiology Faculty Approval Date: 19/11/2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: December 14, 2018 Contact Person: Dr. Savvas Nicolaou Phone: 604-875-4011 ext 63659 Email: <a href="mailto:savvas.nicolaou@vch.ca">savvas.nicolaou@vch.ca</a>
Proposed Calendar Entry:  <b>RADS 301 (3) Exploring Imaging in the Twenty-First Century</b>  Interdisciplinary course that covers a wide range of topics regarding not only the scientific and technological basis of medical imaging, but also its origins and impact on society and the individual.  <b>Prerequisite:</b> Third-year standing.	URL: N/A  Present Calendar Entry: N/A  Type of Action: New Course  <b>Rationale for Proposed Change:</b> Introductory level course that will offer undergraduate students the opportunity to learn more about imaging and its applications today and in the future in various disciplines. This is also going to be a 300 level course offered to students with Year 3 standing or higher. At 300 level, the course will be able to provide a more mature scope on the topic and allow students to think critically and apply what they learn to multiple disciplines.  <b>Not available for Cr/D/F grading</b> (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)  <b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.  <input checked="" type="checkbox"/> Pass/Fail or      Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Medicine  <b>Department:</b> Midwifery/Family Practice  <b>Faculty Approval Date:</b> 02/18/2020  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2020</p>	<p><b>Date:</b> 6 January 2020  <b>Contact Person:</b> Cecilia Jevitt  <b>Phone:</b> 604-822-0771  <b>Email:</b> Cecilia.jevitt@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  (40 word limit for course descriptions)</p> <p><b>MIDW 120 (3) Midwifery and Social Justice</b></p> <p>Social justice frameworks and issues as they pertain to individuals' engagement with health care systems. Draws on various disciplines, including sociology, anthropology, gender studies, and cultural studies.</p>	<p><b>URL:</b> This new course would be added into MIDW:Midwifery here  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=MIDW">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=MIDW</a></p> <p><b>Present Calendar Entry:</b> none-new course</p> <p><b>Type of Action:</b>  New course added into Midwifery Undergraduate curriculum</p> <p><b>Rationale for Proposed Change:</b>  MIDW 120 replaces GRSJ 310 which is a 3rd year course offered by the Social Justice Institute. It was being taken by first term, first year midwifery students. It did not meet their learning level or content needs. MIDW 120 does not change credit hours in the undergraduate midwifery degree.</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> 14 May 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> 22 April 2020 <b>Contact Person:</b> Kerry Wilbur <b>Phone:</b> 70198 <b>Email:</b> kerry.wilbur@ubc.ca
<b>Proposed Calendar Entry:</b>  PHRM 321 (3) Travel Health  Providing a consultative service to patients based on patient medical and travel history. Recommending and administering vaccinations according to guidelines. Making recommendations regarding oral medications needed for safe travel.	<b>URL:</b> PHRM  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> Create new course.  <b>Rationale for Proposed Change:</b> This elective in the Entry-to-Practice Doctor of Pharmacy program has been piloted six times since the 2015W Session as a PHAR 450 Selected Topics offering, and has been appreciated by students. Enrolment was between 20 to 45 students each time the course was offered.  <b>XX Not available for Cr/D/F grading (undergraduate courses only)</b>  <b>Rationale for not being available for Cr/D/F:</b> Only non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course.
<b>Proposed Calendar Entry:</b>  PHRM 328 (3) Pharmacology of Drugs of Misuse and Abuse  Biological, pharmacological, and psychological aspects of drugs of misuse and abuse.	<b>URL:</b> PHRM  <b>Present Calendar Entry:</b> None.  <b>Type of Action:</b> Create new course.  <b>Rationale for Proposed Change:</b> This elective in the Entry-to-Practice Doctor of Pharmacy program has been



	<p>piloted three times since the 2017W Session as a PHAR 450 Selected Topics offering, and has been appreciated by students. Enrolment was between 21 to 37 students each time the course was offered.</p> <p><b>XX Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> Only non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>PHRM 329 (3) Leadership Experience Applied to Pharmacy (LEAP)</p> <p>Leadership skills in preparation for the practice of pharmacy in direct or non-direct patient care settings and contexts.</p>	<p><b>URL:</b> PHRM</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> Create new course.</p> <p><b>Rationale for Proposed Change:</b> This elective in the Entry-to-Practice Doctor of Pharmacy program has been piloted three times since the 2017W Session as a PHAR 450 Selected Topics offering, and has been appreciated by students. Enrolment was between 13 to 16 students each time the course was offered.</p> <p><b>XX Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> Only non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> PHRM</p> <p><b>Present Calendar Entry:</b> None.</p>



**PHRM 330 (3) Pharmacy Practice in Acute and Critically Ill Patients**

Pharmaceutical care concepts for managing acute and critically ill patients.

*Prerequisite:* Third-year standing and a combined grade average of 70% in PHRM 211 and PHRM 212.

**Type of Action:**

Create new course.

**Rationale for Proposed Change:**

This elective in the Entry-to-Practice Doctor of Pharmacy program has been piloted three times since the 2017W Session as a PHAR 450 Selected Topics offering, and has been appreciated by students. Enrolment was between 38 to 40 students each time the course was offered.

**XX Not available for Cr/D/F grading**  
(undergraduate courses only)

**Rationale for not being available for**

**Cr/D/F:** Only non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course.



16 September 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: September Certificate Proposals (information)

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Please find attached the following new certificates for your information:

**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

**Forestry**

*New certificate*

Graduate Certificate in Forest Management and Conservation

**FACULTY OF MEDICINE**

*New certificate*

Certificate in Biomedical Visualization and Communication

Respectfully submitted,

Prof. Carol Jaeger, Vice-Chair  
Senate Curriculum Committee



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

**The University of British Columbia**  
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[www.forestry.ubc.ca](http://www.forestry.ubc.ca)

# Graduate Certificate in Forest Management and Conservation (GCFMC)

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## New Program Proposal

Faculty of Forestry  
University of British Columbia  
Thursday, September 03, 2020

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**UBC Graduate Certificate in Forest Management and Conservation**  
Summary Report to the Senate Curriculum Committee

**Proposed Name of Certificate Program:**

Graduate Certificate in Forest Management and Conservation (GCFMC)

**Date of Submission**

May, 2020

**Sponsoring Faculty/Department/School:**

Faculty of Forestry

**Contact Persons:**

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**Program Description**

The Graduate Certificate in Forest Management and Conservation (GCFMC) is designed to provide interdisciplinary training for working professionals in a wide variety of contemporary topics in forestry, conservation and associated emerging technologies. Students will complete five 3-credit online courses within 2 years. Students can customize their own certificate by selecting from a series of online courses that suit their unique interests. In the GCFMC, students will review journal articles, view video lectures, complete course-specific assignments, and engage in facilitated online discussions. Emerging educational technology will be integrated to enrich the online learning experience.

Admission to the GCFMC requires a background in forestry, natural resources, environmental science or related fields, and proven English language proficiency. In the long term, the GCFMC may be ladderized into a future online Master's degree, providing that the UBC's graduate admission requirements are met.

The Faculty has both broad and specific objectives:

- Further enhance UBC's position as a leading provider of forestry and conservation sciences education in Canada and worldwide;
- Produce global learners who can leverage new technology and use science-based practices to sustainably manage forests while navigating rapidly changing social and political situations;
- Provide easily accessible forestry education to local, national and international communities.

### Rationale for the Program

As global awareness of the importance of forests and wood products evolves, there is an increased demand for trained professionals who can navigate the complex nature of managing forests in a changing world. A recent United Nations report (UNCE 2018) suggests that green jobs, including forest management, inventory and planning, wood and energy production will be important as the world transitions to a green economy.

Sustainable forest and natural resources management are two key mandates of the BC provincial government. While traditional forestry roles (forestry professionals, supervisors, silviculture and forestry workers) are projected to see stagnation or decline, projections for broader positions (natural and applied science policy researchers, consultants and program officers) are promising. The BC Ministry of Advanced Education ([2018/2019-2020/2021 Service Plan, page 9 and 12](#)) aims to meet these demands with a strategic plan to expand forestry programs and leverage technology to deliver forest education to a broader audience. The GCFMC aligns with the government's mandate and the labor market's need.

In UBC Forestry survey (2019), 70% of 227 forestry students and professionals surveyed expressed a strong interest in online programs related to forest management and conservation. The survey indicated that undergraduate degrees alone cannot provide sufficient knowledge and skills, given the rapid changes in the environment and technology. Working professionals must expand their knowledge and obtain consolidated graduate training to keep up with the rapidly changing forest sector demands. This survey had similar results with member surveys carried out by the Association of BC Forest Professionals. Both show that online learning is key to providing flexible, accessible continuing education for working professionals.

### Award winning courses through strong partnerships

The UBC Faculty of Forestry has collaborated with partner universities around the world and with the UBC Centre for Teaching and Learning Technology (CTLT) to develop a series of free, non-credit online courses in Sustainable Forest Management (SFM), which have attracted over 11,000 learners from more than 91 countries. These courses won a Canadian CNIE-RCIE Award 2016 and an IUFRO's Best Forest Education Award 2019, the top recognition in forestry education worldwide. The subject matter team has 20 lead professors and international content experts to ensure the course quality. Ten of the courses developed by the consortium will form the initial basis of the proposed certificate program.

### Proposal Length/Duration

The GCFMC will require students to complete a minimum of five, 3-credit online graduate courses (one required course, plus four electives), for a total of 15 credits. Each course has been developed for graduate-level students with a background in forestry or natural resources conservation. Each course is designed to require 100-120 total study hours and will be offered online over 13-15 weeks. In each of 3 terms we will offer 3-4 courses for students to select from.

Students will be able to select from a series of elective courses that suit their interests to customize their Graduate Certificate. Students must complete the Certificate requirements within two years.

### Proposed Program Learning Outcomes

By the end of the program, students will be able to:

- Manage forest resources **by developing** adaptation strategies that integrate sustainable forest management principles and technologies at local, regional and global levels within the context of climate change;
- Understand and **incorporate** the political, socio-economic, governance, legal, administrative and business contexts for managing forests; and
- Engage with communities and other stakeholders in developing and implementing forest management practices.
- Utilize evidence-based scientific argumentation skills by distilling an argument down to a succinct position and communicating this effectively through various media.

In addition, based on students' course selection, they will understand and be able to apply, analyze and evaluate:

- Fundamental concepts of geo-spatial analysis and provide an understanding of spatial technologies and how they can be applied;
- Principles behind urban forest governance, urban forest planning and green-space management, and their role in contributing to human health and wellbeing;
- Concepts of climate change and its potential impacts on global forest systems and basics of various climatic and ecological modeling tools for forestry applications
- Key aspects of the structure and composition of tropical forest ecosystems and understand how the different elements of tropical forest ecosystems are linked to each other
- **Drivers** of a range of forest conservation issues, from deforestation to emerging challenges such as climate change regional strategies, programs, and practices for addressing those issues;
- Characteristics of forestry issues under discussion internationally and their relations to global environmental and development agendas
- Interdependence and dynamics of different forest ecosystem services and how these contribute to sustainable forest management and community livelihoods.
- Design and management of forest plantations in tropical and subtropical area in the Asia Pacific region

## Proposed Curriculum Topics

### Core Required course:

- FOPE 500 (3) - Sustainable Forest Management in a Changing World  
Origin of sustainable forest management, criteria and indicators of sustainable forest management used globally and how these will vary in a changing climate.

### Elective courses:

- FOPE 501 (3) - Geomatics in Forestry: Data Collection and Management  
The fundamental concepts of spatial technologies and geo-spatial analysis.
- FOPE 502 (3) - Introduction to Urban Forestry in the Asian Pacific Region  
The principles behind urban forest governance, urban forest planning and green-space management, and their role in contributing to human health and wellbeing.
- FOPE 503 (3) - Climate Modelling and Forest Applications  
Potential impacts of climate change on global forest systems; concepts and techniques of climate change modelling; adaptive management strategies.
- FOPE 504 (3) - Structure and Composition of Tropical Forest Ecosystems  
Evolutionary history and main ecological characteristics of the tropical rainforest and seasonal forests, and comparison of the major differences that exist between the many different types of forests in the Tropics.
- FOPE 505 (3) - Ecological Processes in Tropical Forests  
The ecological processes found in tropical humid and dry forests, including a series of case studies drawn from tropical forests around the world.
- CONS 506\* (3) online version – Forest Conservation in Asia: Challenges and Opportunities  
The objectives and content are the same in the on-campus session and the online session: Key forest conservation issues in Asia, and regional strategies, programs, and practices for restoration of critical landscapes, rehabilitation of terrestrial ecosystems and conservation of flagship species.

\*This course is fully approved. The outline of the online version which will be offered to Certificate students is included in this package for informational purposes.

- FOPE 507 (3) - International Forestry Issues, Institutions, and Multi-Lateral Agreements  
Major contemporary global natural resources management issues in general however with emphasis on Forestry.
- FOPE 508 (3) - Forest Ecosystem Services and Community Livelihoods  
The interdependence and dynamics of different forest ecosystem services and how they contribute to sustainable forest management and community livelihoods.

- FOPE 509 (3) - Plantation Design and Management  
Managing the key factors that affect forest plantations in tropical and subtropical area in the Asia-Pacific region.

### Target learners

Given the flexibility of the program, we expect it to appeal particularly to full-time working professionals seeking to advance their career development, but who are unable to physically attend the on-campus forestry-related programs at UBC. In particular, we expect this certificate to attract mid-career professionals and lifelong learners who are currently employed in, or interested in pursuing careers in, forestry-related, conservation, or natural resource management jobs in the private, public, and non-profit sectors. We expect to enroll 20 in the first year of the certificate with enrolment reaching 40 by 2025.

The job market for the GCFMC includes the following types of positions:

- Foresters and land managers served at local, national, regional levels
- Consultants for forest planning and management
- Policy makers for government and private organizations
- Researchers investigating the sustainable management of forests
- Forest communicators and customer relations
- Forestry entrepreneurs
- Staff in international organizations working with sustainable development, climate change adaptation, biodiversity conservation and other related fields

Employers may include:

- The forestry industry
- Consulting companies working for governments, private sector, public or NGOs
- Government agencies
- Conservation Authorities
- Educational institutions
- Research facilities
- Independent utility corporations
- Not-for-profit organizations
- International organizations

### Admission Requirements

Applicants must have an academic background in a relevant forest, natural or environmental science field.

- For applicants with **Canadian or USA** credentials: The academic equivalent of a four-year bachelor's degree with a minimum overall average in the B+ range in third- and fourth-year courses (at UBC, these are courses numbered 300-499).
- For applicants with **International** credentials, requirements vary by country. The minimum standards as outlined on the Graduate and Postdoctoral Studies website will apply; see the full list of [general requirements for international credentials](#).

English Language Proficiency: Applicants whose prior degree is from a university outside Canada in which English is not the primary language of instruction must provide official results of an English language proficiency examination as part of their application. Tests must have been taken within the last 24 months at the time of submission of your program application and the results must be sent to UBC directly from the testing agency.

- The minimum TOEFL internet-based score required for a Forestry graduate program application is 90, with a minimum score in each component: Reading – 22; Writing – 21; Listening – 22; Speaking – 21.
- For IELTS, a minimum overall band score of 6.5 is required, with a minimum score of 6.0 in each component of the academic (NOT general) test.

#### Student Assessment/ Grading Methods:

Grading scale and assessment of satisfactory progress will align with the Faculty of Graduate & Postdoctoral Studies standards for Master's-level students: <https://www.grad.ubc.ca/current-students/managing-your-program/satisfactory-progress-masters-students>

#### A Level (80% to 100%)

- A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
- A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the coordinator.
- A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

#### Level (68% to 79%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- one or more significant errors in understanding
- superficial representation or analysis of key concepts
- absence of any special initiatives
- lack of coherent organization or explication of ideas
- The level of B work is judged in accordance with the severity of the difficulties demonstrated.

- B+ is from 76% to 79%.
- B is from 72% to 75%.
- B-is from 68% to 71%

### **C Level (60% to 67%)**

The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students. Students should check the University Calendar for information on what constitutes “Satisfactory Progress” for masters and doctoral students. In general, a grade of 68% must be maintained to remain in good standing. See the Faculty of Graduate Studies section of Calendar for more information.

(<https://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices>)

- C+ is from 64% to 67%
- C is from 60% to 63%

### **Program Delivery Format**

An online teaching model will facilitate the participation of learners from across Canada and around the world. The online courses will be offered each year through UBC Canvas in Terms 1 and 2 of the Winter Session, as well as over the Summer Session. We aim to have each of the ten courses offered at least once per year, with 3-4 courses per term. It will guarantee students a full selection of courses and enable them to finish the program within 2 years. Each course will accommodate 8-20 students.

### **Program Strengths/Related Programs**

*As The Tracking Online and Distance Education in Canadian Universities and Colleges 2017 Reported*, there is strong annual growth in online enrollment with many Canadian universities, with online courses in many subjects. However, no Canadian university yet offers an online forestry program (neither Certificate nor Master). Flexible online learning opportunities have been requested by the Association of BC Registered Professional Foresters (ABCFP) and by many of our international partners.

Market changes in recent years have resulted in BC-based forest companies and associations expanding outside of Canada. As indicated by the UBC Market Research, “the structure of the forest sector has shifted from Canadian companies in North American markets to North American companies in global markets”. We need to prepare graduates who are able to manage and conserve different types of forest sustainably on a global scale and ensure that BC companies continue to employ Canadians in a rapid changing labor market. The GCFMC program will include both tropical and temperate forest management and conservation in the curricula, which would set it apart from the international competitors and provide students with a holistic forest management and conservation education.

There are few online Graduate Certificate programs relevant to forestry offered in the US. Oregon State University, in the same tier as UBC Forestry and the University of Florida, has online Graduate Certificates in forestry related subjects. Yale School of Forestry & Environmental Studies recently launched a new non-credit online certificate in Tropical Forest Landscapes Conservation, Restoration & Sustainable Use. The course materials, duration and costs vary among those programs. Traditional text-based pedagogical approaches still predominate with less use of technology-enabled materials and activities than we

propose. With previous successful experience of the award-winning SFM online courses, the GCFMC will cover a broad range of topics and provide an effective model that allows flexible, customized, and globally diverse learning, and improves learning outcomes with innovation and engaging pedagogy.

Table 1: Summary of competing online GraduateCertificate

University	Certificate	Cost (US \$)	Credits
University of Florida	Forest Health & Resilience GraduateCertificate	\$6,780.00	12
	Natural Resource Policy & Administration	\$6,780.00	12
Oregon State University	Forests and climate change	\$10,640.00	19
	Geographic information science (GIScience)	\$10,640.00	19
	Sustainable natural resources	\$10,080.00	18
	Urban forestry	\$10,080.00	18
Yale University	Tropical Forest Landscapes	\$6,000.00 + \$2,000.00 field course	NA
Bangor University	Tropical Forestry Diploma	£1,889 per 20 credit module	120 credits2 years
	Tropical Forestry Certificate		60 credits one year

### Marketing/Promotion Strategy

The Provost Office and Extended Learning have conducted a Market Research, and will provide support for marketing and promotional activities. The GCFMC program will be advertised on the Faculty's website as well as the academic and professional networks in Canada and worldwide. The Faculty of Forestry has longstanding relationships with China, India, Indonesia and Africa, countries in which sustainable forest management forests are increasing. The Faculty of Forestry also chairs the Asia-Pacific Forestry Education Coordination Mechanism (AP-FECM) and hosts the Americas Liaison Office for the Asia Pacific Forestry Network (APFNet). These relationships provide additional access to a global network of experts who are assisting with course development. As such, the Faculty of Forestry is well positioned to access a large group of potential students.

### Assessment of Impact on Departmental and University Resources

Faculty involvement will include monitoring and participating in on-line discussion forums and grading assignments. The Faculty will assign a faculty member, tutor and teaching assistant to each course. This



will allow for effective team-teaching and facilitating. Applications for admission to this certificate will be administered by the Faculty of Forestry Graduate Program unit. Consultation with all stakeholders will be conducted in accordance with the University policies.

### Assessment of Financial Viability

Given that this certificate builds on existing resources, the program will be financially sustainable and operate on a cost-recovery basis. If any revenue is incurred, then it will be used to support updating the curriculum and further developing the online educational pedagogy.

### Fees

The program will assess tuition on a per-credit basis: \$534 per-credit for domestic students and \$866.67 per-credit for international students. A one-time application fee will be applied. Canadians (and Permanent Residents, Refugees, Diplomats): (CDN) \$108.00 and International Applicants: (CDN) \$168.25. We estimate that enrolment in the program will be 20 students in the first years of the program and reach up to 40 students in the fourth year. We anticipate that 70% of the annual enrollment will be international.

### Program Advisory Committee Members

Dr. John Innes, Dean, Faculty of Forestry  
Dr. Yousry El-Kassaby, Associate Dean, Faculty of Forestry  
Dr. Peter Marshall, Professor, Faculty of Forestry  
Dr. Nicholas Coops, Professor, Faculty of Forestry  
Dr. Cecil Konijnendijk, Professor, Faculty of Forestry  
Dr. Hosny El-Lakany, Professor, Faculty of Forestry  
Dr. Guangyu Wang, Associate Dean, Faculty of Forestry  
Jorma Neuvonen, Assistant Dean, Prof. Education and International Collaboration, Faculty of Forestry  
Gayle Kosh, Director, Graduate Student Academic Services, Faculty of Forestry  
Michelle Zeng, Online Program Manager, Faculty of Forestry

### Final Approval expected from the following Deans/ Department Heads

Dr. John Innes, Dean, Faculty of Forestry.

## UBC Curriculum Proposal Form

### Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Forestry</p> <p><b>Department:</b> Dean's Office – Forestry Graduate Program Unit</p> <p><b>Faculty Approval Date:</b> May 15 2020</p> <p><b>Effective Session (W or S):</b> S</p> <p><b>Effective Academic Year:</b> 2021</p>	<p><b>Date:</b> May 2020</p> <p><b>Contact Person:</b> Jorma Neuvonen</p> <p><b>Phone:</b> 604-822-2807</p> <p><b>Email:</b> <a href="mailto:jorma.neuvonen@ubc.ca">jorma.neuvonen@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Graduate Certificate in Forest Management and Conservation</b></p> <p>The Graduate Certificate in Forest Management and Conservation (G.C.F.M.C.) is an online program that provides interdisciplinary training in forest management and policy, conservation and forest sciences, and emerging technologies to equip students to become versatile professionals in this field. Courses are offered in the Fall, Winter and Summer terms, delivered online with asynchronous discussion activities and assignments.</p> <p><b>Admission Requirements:</b> Applicants must have an academic background in a relevant natural or environmental science field.</p> <p>Applicants must meet the <a href="#">minimum admission requirements</a> established by the Faculty of Graduate and Postdoctoral Studies.</p> <ul style="list-style-type: none"> <li>For applicants with <b>Canadian or USA</b> credentials: The academic equivalent of a four-year bachelor's degree with a minimum overall average in the B+ range in third- and fourth-year courses (at UBC,</li> </ul>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> Create new graduate certificate program.</p> <p><b>Rationale for Proposed Change:</b> Climate change and forest degradation have created high demands for sustainable forest management and conservation professionals. Due to the complex nature of forest management and conservation in this era, professionals must be proficient at working between environmental, economic and social issues. Professional education is indispensable for allowing students to expand their knowledge and keep up with the dynamic environmental and technological demands of the forest sector.</p> <p>In Canada, sustainable forest management and natural resource management are two key mandates of the federal and provincial government. Around half of Canadian forest companies, consulting firms, and associations have forest land, satellite offices, or international partnerships outside Canada. We need to prepare graduates who are able to manage and conserve different types of forest sustainably in a global scale. The BC Ministry of Advanced Education is attempting to meet these demands</p>

<p>these are courses numbered 300-499).</p> <ul style="list-style-type: none"> <li>For applicants with <b>International</b> credentials, requirements vary by country. The minimum standards as outlined on the Graduate and Postdoctoral Studies will apply; see the full list of <a href="#">requirements for international credentials</a>.</li> <li>English Language Proficiency: Applicants with university credentials from outside Canada for which English is not the primary language of instruction must provide evidence of English language proficiency equivalent to the <a href="#">minimum standards acceptable by the Faculty of Graduate &amp; Postdoctoral Studies</a>.</li> </ul> <p><b>Program Requirements:</b> Students must complete the 15-credit requirement in a maximum of two years, with registration in a total of 5, 3-credit courses selected from the following list:</p> <p>Required (core) course:</p> <ul style="list-style-type: none"> <li>FOPE 500 (3)</li> </ul> <p>Elective courses:</p> <ul style="list-style-type: none"> <li>FOPE 501 (3)</li> <li>FOPE 502 (3)</li> <li>FOPE 503 (3)</li> <li>FOPE 504 (3)</li> <li>FOPE 505 (3)</li> <li>CONS 506 (3)</li> <li>FOPE 507 (3)</li> <li>FOPE 508 (3)</li> <li>FOPE 509 (3)</li> </ul> <p><b>Student Assessment/ Grading Methods:</b> Grading scale and assessment of satisfactory progress will align with the</p>	<p>with a strategic plan to provide more forestry programs and leverage technology to deliver forest education to a broader audience.</p> <p>As reported, there was strong annual growth in online enrollment with many Canadian universities, offering online courses in many subjects. However, no Canadian university yet offers an online forestry program.</p> <p>Building upon an award-winning innovative sustainable forest management education project, UBC Faculty of Forestry is well positioned to facilitate this type of training and provide unique perspectives.</p> <p>This program will provide interdisciplinary training in forest management and govern policies, conservation and forest sciences, and emerging technologies for equipping students to become versatile professionals in sustainable forest management and conservation.</p>
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<a href="#">Faculty of Graduate &amp; Postdoctoral Studies standards for Master's-level students.</a>	
<p><b>Proposed Calendar Entry:</b></p> <p><b>The Faculty of Forestry</b></p> <p><b>Contents</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Admission</li> <li>Program Approval and Advising</li> <li>First Year Options</li> <li>Haida Gwaii Semesters</li> <li>B.Sc in Forest Bioeconomy Sciences and Technology</li> <li>B.Sc. in Forest Sciences</li> <li>B.Sc. in Natural Resources Conservation</li> <li>B.Sc. in Wood Products Processing</li> <li>B.S.F. (Bachelor of Science in Forestry)</li> <li>B.U.F. (Bachelor of Urban Forestry)</li> <li><b>Graduate Certificate in Forest Management and Conservation</b></li> <li>Academic Regulations</li> <li>Forestry Co-op</li> <li>Exchange Programs</li> <li>Awards and Financial Assistance</li> <li>Lectureships</li> <li>Academic Staff</li> </ul>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>The Faculty of Forestry</b></p> <p><b>Contents</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Admission</li> <li>Program Approval and Advising</li> <li>First Year Options</li> <li>Haida Gwaii Semesters</li> <li>B.Sc in Forest Bioeconomy Sciences and Technology</li> <li>B.Sc. in Forest Sciences</li> <li>B.Sc. in Natural Resources Conservation</li> <li>B.Sc. in Wood Products Processing</li> <li>B.S.F. (Bachelor of Science in Forestry)</li> <li>B.U.F. (Bachelor of Urban Forestry)</li> <li>Academic Regulations</li> <li>Forestry Co-op</li> <li>Exchange Programs</li> <li>Awards and Financial Assistance</li> <li>Lectureships</li> <li>Academic Staff</li> </ul> <p><b>Type of Action:</b>  Add certificate program to the Faculty's list of program offerings</p> <p><b>Rationale for Proposed Change:</b>  To complete the list of program offered by the Faculty of Forestry.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,327,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,327,0</a></p> <p><b>Present Calendar Entry:</b></p>

<p>The Faculty of Forestry offers four-year degree programs leading to the Bachelor of Science in Forestry with Forest Resources Management and Forest Operations Majors, Bachelor of Science in Natural Resources Conservation with Science and Management and Global Perspectives Majors, Bachelor of Science in Wood Products Processing, and the Bachelor of Science in Forest Sciences. The Faculty offers elective Co-operative Education Programs to students in these programs. An international specialization option is available in the Forest Resources Management and Forest Sciences programs. <b>The Faculty offers an online Graduate Certificate in Forest Management and Conservation.</b> The Faculty's graduate degrees include the Master of Forestry, Master of Science, Master of Applied Science, and Doctor of Philosophy (see graduate <a href="#">Degree Programs</a>).</p> <p>.....</p>	<p>The Faculty of Forestry offers four-year degree programs leading to the Bachelor of Science in Forestry with Forest Resources Management and Forest Operations Majors, Bachelor of Science in Natural Resources Conservation with Science and Management and Global Perspectives Majors, Bachelor of Science in Wood Products Processing, and the Bachelor of Science in Forest Sciences. The Faculty offers elective Co-operative Education Programs to students in these programs. An international specialization option is available in the Forest Resources Management and Forest Sciences programs. The Faculty's graduate degrees include the Master of Forestry, Master of Science, Master of Applied Science, and Doctor of Philosophy (see graduate <a href="#">Degree Programs</a>).</p> <p>.....</p> <p><b>Type of Action:</b> Add certificate program to the Faculty's list of program offerings</p> <p><b>Rationale for Proposed Change:</b> This Introductory page provides an overview of the programs offered by the Faculty of Forestry and should include this new graduate certificate program.</p>
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## Certificate Program Under Development

UBC Faculty of Medicine

Centre for Digital Media

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### SUMMARY REPORT

#### Proposed Name of Certificate Program

Certificate in Biomedical Visualization and Communication

#### Date of Submission

April 2020

#### Sponsoring Faculty/Department/School

Faculty of Medicine, UBC

Centre for Digital Media

#### Contact Person

*Name:* Claudia Krebs, MD PhD

*Title:* Professor of Teaching, Dept of Cellular & Physiological Sciences, Faculty of Medicine, UBC

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*Email:* [claudia.krebs@ubc.ca](mailto:claudia.krebs@ubc.ca)

*Name:* Larry Bafia

*Title:* Director and Senior Lecturer, MDM Program, Centre for Digital Media

*Telephone:* 778-370-1012

*Email:* [larry\\_bafia@thecdm.ca](mailto:larry_bafia@thecdm.ca)

#### Supporting UBC Partners or External Partners

The HIVE – Faculty of Medicine

Centre for Teaching and Learning Technology - UBC

UBC Studios

MedIT Ed Tech – Faculty of Medicine

UBC Extended Learning

#### Program Description (max 250 words)

Clear communication and visualization of biomedical science requires a unique skill set that combines scientific knowledge and critical thinking with creative approaches to design and empathetic communication.

The certificate in Biomedical Visualization and Communication will be an incubator for the application, development and discovery of emerging visual technologies to serve healthcare, biomedical and health professional education, and science communication. This is an emerging field that combines expertise in

biomedical sciences, media design and communication. Only a few programs in North America address this issue – this UBC program would be the first of its kind on the West Coast.

This certificate will provide the collaboration, communication, and design skills in combination with a grounding in biomedical sciences. It is a student-centred educational experience with hands-on, team-based project work so that acquired knowledge and skills can be directly applied to real world problems and projects. Students will be able to complete this certificate online over the course of one year with a time commitment of 8-10 hours a week. The certificate will be entirely online with some synchronous group work and check-ins.

### **Rationale for Program (max 250 words)**

We live in a time of an acute science communication crisis – scientists lack the skills for compelling communication and those who are experts in media design and communication lack the scientific understanding to communicate this complex content effectively. This certificate will bridge that gap and educate people for a future that will rely increasingly on the use of visual media to communicate.

At the moment UBC is not able to meet the demand for qualification in the field of biomedical visualization and communication. This is in contrast to economic growth in this area, catalyzed through the Digital Supercluster and the Cascadian Innovation Corridor. UBC is mandated to meet the needs of the emerging BC economic sectors as they relate to digital media development and health. This certificate is clearly aligned with these objectives.

The skills in this certificate will go beyond didactic content. Learners will collaborate in groups, develop their creativity and communication skills. All courses in the certificate program are integrated and have at their core an emphasis on team interactions and co-creation. The opportunity to partner with community organizations, clinical partners, and researchers will be provided as part of the final group project. Students will be exposed to industry standard development approaches and will be able to navigate a world where remote team collaborations will become more mainstream.

The online nature of this certificate will also make it more accessible from remote areas in the Province, this will decrease some of the barriers that learners in rural and remote areas face as they want to access the skills and education necessary to enter the digital economy.

### **Proposed Length/Duration (indicate hours, credits, months, etc.)**

We anticipate January 2021 as the start date for the certificate program. It will include four courses and a final project, spanning three terms over the course of one calendar year. Each term will be approximately 12 weeks in length - Terms 1 and 2 will have two courses each and Term 3 will cover the final project.

The certificate will encompass a total of 180 hours of study: 30 hours each for the four courses and 60 hours for the project.

We expect learners to spend less than 8 hours a week engaged in the learning activities, group activities and individual activities.

### **Proposed Curriculum Topics (list by brief descriptive titles only)**

#### **TERM 1**

**Foundations of Biomedical Visualization and Communication**

Biomedical concepts can be incredibly complex and difficult to communicate. And yet, human survival increasingly depends on at least some of us understanding and conveying the scientific foundations of life processes. The power of sharing and releasing scientific information, of storytelling, within the biomedical sciences and education is the foundation of shaping the patient experience.

In this course, students will learn how to communicate biomedical concepts clearly and effectively to a range of diverse audiences, from students to patients to health professionals.

At the end of this course students will be able to:

- Analyse how people retain information and learn.
- Develop strategies to make information relevant and memorable.
- Develop skills in active, empathetic, respectful listening and communicating.
- Develop a visual sense for how best to convey complex information specific for the target audience.

### **Managing Creativity**

The goal of the course is for students enrolled in the biomedical visualization certificate program to be able to understand, through practice, the role of improvisation in collaborative projects.

Improvisational exercises are drawn from different disciplines and will be used strategically to support physical and remote collaboration in order for students to practice designing, collaborating and being creative together.

At the end of this course students will be able to:

- Develop awareness of how and when improvised behaviours manifest in their work.
- Understand the role of improvisation in supporting collaborative design work in a biomedical setting.
- Apply a vocabulary of creative methods to inspire their team-based activities.
- Grow a skillset of improved collaboration approaches and spontaneity in front of others.

## **TERM 2**

### **Foundations of Human Structure and Function**

This course will cover anatomical structures and physiological principles of the major body systems.

Students will learn a biomedical vocabulary and how to use the correct language for the audience they are addressing. They will explore the principles of researching biomedical and anatomy facts online and how to evaluate these critically. Team and individual projects will allow the students to apply their knowledge to projects that are integrated with the other courses of the certificate program. Teams will comprise those with a stronger background in biomedical sciences and those with less of a background to encourage strong team interactions.

At the end of this course students will be able to:

- Discuss the structure and function of the human body based on organ systems.



- Apply a scientific vocabulary to precisely describe biomedical processes and adapt this vocabulary to target audiences without compromising precision.

### **User Experience (UX) Design**

In this course students will learn the foundational principles of design thinking and be able to apply user experience design principles to envisioning products and services.

Learning outcomes also include differentiating between methods of validating ideas, and being able to generate and visualize their own design concepts. Students will then be equipped to communicate their rationale for design solutions.

At the end of this course students will be able to:

- Understand the foundational principles of design thinking including:
  - Explaining the human-centred design methodology
  - Describing the benefits and value of empathy
  - Defining the problem or opportunity (probing for 'why') before solving
  - Methods for ideation
- Apply user experience design principles to envisioning products and services
- Distinguish between different methods of validating ideas (user testing/research)
- Generate and visualize design ideas, including journeys and workflows
- Communicate rationale for design solutions

### **TERM 3**

#### **Final Group Project**

Students will be divided into several groups to create a series of projects that will serve the needs of a single client. The ability to create a team and work in a collaborative environment is a vital component and students will complete peer evaluations as part of their projects. This project will allow students to build connections with community groups, researchers, clinicians, educators, and institutes - anyone who has an idea for a biomedical visualization or communication project.

At the end of this project students will be able to:

- Apply the skills and knowledge acquired in the previous courses to a successful group project.
- Develop and design media to communicate biomedical content specific for a target audience or a client.
- Navigate the complexity of collaboration in a remote collaboration setting.

### **Target Learners**

We anticipate two main cohorts of prospective students: those with a biomedical or health professional background and those with a media design or programming background. The aim of the program is to bring these students together in multidisciplinary teams so that they can learn from each other and create a unique and compelling approach to biomedical visualization and communication.

While these are the expected intake cohorts of students, the certificate will be open to everyone. This will allow for students from diverse backgrounds to apply for the program and enrich it with their unique perspectives and experiences.

Examples of target students include:

- Students enrolled in or graduated from the Master for Digital Media Program (MDM)
- Students enrolled in undergraduate media design, communication, science, pre-med, kinesiology degrees
- Graphic designers, media designers, media consultants interested in expand the scope of their work in the biomedical visualization and communication fields
- Medical educators, instructional designers interested in deepening their communication and visualization skills
- Researchers and health professionals interested in science communication and visualization approaches in a team-based setting.

### **Student Admission Criteria**

To accommodate learners from a variety of backgrounds, admission to the Certificate in Biomedical Visualization and Communication will cover a broad spectrum. At the time of application we will ask students to describe their background as well as motivations and goals for this certificate, which will help us select a diverse group of students and assemble the teams. We will strongly recommend a minimum of two years of post-secondary education.

Applicants will need to:

- Prove English language proficiency
- Be motivated to enroll in a program based on collaborative team approaches
- Complete an online admissions survey

### **Student Assessment/Grading Methods**

This program will focus on formative assessments with a pass/fail rubric of the individual courses. Students will complete weekly assignments for each course and provide self-reflections. For group work, students will be required to assess team member contributions.

### **Program Delivery Format**

All courses will be offered in an online cohort model delivered through the UBC Canvas learning management system. Some components may require synchronous group communication, which will be achieved via web-based conferencing and group interactions through Canvas.

The program is designed so that as students complete each term, a foundation is established upon which subsequent courses and the final project will build.

### **Marketing/Promotion Strategy**

The marketing strategy and implementation will be through UBC Extended Learning.

## Assessment of Impact on Departmental and University Resources

The program development costs are being supported through an Online Learning Advancement Fund (OLAF) grant as well as in kind contributions from UBC Extended Learning, the Faculty of Medicine and the Centre for Digital Media. The program is expected to recover costs within five years from the launch date based on financial projections with a relatively modest enrolment. The program's management and support staffing requirements will be allocated fairly and balanced among individuals' current program responsibilities. The program will also run off of existing UBC Extended Learning systems for promotion, student registrations and certificate tracking to benefit from economies of scale.

## Assessment of Financial Viability

The Certificate in Biomedical Visualization and Communication will be a cost-recovery program based on a revenue sharing model between the Faculty of Medicine, the Centre for Digital Media and UBC Extended Learning.

## Current Program Advisory Committee Members (list names & affiliations)

- Claudia Krebs, Professor of Teaching, Cellular and Physiological Sciences, UBC
- Larry Bafia, Director MDM Program, Centre for Digital Media
- Paul Rea, Professor of Digital and Anatomical Education, University of Glasgow
- Jason Organ, Assistant Professor of Anatomy & Cell Biology, Indiana State University
- Kathryn Gretsinger, Senior Instructor, School of Journalism, UBC
- Laura Ballay, Adjunct Professor, Centre for Digital Media
- Sarah Jeavitt, Adjunct Professor, Creative Writing, UBC
- Patrick Pennefather, Assistant Professor, Film & Theatre, UBC and Centre for Digital Media
- Richard Smith, Professor, Simon Fraser University

## Final Approval Expected from the Following Deans/Department Heads

Dr. Roger Wong, Executive Associate Dean Education, Faculty of Medicine, UBC

Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Larry Bafia, Director MDM Program, Centre for Digital Media

TBD, Academic Director, Centre for Digital Media, Great Northern Way Trust



To: Senate  
From: Nominating Committee  
Re: Appointments to Committees of Senate and the Council of Senates  
Date: 8 September 2020

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The Senate Nominating Committee has met to consider the appointments of members of Senate to committees of the Senate and of the Council of Senates. In making its recommendations, the Committee considered the preferences of senators and the demographic balance of committees, and attempted to recommend committees with a balance of both returning and new senators so as to encourage both continuity and rejuvenation. In all but two instances, all senators have been given their first committee preference, and in a majority of cases, their first and second.

The Nominating Committee is aware that schedules, preferences and plans may change over time and thus is open to reconsidering appointments over the course of the triennium.

The Committee is also aware that three seats on Senate (one each for Medicine, Graduate & Postdoctoral Studies, and Science) are still vacant and has set aside several committee positions for those senators once identified. The Committee would note that it has endeavoured to assign all senators to at least one committee, with most senators being assigned to two committees and few having three. The Chancellor, President and Provost have not been assigned as they are either ex officio members or have representatives on almost all Senate Committees.

The Student members of Senate have also taken this opportunity to adjust their committee memberships. These are listed below under Section B).

A) Faculty Member, Convocation, Dean, Librarian, and Affiliated College Appointments:

The Senate Nominating Committee recommends that senate resolve as follows:

*That Adlai Fisher, Benjamin Fischer, Merje Kuus, Charles Menzies, Alex Scott, Richard Topping, and Austin Uzama be appointed to the Senate Academic Building Needs Committee until 31 August 2023 and thereafter until replaced;*

*That Meigan Aronson, Sathish Gopalakrishnan, John Gilbert, Sue Grayston, Paul Harrison, Kin Lo, Christopher Marshall, Shigenori Matsui, Adubhav Singh, Richard Spencer, and Hisham Zerriifi be appointed to the Senate Academic Policy Committee until 31 August 2023 and thereafter until replaced;*

*That Peter Choi, Julian Dierkes, Joanne Fox, Carol Jaeger, Ingrid Price, Pamela Wolf, and Angela Zhao be appointed to the Senate Admissions Committee until 31 August 2023 and thereafter until replaced;*



*That Janine Benedet and John Gilbert be appointed to the Senate Agenda Committee until 31 August 2023 and thereafter until replaced;*

*That Nancy Ford, Susan Forwell, Santokh Singh, Alison Greig, Janette Bulkan, Hisham Zerriffi, Maura MacPhee, George Tsiakos and Austin Uzama be appointed to the Senate Committee on Appeals on Academic Standing until 31 August 2023 and thereafter until replaced;*

*That Robert Boushel, Guy Faulkner, Sue Grayston, Alex Scott, Sally Thorne, Matthew Tan and Lawrence Burr be appointed to the Senate Awards Committee until 31 August 2023 and thereafter until replaced;*

*That Peter Englezos, Adlai Fisher, Peter Choi, Susan Forwell, Kin Lo, Andre Ivanov, and James Stewart, be appointed to the Council Budget Committee until 31 August 2023 and thereafter until replaced.*

*That Santokh Singh, HsingChi von Bergmann, Pamela Wolf, Peter Englezos, Carol Jaeger, Shigenori Matsui, Joanne Fox, Sathish Gopalakrishnan, Blye Frank, Lynn Stothers, Andrea Dulay and Haymen Leong be appointed to the Senate Curriculum Committee until 31 August 2023 and thereafter until replaced;*

*That Sally Thorne and Matthew Tan be appointed to the Council Elections Committee until 31 August 2023 and thereafter until replaced.*

*That Janette Bulkan, Colin Godwin, Alex Scott, Gage Averill, Maura MacPhee, Richard Topping, Shigenori Matsui, George Tsiakos, Francis Andrew and Lawrence Burr be appointed to the Senate Library Committee until 31 August 2023 and thereafter until replaced;*

*That Nancy Ford, Merje Kuus, James Olson, Anubhav Singh, James Stewart, Charles Menzies, Guy Faulkner, Susan Porter and Benjamin Fischer be appointed to the Senate Research & Scholarship Committee until 31 August 2023 and thereafter until replaced.*

*That Abby Collier, Sue Grayston, Alison Greig, Paul Harrison, Pamela Wolf, Susan Parker, Mike Stewart and Andrea Dulay be appointed to the Senate Committee on Appeals on Academic Discipline until 31 August 2023 and thereafter until replaced;*

*That Julien Diekres, Joanne Fox, Alison Greig, Maura, MacPhee, Ingrid Price, Karen, Smith, Simon Bates, TsingChi von Bergmann, and Francis Andrew be appointed to the Senate Teaching & Learning Committee until 31 August 2023 and thereafter until replaced;*



*That Gage Averill, John Innes, Sally Thorne, Merje Kuus, Abby Collier, Michael Higgins, Robert Helsley, Janette Bulkan, Dermot Kelleher, Lawrence Burr, and John Gilbert be appointed to the Senate Tributes Committee until 31 August 2023 and thereafter until replaced; and*

*That George Tsiakos be appointed to the Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree, to replace Tariq Ahmed.*

## B) Student Appointments

The Senate Nominating Committee recommends that senate resolve as follows:

*That Nick Pang be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to replace Dante Agosti-Moro;*

*That Justin Zheng be appointed to the Senate Academic Policy Committee until 31 March 2021 and thereafter until replaced, to replace J. Max Holmes, and that Eshana Bhengu be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to fill a vacancy;*

*That Dante Agosti-Moro be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2021 and thereafter until replaced, to fill a vacancy;*

*That Anisha Sandhu, Diane Nguyen and Cole Evans be appointed to the Senate Curriculum Committee until 31 March 2021 and thereafter until replaced, to replace Justin Zheng, Nick Pang, Eshana Bhangu*

*That Eshana Bhangu be appointed to the Senate Library Committee until 31 March 2021 and thereafter until replaced, to replace Carly Koenig;*

*That Julia Burnham be appointed to the Student Appeals on Academic Discipline Committee until 31 March 2021 and thereafter until replaced, to replace Cole Evans; and*

*That J. Max Holmes be appointed to the Senate Teaching & Learning Committee until 31 March 2021 and thereafter until replaced, to replace Diane Nguyen.*

Respectfully submitted,

Paul Harrison  
Chair, Senate Nominating Committee



# 2020/21 BUDGET

*JULY 2020*

*Submission to the University of British Columbia  
Board of Governors*



THE UNIVERSITY OF BRITISH COLUMBIA

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## Letter from the President

This budget year is unprecedented and challenging in many ways, including the impact on the university's finances and its ability to plan and develop an accurate budget. The university began its annual budget process in late 2019 and presented a first draft to the Board of Governors in February 2020. On Tuesday, March 17, 2020, B.C.'s provincial health officer, declared a public health emergency in response to the COVID-19 pandemic. In response to the potential risks to the original budget and with approval from the Board of Governors, the university postponed final approval of the Budget until July 2020.

Although this budget is being presented to the Board of Governors with a recommendation for approval much later in the year than is usual, there is still significant uncertainty with respect to the full effect of the pandemic on:

- Enrolment,
- Residency in student housing,
- Loss of conference and other revenues,
- Unexpected expenditures related to supporting students through emergency bursaries, and
- Costs of supporting the transition to online learning

In the meantime, we are shifting resources to ensure continuing support for learning, teaching and research, and transitioning non-urgent expenditures to later years, as well as curtailing discretionary spending. We will continue to assess our financial situation as more definitive data is available and will take a long-term view to fiscal management. Leadership has identified additional options with respect to mitigating any further impact and will introduce these mitigations, if required, when there is more certainty.

The degree of uncertainty all universities are facing due to the impact of COVID-19 cannot be emphasized enough. The 2020/21 UBC budget presented here includes the projection of a material deficit. This projection was the result of work with colleagues from across the university. Despite the best efforts of knowledgeable teams, the projections are subject to considerable variances that will become clearer in the coming weeks.

We are fortunate: UBC is a resilient and financially robust institution with amazing faculty, staff and students. By working together and continuing to focus on the health and wellbeing of our diverse and inclusive community, and on our core academic mission, we will emerge stronger than ever before.

Sincerely,



Santa J. Ono  
President and Vice-Chancellor

# 1. Executive Summary

## Overview

The UBC Budget represents the financial plan for the university, and is typically presented to the Board of Governors each April to provide a roadmap for allocating the university's revenues against anticipated expenses for the coming fiscal year.

Earlier this year, while UBC's budget process was nearing completion, it became clear that the global outbreak of a novel coronavirus (SARS-CoV-2, the virus that causes COVID-19) would have a significant financial impact on the university. The pre-COVID-19 plan was put on hold while UBC's finance teams embarked on a significant process to consider, analyze, and plan for the impact of COVID-19 on university operations.

The goal of this report is to describe the anticipated impact of the COVID-19 pandemic on the university's financial status for fiscal 2020/21, and to establish a financial approach for the university moving forward. This document was produced in collaboration by UBC's Comptroller team and Budget Office, the VPs Academic and Provosts' teams, and faculty and administrative unit Finance Officers.

Please note that this consolidated budget presents a university-wide picture of UBC's projected financial position for the 2020/21 fiscal year, as opposed to separate operating budget presentations for the Vancouver and Okanagan campuses. It reflects the operations of the university, as well as capital spending and income earned from land development proceeds, research, and endowments.

The degree of uncertainty all universities are facing due to the impact of COVID-19 cannot be emphasized enough. While the full impact of the COVID-19 pandemic on the university's finances is not yet known, it may be substantial. UBC's budget will continue to be directed by the university's strategic priorities in all possible ways.

*2020/2021 Projected Consolidated Budget*

The change from a consolidated forecasted \$60m surplus to a \$225m deficit is mainly driven by a potential reduction in revenues of \$346m, and offset by a reduction of expenditures of \$61m, as shown in the 2020/21 projected consolidated budget table (see right).

The total estimated impact of COVID-19 has been added to the UBC pre-COVID-19 plan to create a consolidated budget for the university. As a result, estimates suggest that there will be a consolidated budget

deficit of \$225m. It is important to note that a significant portion of the predicted net financial impact due to COVID-19 is not directly related to the potential loss of tuition revenue, but rather the university's reliance on

<b>Fiscal year 2020/21</b> <i>(in \$millions)</i>	<b>Pre COVID-19 Plan</b>	<b>COVID-19 Potential Impact</b>	<b>Fiscal 20/21 Budget</b>
<b>Operating Revenue</b>			
Provincial government grants	929	(0)	929
Tuition	943	(138)	805
Others	1,158	(208)	950
<b>Total Operating Revenue</b>	<b>3,030</b>	<b>(346)</b>	<b>2,684</b>
<b>Operating Expenses</b>			
Salaries & benefits	1,830	(36)	1,794
Non Salaries	1,140	(25)	1,115
<b>Total Operating Expenses</b>	<b>2,970</b>	<b>(61)</b>	<b>2,908</b>
<b>Surplus/ (Deficit)</b>	<b>60</b>	<b>(285)</b>	<b>(225)</b>

ancillary units as important revenue sources, such as conferences, student housing, food services, and parking. This means that even if enrolment targets are achieved, UBC should expect to have a deficit for fiscal 2020/21.

While the financial impacts of COVID-19 are largely driven by factors outside of the university's control, the effects are being felt by the UBC community. A planned methodical approach, as outlined in this document, is needed to ensure that multi-year impacts are effectively managed and remedies are implemented that will enable UBC to continue to achieve excellence in teaching and research, and to continue to have global impact: to be a place where people shape a better world.

## UBC's Budget Process

From November 2019 to March 2020, UBC conducted a comprehensive budget production process as normal. As the global health crisis associated with COVID-19 evolved through March and April 2020 it was quickly recognized that the planned budget would need to be put on hold, and that a new approach was needed for fiscal 2020/21.

Accordingly, before for the planned submission of the budget in April, UBC's Board of Governors approved the continuation of the 2019/2020 base budget allocations for the university. The Board also approved incremental expenditures of \$36.1m (UBC Vancouver) and \$9.2m (UBC Okanagan) for necessary and urgent expenditures (to meet risk reduction, regulatory, or compliance requirements), as well as:

- \$7.9m for student initiatives, funded from incremental domestic student tuition;
- Up to \$8m to support strategic priority initiatives, including the implementation of UBC's Indigenous Strategic Plan (\$2m), the university's work on Sustainability and Climate Action (\$1m), and funding for the President's Academic Excellence Initiative (\$5m); and
- \$15m (UBCV) and \$5m (UBCO) for contingency funding to address unexpected costs arising from COVID-19.

Other strategic investments, prior commitments, and incremental spending initiatives were deferred to offset the potential financial impact of COVID-19, until greater certainty was at hand, as the university recognized that the full picture of the impact was unknown. When more information about actual enrolment and student housing occupancy is known in late September 2020, it may be necessary to make further adjustments to expenditures.

UBC's central and distributed finance teams, along with the senior leadership, mobilized quickly to initiate both the analysis and the substantive effort of producing a budget for the university. This work was geared at considering the actual and estimated impact of COVID-19 while still managing a high degree of uncertainty. Leadership engaged with stakeholders at all levels, including government, to ensure that the university would be financially prudent in its response.

A governance structure was formed to oversee the work, and guiding principles for the budget were established as follows:

- Support the long-term health and wellbeing of students, faculty, and staff above all other considerations
- Shift resources to continue to advance the academic mission
- Prioritize outcomes that limit disruptions to operations, while being fiscally responsible

- Continue to leverage UBC's Strategic Plan "*Shaping UBC's Next Century*" to guide the deployment of resources
- Preserve core capabilities and make decisions that will promote excellence and ensure UBC's long-term sustainability
- Continue to follow the guidance and direction of the Provincial Health Officer with respect to protecting health and public safety, and allocate funding to support UBC's ability to respond to new and emerging COVID-19 related needs
- Seek innovative opportunities for revenue generation
- Provide as much certainty as possible to all Faculties and administrative portfolios by making and communicating decisions as early as possible

The university's finance teams performed an initial analysis of operations that would or could experience financial impacts due to the effects of the COVID-19 pandemic, and created a process to examine potential impacts based on three categories: actual and potential lost revenues, incremental costs directly related to UBC's COVID-19 response, and avoided costs and mitigating strategies.

From April to June, a comprehensive scenario planning exercise was completed for both campuses to estimate the potential financial impact of COVID-19, and to identify potential solutions that could be deployed based on the severity and magnitude of the impact.

In consultation with government and other stakeholders, a steering committee and working groups were established to create and review substantive models with scenario analyses based on what academic delivery might entail in Winter Session Terms 1 and 2 (the fall and winter). Assumptions and inputs into the financial impact analysis were determined through consultation with subject matter experts, discussions with the provincial government and other universities, and through extensive research.

Three scenarios (with various modalities of academic delivery and with different ranges of impact) were evaluated to assess their likelihood and relevance, based on guidance from the Ministry and adherence to the current public health orders and recommendations, and safety guidelines. Based on the projected financial impact, each faculty and administrative unit identified possible mitigation actions that could be implemented in the short term, as well as a list of approaches that can be implemented as more certainty is gained about the actual impact.

As certainty regarding academic delivery for 2020/21 became apparent, and following an announcement from the university president identifying the path forward, one scenario was refined — that of larger classes being primarily offered online, with selected smaller classes conducted in person for Winter Session Term 1.

Based on this scenario, factors that could impact student enrolment were further identified and analyzed. The finance teams were able to model more detailed actual and potential impacts on UBC's ancillary services.

Based on a broad analysis of the full academic year using the refined scenario, an estimate of the net financial impact of COVID-19 on university operations for fiscal 2020/21 was produced. The impact of COVID-19 on non-operating areas of the university (research, capital, endowment, and related organizations) was then examined.

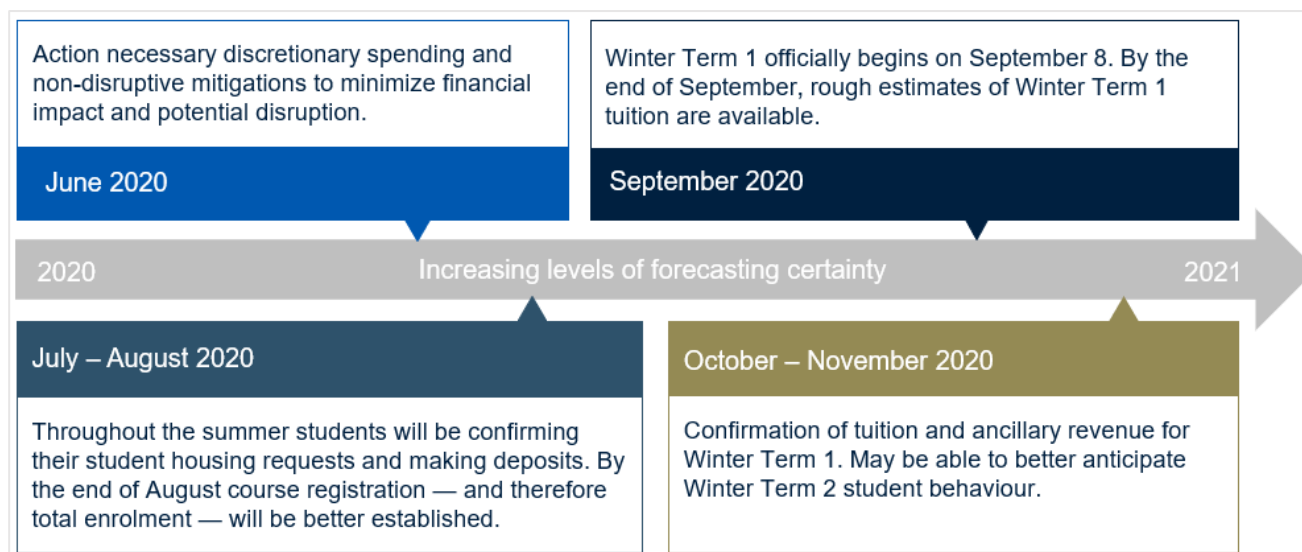
The full estimated COVID-19 impact was added to the originally developed UBC pre-COVID-19 plan, to create a consolidated budget for the Board's consideration.

*UBC's development process for the 2020/21 budget*



This 2020/21 Budget is being recommended for approval by the UBC Board of Governors in July 2020, although the university's finance teams recognize that as time passes and certainty increases the forecast may need to be adjusted and recalibrated. As student behaviour becomes more apparent, provincial health and safety guidelines evolve, and travel restrictions change, the administration will take appropriate actions at the appropriate times to manage the budget moving forward. There are still many unknowns for the remainder of the fiscal year and UBC is taking a pragmatic approach. To that end, a series of strategies have been mapped that will support the university at various decision points as levels of certainty relating to different factors improve.

*Key decision points for fiscal 2020/2021*



UBC has socialized both its approach to, and the provisional outcomes of, estimating the financial impact of COVID-19 with the provincial government, as well as other academic institutions (both provincially and nationally). There is strong alignment in terms of assumptions, methodology, and possible outcomes.

COVID-19 will undoubtedly have a multi-year impact on UBC's finances, through dynamics such as student enrolment, the extent to which there is a physical community presence on our campuses, and limitations on externally-supported research grants. We will have a better level of certainty that will shape the development of our mitigating strategies as time advances.

A multi-year financial analysis will begin in fall 2020 when there is greater certainty about 2020/21 enrolment and student housing occupancy. We recognize that — as students move from academic year to academic year, and as COVID-19 is ongoing — continual development of our mitigation strategies will be required. Multi-year modelling will consider these factors.

## COVID-19 Impact Assessment

The net estimated financial impact of COVID-19 can be captured as the sum of three key categories:

**Potential lost revenue:** revenue sources that have observed a reduction as a direct impact of COVID-19, such as lost revenue in ancillaries (e.g. student housing, food services, parking); potential tuition losses; cancellation of summer conferences, programs, and events; decreases in investment income; and loss of some external research grants.

**Incremental expenses:** expenditures that are a direct result of COVID-19, which under normal circumstances would not have been incurred, such as additional cleaning expenses and supplies; emergency student financial aid; travel costs for repatriation of students, faculty, and staff; and tools and resources to facilitate remote and online teaching and learning.

**Avoided costs and mitigating strategies:** expenditures that have not occurred as a direct result of COVID-19, such as travel to conferences, reductions in utility uses, and decreases in food purchased, or savings that have been established due to proactive management given the financial situation, such as suspending non-essential functions, reducing discretionary spending, withholding incremental funding, introducing a “hiring chill,” and a reassessment of capital priorities.

Tracking of each key category against the budget is ongoing, and analysis of key categories will be conducted on a monthly basis to understand the contributors to any variances. The use of trending analysis to compare against the initial forecast will help to determine if any adjustments are required. September 2020 is a key milestone when the university will have better certainty relating to the forecasting of tuition and student housing revenues. Mitigation strategies will be refined as appropriate.

## Risk Assessment

The 2020/21 Budget has been established with inputs that have high degrees of uncertainty, many of which are outside of UBC’s control. These include enrolment projections, international travel restrictions, public health guidelines and directives, government and post-secondary sector-specific mandates, and the threat of subsequent waves or surges of COVID-19 cases. Specific risks include:

- The university has a strong reliance on ancillary units as a revenue source — a significant portion of the potential net financial impact is not directly related to enrolment, meaning that even if base budget enrolment targets are achieved the COVID-19 related financial impact on UBC may still be in a consolidated budget deficit position.
- Travel restrictions, adverse economic outlook, and continued public health risks (in the absence of an effective treatment or vaccine) introduce varying degrees of uncertainty with respect to revenue streams.

## 2. Fiscal 2020/21 Operating Budget

The 2020/21 Budget uses the budget plan initially created for fiscal 2020/21 as a base. It accounts for several elements, including tuition revenue, student housing revenue, food services, additional online learning expenditures, and summer programs and conferences — each with varying degrees of uncertainty. For example, a reduction in revenues relating to summer programming and conferences is now known, as cancellations have been determined. Conversely, revenue outlooks related to tuition and student housing have the least amount of certainty because they are directly linked to student enrolment, which will fluctuate well into the beginning of Winter Session Term 1. Many elements continue to change based on timing and uncontrollable external factors.

<b>OPERATING BUDGET Fiscal 2020/21</b>			
<i>(in \$thousands)</i>			
<b>Operating Revenue</b>			
Government grants and contracts			
Government of Canada	33,224	(66)	33,158
Province of British Columbia	732,143	(35)	732,108
Other governments	858	(207)	651
Student fees - Domestic	392,651	(61,772)	330,879
Student fees - International	550,212	(76,692)	473,521
Non-government grants, contracts, donations	9,775	(809)	8,966
Investment Income	80,117	(1,043)	79,074
Sales and services	577,780	(225,846)	351,935
	2,376,759	(366,468)	2,010,291
<b>Total Revenue</b>	<b>2,376,759</b>	<b>(366,468)</b>	<b>2,010,291</b>
<b>Operating Expenses</b>			
Salaries - Academic	539,751	(2,881)	536,870
Salaries - Student services	63,406	(1,099)	62,307
Salaries - Staff	625,293	(23,920)	601,373
<b>Total Salaries</b>	<b>1,228,450</b>	<b>(27,900)</b>	<b>1,200,550</b>
Employee benefits	215,629	(4,351)	211,278
<b>Total Salaries and benefits</b>	<b>1,444,079</b>	<b>(32,251)</b>	<b>1,411,828</b>
Supplies and sundries	294,732	(34,119)	260,613
Cost of goods sold	50,183	(31,318)	18,865
Scholarships, fellowships and bursaries	119,943	19,721	139,664
Travel and field trips	29,557	(17,478)	12,079
Professional and consulting fees	61,936	(8,573)	53,363
Grants and reimbursements to other agencies	1,182	(105)	1,077
Utilities	52,827	(2,940)	49,887
<b>Total Expenses</b>	<b>2,054,439</b>	<b>(107,063)</b>	<b>1,947,376</b>
<b>Excess (deficiency) of revenues over expenses</b>	<b>322,320</b>	<b>(259,406)</b>	<b>62,915</b>
Transfers to (from) non-operating funds	99,531	13,821	113,352
Change in invested in capital assets	245,282	(29,840)	215,442
<b>Net change in unrestricted fund balance</b>	<b>(22,493)</b>	<b>(243,387)</b>	<b>(265,880)</b>
Accumulated reserves - opening	262,196	0	262,196
<b>Accumulated reserves - closing</b>	<b>239,703</b>	<b>(243,387)</b>	<b>(3,684)</b>

### Plan to Manage Net Financial Impact

A multi-year approach is required to ensure a “soft landing” for faculties and administrative units as they navigate the long-term financial impacts of the COVID-19 pandemic. Each faculty and administrative unit will apply a set of clearly defined guidelines and tailored approaches, which will be balanced against the long-term goals and objectives of the university.

In the current fiscal year, the plan to manage mitigations to achieve the forecasted deficit includes: immediately actioning non-disruptive mitigations, including curbing of discretionary spending, to minimize financial impact and potential disruption; implementing already-identified mitigating actions as forecasting certainty increases; and proactively tracking and monitoring to enable fiscally prudent decision-making.

The multi-year plan to manage the forecasted deficit focuses on following the guiding principles and proposed approaches to managing the deficit specific to each group, and developing the the multi-year model to enhance understanding of how best to manage the forecasted deficit (including the impacts on future years).



### 3. Fiscal 2020/21 Consolidated Budget

The Consolidated Statement of Operations (by function) and the Consolidated Statement of Net Debt require formal Board approval -- these components are required for inclusion in the university's audited annual financial statements under Public Sector Accounting Board guidelines. They are provided in the following section (Section 4: Documents Requiring Board Approval).

The Consolidated Statement of Operations (by object) and Consolidated Statement of Financial Position are provided below for information only. The Consolidated Statement of Operations (by object) reflects a fiscal 2020/21 deficit of \$225m.

#### CONSOLIDATED STATEMENT OF OPERATIONS

##### (By Object)

(in \$millions)

##### Revenues

Government grants and contracts

Government of Canada

322

(27)

295

Province of British Columbia

929

(0)

929

Other governments

24

(0)

24

Other contributions

182

(14)

167

Student fees

943

(138)

805

Investment income

105

(4)

101

Income from Government Business Enterprises

6

(2)

4

Sales and services

426

(161)

265

Amortization of deferred capital contributions

93

-

93

**3,030**

**(346)**

**2,683**

##### Expenses

Salaries & benefits

1,830

(36)

1,794

Operating costs - other

528

(13)

515

Capital asset amortization

236

(2)

234

Cost of goods sold

47

(30)

16

Scholarships, fellowships and bursaries

173

22

195

Grants to third parties

135

(2)

133

Debt service costs

21

(0)

21

**2,970**

**(61)**

**2,909**

##### Annual surplus from operations

**60**

**(285)**

**(225)**

The Consolidated Income Statement illustrates the progression from an initial consolidated forecasted \$60m surplus to a \$225m deficit, mainly driven by a forecasted net financial impact to the Operating Fund of \$(243m).

**INCOME STATEMENT ANALYSIS**  
(in \$millions)

	Pre COVID-19 Plan	COVID-19 Potential Impact	Fiscal 20/21 Budget
UBC Vancouver faculties	17	(67)	(50)
UBC Vancouver administrative units	(28)	(167)	(195)
UBC Okanagan	(11)	(9)	(20)
<b>Operating Surplus/(Deficit)</b>	<b>(23)</b>	<b>(243)</b>	<b>(265)</b>
Deferred land lease revenue	10	-	10
Endowment surplus	5	(6)	(1)
Research and other funds	21	(8)	13
Related organizations	(2)	-	(2)
Net investment in capital	49	(28)	21
<b>Consolidated Surplus/(Deficit)</b>	<b>60</b>	<b>(285)</b>	<b>(225)</b>

The potential impact of non-operating funds (\$40M surplus) has been added to the operating budget forecast and results in a consolidated forecasted deficit of \$225M, primarily through a potential decrease in Net Investment in Capital due to deferrals in capital investments

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION (unaudited)**

Presented in Classified Statement of Financial Position Format  
(in \$millions)

	Pre COVID-19 Plan	COVID-19 Potential Impact	Fiscal 20/21 Budget
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	86	6	92
Accounts receivable	231	-	231
Operating investments	723	(234)	489
Investments in Government Business Enterprises	106	-	106
Other current assets	34	-	34
	1,180	(228)	952
<b>Non-Current Assets</b>			
Endowment investments	2,007	-	2,007
Capital assets	3,886	(57)	3,829
	5,893	(57)	5,836
<b>TOTAL ASSETS</b>	<b>7,073</b>	<b>(285)</b>	<b>6,788</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current Liabilities</b>			
Accounts payable and accrued liabilities	326	-	326
Current portion of debt	6	-	6
	332	-	332
<b>Non-Current Liabilities</b>			
Employee future benefits	10	-	10
Deferred other restricted contributions	553	-	553
Non-current portion of debt	353	-	353
	916	-	916
<b>Total Liabilities</b>	<b>1,248</b>	<b>-</b>	<b>1,248</b>
<b>Net Assets</b>			
Accumulated surplus	2,413	(285)	2,128
Deferred capital contributions	1,615	-	1,615
Deferred land lease revenue	1,080	-	1,080
Deferred endowment contributions	717	-	717
Accumulated remeasurement gains			
	5,825	(285)	5,540
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>7,073</b>	<b>(285)</b>	<b>6,788</b>

## 4. Documents Requiring Board Approval

Under public sector accounting board guidelines, certain approved budget information is required for inclusion in the year end financial statements. These two documents are the Consolidated Statement of Operations and Accumulated Surplus, and the Consolidated Statement of Changes in Net Debt.

The Consolidated Statement of Operations and Accumulated Surplus below reflects the same consolidated income statement included in Section 3, although the expenses are reflected by function, rather than by object.

### CONSOLIDATED STATEMENT OF OPERATIONS (By Function)

(in \$millions)

#### Revenues

Government grants and contracts

Government of Canada

322

(27)

295

Province of British Columbia

929

(0)

929

Other governments

24

(0)

24

Other contributions

182

(14)

167

Student fees

943

(138)

805

Investment income

105

(4)

101

Income from Government Business Enterprises

6

(2)

4

Sales and services

426

(161)

265

Amortization of deferred capital contributions

93

-

93

**3,030**

**(346)**

**2,684**

#### Expenses

Learning

1,437

(5)

1,432

Research

524

(18)

506

Facilities

427

(5)

422

Students

401

(36)

365

Community Engagement

77

2

79

Administration

104

1

105

**2,970**

**(61)**

**2,909**

**Annual surplus from operations**

60

(285)

(225)

**External endowment donations**

25

-

25

**Annual surplus**

85

(285)

(200)

**Accumulated surplus, beginning of period**

2,331

2,331

**Accumulated surplus, end of period**

**2,416**

**(285)**

**2,131**

**CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT**  
**YEAR END MARCH 31**

(in \$millions)

	Pre COVID-19 Plan	COVID-19 Potential Impact	Fiscal 20/21 Budget
Annual surplus	\$ 86	(289)	(203)
Exclude items not affecting net debt:			
Endowment donations and transfers	(25)	-	(25)
	61	(289)	(228)
Acquisition of tangible capital assets	(460)	59	(401)
Amortization of tangible capital assets	236	(2)	234
	(224)	57	(167)
Acquisition of inventories held for use <sup>1</sup>	-	-	-
Acquisition of prepaid expense <sup>1</sup>	-	-	-
Consumption of inventories held for use <sup>1</sup>	-	-	-
Use of prepaid expense <sup>1</sup>	-	-	-
	-	-	-
	(163)	(232)	(395)
Net remeasurement gains <sup>2</sup>	9	-	9
Self-supported subsidiary other comprehensive income <sup>2</sup>	-	-	-
Increase in net debt	(154)	(232)	(386)
Net debt, beginning of year	(2,364)		(2,364)
Net debt, end of year	\$ (2,518)	(232)	(2,750)

**Notes**

1. UBC does not manage inventory and prepaids at a consolidated level or budget activity for these items.
2. The budget for investment income is prepared using high level assumptions around management of investment balances; this does not extend to detailed forecasts around individual investment holdings.



# CONSOLIDATED FINANCIAL STATEMENTS

For year ended March 31, 2019

Vancouver, B.C. Canada



THE UNIVERSITY OF BRITISH COLUMBIA

## Statement of Management Responsibility

The consolidated financial statements of the University of British Columbia (the University) have been prepared by management in conformity with Canadian public sector accounting standards and Treasury Board direction outlined in note 2(a). The financial statements present the financial position of the University as at March 31, 2019, and the results of its operations, remeasurement gains and losses, and the changes in net debt and changes in its cash flow for the year ended March 31, 2019.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the financial statements principally through its Audit Committee. No members of the Audit Committee are officers or employees of the University. The Audit Committee meets with management, the external auditors and the internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit Committee, with and without the presence of management.

The financial statements for the year ended March 31, 2019 have been reported on by KPMG. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the consolidated financial statements.



Santa Ono  
President and Vice-Chancellor



Peter Smailes  
Vice-President, Finance & Operations

June 13, 2019







KPMG LLP  
PO Box 10426 777 Dunsmuir Street  
Vancouver BC V7Y 1K3  
Canada  
Telephone (604) 691-3000  
Fax (604) 691-3031

## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of the University of British Columbia, and  
To the Minister of the Ministry of Advanced Education, Skills & Training, Province of British Columbia

### *Opinion*

We have audited the consolidated financial statements of the University of British Columbia (the "Entity"), which comprise:

- the consolidated statement of financial position as at March 31, 2019
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2019 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



### ***Emphasis of Matter - Financial Reporting Framework***

We draw attention to Note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

### ***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants

Vancouver, Canada  
June 13, 2019

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION****AS AT MARCH 31**

(in thousands of dollars)

		<b>March 31 2019</b>	<b>March 31 2018</b>
<b>Financial Assets</b>			
Cash and cash equivalents	(Note 3)	\$ 149,596	\$ 231,171
Accounts receivable		222,992	166,616
Inventories for resale		6,170	6,073
Investments	(Note 4)		
Operating		666,657	525,191
Endowment (expendable balance)		877,469	779,374
Investments in government business enterprises	(Note 5)	108,902	26,362
		<u>2,031,786</u>	<u>1,734,787</u>
<b>Liabilities</b>			
Accounts payable and accrued liabilities	(Note 7)	312,991	297,283
Employee future benefits	(Note 8b)	9,865	8,987
Deferred contributions	(Note 9)	1,170,797	1,115,806
Deferred capital contributions	(Note 10)	1,555,969	1,510,738
Deferred land lease revenue	(Note 11)	957,180	758,277
Debt	(Note 12)	350,286	355,235
		<u>4,357,088</u>	<u>4,046,326</u>
<b>Net debt</b>		(2,325,302)	(2,311,539)
<b>Non-Financial Assets</b>			
Tangible capital assets	(Note 13)	3,529,400	3,375,734
Investments			
Endowment (original contribution)	(Note 4)	970,536	942,455
Inventories held for use		2,119	2,015
Prepaid expenses		25,101	22,230
		<u>4,527,156</u>	<u>4,342,434</u>
Accumulated surplus		\$ <u>2,201,854</u>	\$ <u>2,030,895</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 2,149,598	\$ 1,990,999
Accumulated remeasurement gains		52,256	39,896
		<u>\$ 2,201,854</u>	<u>\$ 2,030,895</u>
Contractual obligations and contingent liabilities	(Note 17)		

**Approved on behalf of the Board of Governors:**


Michael Korenberg

Chair, Board of Governors



Peter Smailes

Vice-President Finance and Operations

(See accompanying notes to the consolidated financial statements)



**CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS****YEAR ENDED MARCH 31**

(in thousands of dollars)

		<u><b>Budget</b></u>	<u><b>2019</b></u>	<u><b>2018</b></u>
		(Note 2(o))		
<b>Revenues</b>				
Government grants and contracts	(Note 15)	\$ 1,120,933	\$ 1,147,750	\$ 1,077,096
Tuition and student fees		785,576	814,904	725,040
Sales and services		393,108	403,626	399,791
Non-government grants, contracts and donations		172,879	175,720	182,159
Investment income		87,105	96,925	81,825
Income from government business enterprises	(Note 5)	5,111	3,974	13,763
Revenue recognized from deferred capital contributions	(Note 10)	85,132	84,833	81,848
		<u>2,649,844</u>	<u>2,727,732</u>	<u>2,561,522</u>
<b>Expenses</b>	(Note 19)			
Learning		1,308,943	1,297,538	1,197,877
Research		520,364	505,031	496,441
Facilities		296,905	289,200	283,343
Students		328,828	343,548	318,571
Community engagement		63,669	66,167	60,018
Administration		96,145	90,391	84,743
		<u>2,614,854</u>	<u>2,591,875</u>	<u>2,440,993</u>
<b>Annual surplus from operations</b>		34,990	135,857	120,529
<b>External endowment donations</b>		<u>25,000</u>	<u>22,742</u>	<u>25,650</u>
<b>Annual surplus</b>		59,990	158,599	146,179
<b>Accumulated surplus, beginning of year</b>		1,990,999	1,990,999	1,844,820
<b>Accumulated surplus, end of year</b>		<u>\$ 2,050,989</u>	<u>\$ 2,149,598</u>	<u>\$ 1,990,999</u>

(See accompanying notes to the consolidated financial statements)



**CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT****YEAR ENDED MARCH 31**

(in thousands of dollars)

	<b>Budget</b> (Note 2(o))	<b>2019</b>	<b>2018</b>
Annual surplus	\$ 59,990	\$ 158,599	\$ 146,179
Exclude items not affecting net debt:			
Endowment donations and transfers	(25,000)	(28,081)	(26,402)
	<u>34,990</u>	<u>130,518</u>	<u>119,777</u>
Acquisition of tangible capital assets, net of dispositions	(330,668)	(362,438)	(324,366)
Amortization of tangible capital assets	213,668	208,772	197,720
	<u>(117,000)</u>	<u>(153,666)</u>	<u>(126,646)</u>
Acquisition of inventories held for use	-	(5,255)	(4,585)
Acquisition of prepaid expense	-	(24,701)	(21,508)
Consumption of inventories held for use	-	5,151	4,686
Use of prepaid expense	-	21,830	4,901
	<u>-</u>	<u>(2,975)</u>	<u>(16,506)</u>
	(82,010)	(26,123)	(23,375)
Net remeasurement gains (losses)	8,051	12,360	(485)
<b>Increase in net debt</b>	<b>(73,959)</b>	<b>(13,763)</b>	<b>(23,860)</b>
<b>Net debt, beginning of year</b>	<b>(2,311,539)</b>	<b>(2,311,539)</b>	<b>(2,287,679)</b>
<b>Net debt, end of year</b>	<b>\$ <u>(2,385,498)</u></b>	<b>\$ <u>(2,325,302)</u></b>	<b>\$ <u>(2,311,539)</u></b>

(See accompanying notes to the consolidated financial statements)



**CONSOLIDATED STATEMENT OF CASH FLOWS****YEAR ENDED MARCH 31**

(in thousands of dollars)

	<u>2019</u>	<u>2018</u>
<b>Cash provided from operating activities</b>		
Annual surplus	\$ 158,599	\$ 146,179
Add non-cash items:		
Amortization of tangible capital assets	208,772	197,720
Amortization of deferred capital contributions	(84,833)	(81,848)
Amortization of deferred land lease revenue	(8,598)	(8,040)
Change in employee future benefits	878	(3,107)
	<u>274,818</u>	<u>250,904</u>
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(54,876)	57,722
Decrease (increase) in inventories	(201)	48
Increase in prepaid expenses	(2,871)	(16,607)
Increase in accounts payable and accrued liabilities	15,709	6,007
	<u>232,579</u>	<u>298,074</u>
<b>Cash used in capital activities</b>		
Tangible capital asset acquisitions	<u>(363,938)</u>	<u>(324,366)</u>
<b>Cash provided by (used in) investing</b>		
Investment in government business enterprises	12,732	19,956
Endowment and operating investments	(242,673)	(180,287)
	<u>(229,941)</u>	<u>(160,331)</u>
<b>Cash provided from financing activities</b>		
Net increase in deferred contributions	43,577	133,724
Net decrease in long-term debt	(6,145)	(6,602)
Increase in deferred land lease revenue	112,229	75,833
Increase in deferred capital contributions	130,064	127,866
	<u>279,725</u>	<u>330,821</u>
Increase (decrease) in cash and cash equivalents	(81,575)	144,198
Cash and cash equivalents, beginning of year	231,171	86,973
<b>Cash and cash equivalents, end of year</b>	<u>\$ 149,596</u>	<u>\$ 231,171</u>
<b>Supplemental cash flow information</b>		
Cash paid for interest	<u>\$ 20,418</u>	<u>\$ 20,553</u>

(See accompanying notes to the consolidated financial statements)



**CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES****YEAR ENDED MARCH 31**

(in thousands of dollars)

	<u>2019</u>	<u>2018</u>
Accumulated remeasurement gains, beginning of year	\$ 39,896	\$ 40,381
Remeasurement (gains) losses realized and reclassified to the statement of operations from:		
Equity investments quoted in active market	(9,393)	(9,977)
Other investments designated at fair value	(677)	1,270
Unrealized gains generated during the year from:		
Equity investments quoted in active market	9,716	5,881
Other investments designated at fair value	12,778	2,069
Other comprehensive income (losses) from government business enterprise	<u>(64)</u>	<u>272</u>
<b>Net remeasurement gains (losses) for the year</b>	12,360	(485)
<b>Accumulated remeasurement gains, end of year</b>	<u>\$ 52,256</u>	<u>\$ 39,896</u>

(See accompanying notes to the consolidated financial statements)





**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**Notes to the Consolidated Financial Statements****1 Authority and Purpose**

The University of British Columbia (UBC or the University) operates under the authority of the *University Act* of British Columbia. UBC is a comprehensive research university offering a full range of undergraduate, graduate and continuing studies programs. The academic governance of the University is vested in the Senate. As a not-for-profit entity, UBC is governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. UBC is also a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

**2 Significant Accounting Policies**

The consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of UBC are as follows:

**(a) Basis of Accounting**

The consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards (PSAS), as issued by the Public Sector Accounting Board (PSAB), without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and, referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.





**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(a) Basis of Accounting (continued)**

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of PSAS which require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with PS3100.

As a result, revenue recognized in the Statement of Operations and Accumulated Surplus and certain related deferred capital contributions would be recorded differently under PSAS.

**(b) Basis of Presentation**

The University reports its operations on a consolidated basis, which includes activities from various funds within the University and external entities.

**(c) Basis of Consolidation****(i) Consolidated Entities**

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by UBC. Controlled organizations are consolidated except for government business enterprises which are accounted for by the modified equity method. Inter-organizational transactions, balances, and activities have been eliminated on consolidation.

The following not-for-profit organizations whose activities are intended to benefit UBC are 100% controlled by the University and are consolidated in these financial statements:

- UBC Foundation, a not-for-profit foundation formed to develop public awareness and encourage financial support of the University.
- American Foundation for UBC, an American charitable foundation that encourages financial support of the University.
- Hong Kong Foundation for UBC, a not-for-profit organization incorporated in Hong Kong that promotes and advances all matters concerning education.
- UK Foundation for the University of British Columbia, an official charitable organization in the United Kingdom that promotes and advances all matters concerning education.
- UBC Society for the Education of Young Children, a not-for-profit organization that maintains and operates an educational program for young children.
- UBC Asia Pacific Regional Office Limited, a Hong-Kong based association formed to promote and advance the academic and research interests of the University and its partners in the Asia Pacific region.
- entrepreneurship@UBC Management Inc., a not-for-profit organization that allows UBC to make seed investments in promising student ventures.



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(c) Basis of Consolidation (continued)****(i) Consolidated Entities (continued)**

The following for-profit entities are controlled by the University and are consolidated in these financial statements:

- UBC Investment Management Trust, whose primary purpose is to manage the investment assets of the University including the Endowment Fund, Staff Pension Plan, Supplemental Arrangement and Operating Fund. The University has a 100% interest in the trust.
- UBC Research Enterprises Inc., which promotes the creation, testing, development, production and commercialization of intellectual property owned by the University. The entity was dissolved by way of voluntary dissolution under the B.C. Business Corporations Act on December 4, 2017. The University held a 100% interest in the company prior to its dissolution.
- Paragon Testing Enterprises Inc., an English language testing organization that administers English language proficiency tests and develops products and programs to help test takers. The University has an 80% (2018 - 83%) interest in the company.

**(ii) Investment in Government Business Enterprises**

Government business enterprises are accounted for by the modified equity method. Under this method, the University's investment in the business enterprise and its net income and other changes in equity are recorded. No adjustment is made to conform the accounting policies of the government business enterprise to those of UBC other than if other comprehensive income exists, which is accounted for as an adjustment to accumulated surplus (deficit) of the University. Inter-organizational transactions and balances have not been eliminated, except for any profit or loss on transactions between entities of assets that remain within the entities controlled by UBC.

The following organizations are government business enterprises and are accounted for by the modified equity method:

- UBC Properties Investments Ltd. ("UBCPIL")

UBCPIL is incorporated pursuant to the B.C. Business Corporations Act, and is a wholly-owned subsidiary of UBC. UBCPIL is the sole trustee of UBC Properties Trust, which was established to carry out real estate development activities on behalf of the University.

- Great Northern Way Campus Trust ("GNW")

The University has a 25% (2018 - 25%) interest in GNW which was formed on September 15, 2002 to include the lands and premises comprising the Great Northern Way Campus for the equal benefit of the University, Simon Fraser University, British Columbia Institute of Technology and the Emily Carr Institute of Art and Design.



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(c) Basis of Consolidation (continued)****(iii) Investment in Government Partnerships**

Government partnerships that are business partnerships are accounted for by the modified equity method. Accounting policies of the business partnership are not conformed to those of the partners before the equity pick-up. The University is not party to any government business partnerships.

Government partnerships that are not business partnerships are accounted for under the proportionate consolidation method. The University accounts for its share of the partnership on a line by line basis in the consolidated financial statements and eliminates any inter-organizational transactions and balances. Accounting policies of a partnership that is not a business partnership are conformed to those of UBC before it is proportionately consolidated.

The consolidated financial statements include the accounts of the following non-business government partnerships:

- **Tri-Universities Meson Facility (TRIUMF)**

The University has a 7.14% (2018 - 7.69%) interest in TRIUMF, Canada's particle accelerator centre. TRIUMF is a joint venture amongst the University and thirteen other universities (2018 - twelve), which was established to operate a facility that supports fundamental and applied research in particle and nuclear physics, as well as the materials and life sciences. TRIUMF operates on the UBC campus and elsewhere.

- **Western Canadian Universities Marine Sciences Society (WCUMSS)**

The University has a 20% (2018 - 20%) interest in WCUMSS, operating as Bamfield Marine Sciences Centre. The University is one of five university members of WCUMSS, which is formed to provide a permanent base for marine and coastal-oriented field operations in Bamfield, B.C. WCUMSS mandates to provide research infrastructure for scientists, offer senior undergraduate and graduate courses and programs, and provide training opportunities for students, First Nations and other public groups.

- **CDRD Ventures Inc. (CVI, formerly DDI Drug Development Inc.)**

The University has a 33% (2018 - 33%) interest in CVI and is one of three shareholders. CVI is the commercialization partner of the Centre for Drug Research and Development (CDRD), which provides financial, managerial and development support to turn promising technologies into companies and to help existing companies grow.

**(iv) Trusts Under Administration**

Trusts administered by UBC as directed by agreement or statute for certain beneficiaries are not included in the University's consolidated financial statements.

**(d) Cash and Cash Equivalents**

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(e) Revenue Recognition****(i) Restricted Revenue**

The University follows the deferral method of accounting for contributions. Some contributions, such as grants and donations for research or capital purposes, are restricted in use by the external contributor. Externally restricted contributions are recognized as revenue when the restrictions imposed by the contributors on the use of the monies are satisfied as follows:

- Non-capital contributions for specific purposes are recorded as deferred contributions and recognized as revenue in the year in which the stipulation or restriction on the contribution has been met. Unspent capital contributions are initially recorded as deferred contributions and transferred to and recorded as deferred capital contributions when the amounts have been spent on tangible capital assets and are recognized into revenue as noted below.
- Contributions spent in acquiring or developing a depreciable tangible capital asset or received in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services. Where the tangible capital asset involved has an unlimited life, the contribution is recorded in the Consolidated Statement of Operations and Accumulated Surplus.

Some restricted contributions must be retained in perpetuity, allowing only the investment income earned thereon to be spent, and are recorded as external endowment donations in the Consolidated Statement of Operations and Accumulated Surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

**(ii) Unrestricted Revenue**

Unrestricted contributions are recorded as revenue when received or receivable if the amounts can be estimated and collection is reasonably assured. Government grants not restricted as to their use are recognized as revenue when received or receivable. Other unrestricted revenue, including tuition fees and sales of services and products, are reported as revenue at the time the services are provided or the products are delivered. Tuition fees received in advance of courses being delivered are deferred and recognized when the courses are delivered.

**(iii) Deferred Land Lease Revenue**

The University leases certain properties to third parties for a period of 99 years. Deferred land lease revenue is initially recognized and deferred when the contract has been entered into and all performance obligations have been met. Subsequently, deferred land lease revenue is amortized over the 99 year term of the lease.

**(iv) Investment Income**

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains or losses on the sale of investments, write-downs on investments where the loss in value is determined to be other than temporary, and fair value adjustment of investments. Investment transactions are recorded on a trade date basis. Transaction costs are expensed as incurred. To the extent that investment income relates to externally restricted endowments, income is recorded in the year in which the related expenses are incurred.



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(f) Financial Instruments***Classification, Disclosure and Presentation*

Financial instruments are classified into two categories: fair value or cost.

Fair value category: Portfolio investments that are quoted in an active market, private equity investments, and sinking fund investments are all reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets, except those that are related to restricted endowments, are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of de-recognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus and related balances reversed from the Consolidated Statement of Remeasurement Gains and Losses. Unrealized gains and losses on financial assets related to restricted endowments are included in deferred contributions.

Cost category: Gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are included in the cost of the related investments. Debt is measured at amortized cost.

**(g) Short-term Investments**

Short-term investments are defined to include highly liquid securities with terms to maturity of one year or less. Short-term investments are cashable on demand and are recorded at fair value.

**(h) Inventories for Resale**

Inventories held for resale, including books, food services, and gift shop items, are recorded at the lower of cost or net realizable value. Cost is determined using the weighted average basis. Cost includes invoice cost and other costs incurred in bringing the inventories to their present location and condition. Net realizable value is the estimated selling price less the estimated costs necessary to make the sale. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

**(i) Non-financial Assets**

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

**(i) Tangible Capital Assets**

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is not capitalized whenever external debt is issued to finance the construction of tangible capital assets. Contributed tangible capital assets are recorded at fair value at the date of contribution.

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(all tabular amounts are in thousands of dollars)

**2 Significant Accounting Policies (continued)****(i) Non-financial Assets (continued)****(i) Tangible Capital Assets (continued)**

Tangible capital assets are amortized on a straight-line basis over their estimated useful life as shown below. Land is not amortized as it is deemed to have a permanent value.

Site improvements	15-80 years
Buildings	10-50 years
Building renovations	5-40 years
Furnishings, equipment and systems	3-10 years
Library books	10 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to UBC's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

**(ii) Leased Tangible Capital Assets**

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

**(iii) Unrecognized Assets**

Major categories of unrecognized assets include works of art and historical collections, mineral resources, and licenses.

These assets cannot be reasonably measured for various reasons, including being priceless or irreplaceable, not intended for sale, intended for exhibition purposes, restricted for research and academic purposes, or an estimate of future benefits associated with the assets cannot be made due to their extraordinary nature.

**(iv) Inventories Held for Use**

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current price to replace the items.

**(j) Employee Future Benefits****(i) Pension Plans**

The University has two pension plans and a supplemental arrangement plan providing pension and other benefits to its employees. The assets and liabilities of these plans are not included in the University's consolidated financial statements.



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

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**2 Significant Accounting Policies (continued)****(j) Employee Future Benefits (continued)****(i) Pension Plans (continued)**Faculty Pension Plan

The Faculty Pension Plan is a defined contribution plan providing benefits on a money purchase basis. The cost of pension benefits includes the current service cost based on 10.00% of salary (2018 – 10.00%), less a fixed offsetting amount relating to Canada Pension Plan contributory earnings. The University expenses contributions to this plan in the year the contributions are related to.

Staff Pension Plan

The Staff Pension Plan is a target benefit plan and provides benefits based on 1.80% (2018 - 1.80%) of the average best three years' basic salary multiplied by the number of years of contributory service. The University's contribution for the Staff Pension Plan is 9.40% of salary (2018 - 9.13%), less a fixed offsetting amount relating to Canada Pension Plan contributory earnings. In the event of funding deficiencies, the University's contributions remain fixed and benefits for members may be reduced. Accordingly, the University accounts for this as a defined contribution plan and expenses contributions to this plan in the year of the related contributions. Benefits security for employees is improved by the plan maintaining a contingency reserve. The contingency reserve ceiling recommended by the plan's actuary and approved by the pension board and Canada Revenue Agency is 40% of liabilities.

Supplemental Arrangement

The Supplemental Arrangement has been established for those Faculty Pension Plan members whose aggregate annual pension contributions exceed the contribution limit allowed under the Income Tax Act for registered plans. Excess University contributions are deposited into notional accounts established for each member in the Supplemental Arrangement account. No payments are made out of the Supplemental Arrangement account before the earliest of the member's termination, retirement or death.

**(ii) Income Replacement Plan / Disability Benefit Plan**

The income replacement plan for faculty and disability benefit plan for all other employees provide income for disabled employees. The plans commence after a qualifying period of four months for CUPE 2950 employees and six months for all other employees. When an employee is in receipt of income replacement or disability benefits, the University continues to pay the costs of certain member benefits. The costs of the plans are employee funded. The University is not required to contribute to the plans nor is it responsible for any deficit that the plans may incur.

**(iii) Sick Leave Benefits**

Sick leave benefits are available to UBC's employees. Employees are entitled to sick leave in accordance with the terms and conditions of their employment contracts. The costs of those benefits which vest or accumulate are actuarially determined based on service and estimates of retirement ages and expected future salary or wage increases. The obligation is accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses from event-driven benefits that do not vest or accumulate are recognized immediately in the Consolidated Statement of Operations and Accumulated Surplus.



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**2 Significant Accounting Policies (continued)****(k) Liability for Contaminated Sites**

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. Liabilities are recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met:

- (i) an environmental standard exists;
- (ii) contamination exceeds the environmental standard;
- (iii) the University is directly responsible or accepts responsibility;
- (iv) it is expected that future economic benefits will be given up; and
- (v) a reasonable estimate of the amount can be made.

**(l) Use of Estimates**

The preparation of these consolidated financial statements in accordance with PSAS requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosures of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the reporting period. Significant areas requiring the use of management estimates and assumptions relate to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions, valuation of financial instruments, the present value of employee future benefits and commitments, and provisions for contingencies. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

**(m) Debt Issue Costs**

The underwriting discount along with consulting fees relating to the debenture issuances are capitalized and amortized to match the term of the long-term debenture. Amortization is calculated based on the effective interest rate method.

**(n) Functional Classification of Expenses**

Expenses in the Consolidated Statement of Operations and Accumulated Surplus have been classified based upon functional lines of service provided by the University. The outline of services provided by each function is as follows:

- (i) Learning - This function includes expenses related to all direct educational delivery within the institution and activities that directly support the academic functions of the institution. This includes credit and non-credit courses, diploma, certificate and degree programs; continuing education; curriculum and program development; libraries and galleries; on-line delivery; information technology; specific purpose funding; and endowment non-award funding. Costs associated with this function include contract expenses; Deans/Directors and/or Chairs; and instructional administration (general and financial), support staff and support costs directly related to these activities.





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**2 Significant Accounting Policies (continued)****(n) Functional Classification of Expenses (continued)**

- (ii) Research - This function includes research activities specifically funded by contracts and/or grants from external organizations and undertaken within the institution to produce research outcomes. Costs associated with this function include such things as research administration, research accounting, support costs established to conduct all research projects, and research related amortization.
- (iii) Facilities - This function includes all capital asset related expenditures for the operation of the University. These include the operation and maintenance of physical plant and equipment for all institutional activities; utilities; facilities administration; custodial services; landscaping and grounds keeping; major repairs and renovations; security services; administration of infrastructure development; amortization expense (other than research related) and debt servicing costs related to the entire University.
- (iv) Students - This function includes activities that directly support the individual students or groups of students. These include student service administration; counseling; career services; social development and recreation; financial aid administration; scholarships and bursaries; and any other centralized general and financial administration and support costs related to these activities. It also includes ancillary operations that provide goods and services to the students, endowment award related funding and award funds that support students. Costs associated with this function include general and financial administration and support costs directly related to these activities.
- (v) Community engagement - This function includes activities that support the relationship between the University and the community. It includes campus planning; advancement and development office; alumni; public / government relations; community affairs, and any other centralized institution wide external affairs. Costs associated with this function include general, financial administration and support costs directly related to these activities.
- (vi) Administration - This function includes activities that support the institution as a whole, such as executive management; governance committees; the Board and Senate; corporate finance; human resources; purchasing; and any other centralized institution-wide general administrative activities.

**(o) Budget Figures**

The budget was approved by the Board of Governors on April 19, 2018. These figures have been provided for comparative purposes.

**3 Cash and Cash Equivalents**

	<b>March 31 2019</b>	<b>March 31 2018</b>
Cash	\$ 34,535	\$ 25,473
Cash equivalents	115,061	205,698
	<u>\$ 149,596</u>	<u>\$ 231,171</u>

The University has a seasonal revolving line of credit. During September 1 to May 31, the line of credit is CAD \$40 million, and during June 1 to August 31, the line of credit is increased to CAD \$60 million. This operating facility includes, as a sub-limit, a US dollar current account overdraft facility up to US \$5 million. As at March 31, 2019, the University had a CAD \$40 million revolving line of credit (March 31, 2018 - \$40 million) with a sub limit of US \$5 million line of credit (March 31, 2018 – US \$5 million).



**CONSOLIDATED FINANCIAL STATEMENTS**  
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**4 Investments**

Investments include operating, endowment and sinking fund investments. Operating investments consist of research, capital, and other funds received and held in advance for future expenditures. Endowment investments consist of donations held in perpetuity and land lease revenues received by the University to benefit current and future generations. Sinking fund investments are managed by the provincial government and will be applied against repayment of provincial debentures on maturity (Note 12).

(a) Analysis of Investments

	<b>March 31 2019</b>	<b>March 31 2018</b>
Government and corporate bonds		
<u>Maturity</u>		
Less than 1 year	\$ -	\$ -
1 - 5 years	681,901	534,814
Greater than 5 years	-	-
Various – pooled	213,026	230,190
	<u>894,927</u>	<u>765,004</u>
Short-term notes and treasury bills	22,414	27,403
Canadian equities	221,632	221,311
Canadian pooled funds	241,157	212,237
United States equities and pooled funds	182,941	139,319
Other international pooled funds	947,501	883,897
Other	35,204	24,809
	<u>\$ 2,545,776</u>	<u>\$ 2,273,980</u>

These investments are presented in the consolidated financial statements as:

	<b>March 31 2019</b>	<b>March 31 2018</b>
Operating investments	\$ 666,657	\$ 525,191
Endowment (expendable balance)	877,469	779,374
Endowment (original contribution)	970,536	942,455
Sinking fund investments (Note 12)	31,114	26,960
	<u>\$ 2,545,776</u>	<u>\$ 2,273,980</u>

Other investments include cash and short-term investments related to endowments and real estate investments and promissory notes issued by unrelated parties.



**CONSOLIDATED FINANCIAL STATEMENTS**  
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(all tabular amounts are in thousands of dollars)

**4 Investments (continued)**

(b) Endowment Investments

- (i) Endowment investments are reported as financial assets (expendable portion) and non-financial assets (externally restricted principal portion). The portion reported as non-financial assets comprise investments representing the original donation and amounts required to be reinvested to maintain the capital, which are externally restricted by donors and, therefore, cannot be spent and are not considered financial assets.

	March 31, 2019			March 31, 2018		
	Principal	Expendable	Total	Principal	Expendable	Total
Balance, beginning of year	\$ 942,455	\$ 779,374	\$ 1,721,829	\$ 916,053	\$ 622,219	\$ 1,538,272
Donations	22,742	-	22,742	25,650	-	25,650
Internal transfers	5,339	-	5,339	752	-	752
Transfers to/from cash	-	80,000	80,000	-	75,000	75,000
Investment income	-	94,380	94,380	-	150,689	150,689
Expenses	-	(76,285)	(76,285)	-	(68,534)	(68,534)
Balance, end of year	<u>\$ 970,536</u>	<u>\$ 877,469</u>	<u>\$ 1,848,005</u>	<u>\$ 942,455</u>	<u>\$ 779,374</u>	<u>\$ 1,721,829</u>

(ii) Endowments Held by Vancouver Foundation

Endowments with a fair value of \$24.4 million (March 31, 2018 - \$25.7 million) are held by the Vancouver Foundation in perpetuity for the benefit of the University and are not included in the University's consolidated financial statements. The capital of these endowment funds are held permanently by Vancouver Foundation and invested in accordance with the provisions of the Vancouver Foundations Act.

Endowments with a fair value of \$26.8 million (March 31, 2018 - \$28.2 million) are held and managed by Vancouver Foundation and are included in the University's consolidated financial statements. The University has the discretion to direct Vancouver Foundation to transfer the whole or any part of the capital of these endowment funds to the University.

(c) Fair Value of Financial Instruments

Fair value of a financial instrument is defined as the amount at which the instrument could be exchanged in a current transaction between willing parties. UBC uses the following methods and assumptions to estimate the fair value of each class of financial instruments for which the carrying amounts are included in the Consolidated Statement of Financial Position under the following captions:

- Cash and cash equivalents, accounts receivable and accounts payable and accrued liabilities – the carrying amounts approximate fair value because of the short-term maturity of these instruments.
- Operating investments
- Endowment investments



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**4 Investments (continued)****(c) Fair Value of Financial Instruments (continued)**

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs)

The composition of investments recorded at fair value is as follows:

<b>March 31, 2019</b>	<b>Total</b>	<b>Quoted prices in active markets for identical assets (Level 1)</b>	<b>Significant other observable inputs (Level 2)</b>	<b>Significant unobservable inputs (Level 3)</b>
<b>Endowment investments:</b>				
Cash and short-term notes	\$ 52,017	\$ 52,017	\$ -	\$ -
Fixed income mutual funds	102,620	102,620	-	-
Canadian equities	293,226	293,226	-	-
Canadian equities mutual funds	84,489	84,489	-	-
United States equities mutual funds	131,139	131,139	-	-
International equities mutual funds	476,145	476,145	-	-
Real estate	158,780	-	-	158,780
Private equity	110,364	-	-	110,364
Hedge fund	106,565	-	-	106,565
Infrastructure equity	200,498	-	-	200,498
Private debt	25,817	-	-	25,817
Other	104,745	-	26,773	77,972
<b>Total endowment investments recorded at fair value</b>	<b>1,846,405</b>	<b>1,139,636</b>	<b>26,773</b>	<b>679,996</b>
<b>Operating investments:</b>				
Fixed income				
Government	651,509	651,509	-	-
Mutual funds	1,000	-	-	1,000
Canadian equities	1,566	1,566	-	-
United States equities	23	23	-	-
Private equity	12,559	-	-	12,559
<b>Total operating investments recorded at fair value</b>	<b>666,657</b>	<b>653,098</b>	<b>-</b>	<b>13,559</b>
<b>Total</b>	<b>\$ 2,513,062</b>	<b>\$ 1,792,734</b>	<b>\$ 26,773</b>	<b>693,555</b>

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**4 Investments (continued)**

(c) Fair Value of Financial Instruments (continued)

March 31, 2018	Total	Quoted prices in active markets for identical assets (Level 1)	Significant other observable inputs (Level 2)	Significant unobservable inputs (Level 3)
<b>Endowment investments:</b>				
Cash and short-term notes	\$ 37,260	\$ 37,260	\$ -	\$ -
Fixed income mutual funds	97,515	97,515	-	-
Canadian equities	321,384	321,384	-	-
Canadian equities mutual funds	73,564	73,564	-	-
United States equities mutual funds	97,193	97,193	-	-
International equities mutual funds	576,249	529,834	46,415	-
Real estate	141,091	-	-	141,091
Private equity	74,851	-	-	74,851
Hedge fund	80,136	-	-	80,136
Infrastructure equity	182,935	-	-	182,935
Private debt	9,875	-	-	9,875
Other	28,176	-	28,176	-
<b>Total endowment investments recorded at fair value</b>	<b>1,720,229</b>	<b>1,156,750</b>	<b>74,591</b>	<b>488,888</b>
<b>Operating investments:</b>				
Fixed income				
Government	508,828	508,828	-	-
Mutual funds	1,000	-	-	1,000
Canadian equities	1,416	1,416	-	-
United States equities	-	-	-	-
Private equity	13,947	-	-	13,947
<b>Total operating investments recorded at fair value</b>	<b>525,191</b>	<b>510,244</b>	<b>-</b>	<b>14,947</b>
<b>Total</b>	<b>\$ 2,245,420</b>	<b>\$ 1,666,994</b>	<b>\$ 74,591</b>	<b>\$ 503,835</b>

The following table reconciles the changes in fair value of financial instruments classified as level 3 during the year.

	March 31 2019	March 31 2018
Balance, beginning of year	\$ 503,835	\$ 430,945
Unrealized gains	30,777	4,748
Purchases	189,624	121,096
Dispositions	(30,681)	(52,954)
Balance, end of year	\$ 693,555	\$ 503,835



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**5 Investments in Government Business Enterprises**

Two entities are accounted for in the University's consolidated financial statements using the modified equity method of accounting for government business enterprises (Note 2(c)(ii)).

Financial information in respect of these entities is disclosed below.

	<b>UBC Properties Investments Ltd.</b>		<b>Great Northern Way Campus Trust</b>	
<b>Consolidated Statement of Financial Position:</b>	<b>March 31 2019</b>	<b>March 31 2018</b>	<b>March 31 2019</b>	<b>March 31 2018</b>
Financial assets	\$ 145,028	\$ 86,103	\$ 41,045	\$ 49,387
Liabilities	480,724	504,280	10,987	32,251
Net assets (liabilities)	(335,696)	(418,177)	30,058	17,136
Non-financial assets	447,014	447,851	19,348	20,318
Accumulated surplus	\$ 111,318	\$ 29,674	\$ 49,406	\$ 37,454
Adjustment for Infrastructure Impact Charges (IIC's) and contributions	(14,767)	(12,676)	-	-
Adjusted accumulated surplus	\$ 96,551	\$ 16,998	\$ 49,406	\$ 37,454
UBC's proportionate share	\$ 96,551	\$ 16,998	\$ 12,351	\$ 9,364

**Consolidated Statement of Operations:**

Revenue	\$ 97,972	\$ 88,926	\$ 26,114	\$ 38,969
Expenses	18,256	8,380	13,905	23,306
Surplus for the year	79,716	80,546	12,209	15,663
Adjustment to defer land sales	(79,145)	(71,051)	-	-
Adjustment for IIC's	351	352	-	-
Adjusted accumulated surplus	\$ 922	\$ 9,847	\$ 12,209	\$ 15,663
UBC's proportionate share	\$ 922	\$ 9,847	\$ 3,052	\$ 3,916

- (a) UBCPIL recognizes revenue from sales of 99-year leases when the contract has been entered into and all performance obligations have been met including the transfer of control of the prepaid lease. The University defers these revenues in its Consolidated Statement of Financial Position and amortizes the balance to its Consolidated Statement of Operations and Accumulated Surplus over the duration of the leases (Note 11). During the year, UBCPIL adopted IFRS 15 *Revenue from Contracts with Customers*, resulting in an \$95.3 million increase to its current year's opening equity. This adjustment has been recorded in the investment in government business enterprises on the University's consolidated financial statements.
- (b) During the year, the University received distributions from UBCPIL of \$81.8 million (2018 - \$91.5 million) and from GNW of \$6.4 million (2018 - \$8.0 million).



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(all tabular amounts are in thousands of dollars)

**5 Investments in Government Business Enterprises (continued)**

(c) During the year, the following significant related party transactions occurred:

UBCPIL invoiced the University \$2.8 million (2018 - \$3.8 million) for project management fees.

UBCPIL issued promissory notes in favour of the University amounting to \$27.6 million (2018 - \$2.6 million). The University charged UBCPIL interest in the amount of \$0.3 million (2018 - \$0.3 million).

The University collected \$19.3 million from UBCPIL (2018 - \$1.1 million) for infrastructure impact charges. These charges have been eliminated in the consolidated financial statements.

**6 Investments in Government Partnerships**

UBC provides contributions to fund the operations of TRIUMF, WCUMSS, and CDRD Ventures Inc. Their financial results are proportionately consolidated with those of UBC based upon UBC's share of their total contributions.

The amounts included in these consolidated financial statements are as follows:

	<b><u>TRIUMF</u></b>		<b><u>WCUMSS</u></b>		<b><u>CDRD Ventures Inc.</u></b>	
<b>Consolidated Statement of Financial Position:</b>	<b>March 31 2019</b>	<b>March 31 2018</b>	<b>March 31 2019</b>	<b>March 31 2018</b>	<b>March 31 2019</b>	<b>March 31 2018</b>
Financial assets	\$ 54,737	\$ 49,175	\$ 619	\$ 1,098	\$ 25,552	\$ 16,456
Liabilities	68,970	49,930	1,694	1,847	11,768	8,146
Net assets (liabilities)	(14,233)	(755)	(1,075)	(749)	13,784	8,310
Non-financial assets	27,303	25,418	7,400	7,513	4	12
Accumulated surplus	\$ 13,070	\$ 24,663	\$ 6,325	\$ 6,764	\$ 13,788	\$ 8,322
UBC's proportionate share	\$ 934	\$ 1,897	\$ 1,265	\$ 1,353	\$ 4,596	\$ 2,774
<b>Consolidated Statement of Operations:</b>						
Revenue	\$ 73,851	\$ 77,086	\$ 3,929	\$ 6,505	\$ 8,077	\$ 844
Expenses	85,445	75,364	4,369	4,062	2,611	824
Surplus for the year	\$ (11,594)	\$ 1,722	\$ (440)	\$ 2,443	\$ 5,466	\$ 20
UBC's proportionate share	\$ (828)	\$ 132	\$ (88)	\$ 489	\$ 1,822	\$ 7

TRIUMF expenses all capital assets in its income statement as acquired; the University capitalizes the capital assets and amortizes them over the useful lives. TRIUMF recognizes revenue in the year it is received, whereas the University follows the deferral method of accounting for contributions.



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**7 Accounts Payable and Accrued Liabilities**

	<b>March 31 2019</b>	<b>March 31 2018</b>
Accounts payable and accrued liabilities	\$ 273,187	\$ 260,959
Salaries and benefits payable	20,380	18,584
Accrued vacation pay	8,532	8,109
Amounts payable to government organizations	10,892	9,631
	<u>\$ 312,991</u>	<u>\$ 297,283</u>

Included in accounts payable and accrued liabilities at March 31, 2019 is a balance of \$23.0 million owing to UBCPIL. (March 31, 2018 - \$29.2 million).

**8 Employee Future Benefits****(a) Contributions to Pension Plans**

University contributions made to each of the pension plans were:

	<b>March 31 2019</b>	<b>March 31 2018</b>
Faculty Pension Plan	\$ 43,256	\$ 42,580
Staff Pension Plan	48,675	43,482
Supplemental Arrangement	4,796	4,571
	<u>\$ 96,727</u>	<u>\$ 90,633</u>

**(b) Accumulated Sick Leave Benefit and Income Replacement Plan (IRP)/Disability Benefit Plan (DBP)**

The accrued sick leave benefit and accrued IRP and DBP obligations as at March 31, 2019 are based on actuarial valuations prepared as of March 31, 2019 and 2018, respectively. The accrued benefit obligations are calculated as follows:

	<b>Sick leave</b>	<b>IRP and DBP</b>	<b>March 31 2019</b>	<b>March 31 2018</b>
Balance, beginning of year	\$ 2,290	\$ 6,697	\$ 8,987	\$ 12,094
Current service and interest cost	898	1,070	1,968	2,582
Benefits paid	(1,163)	(1,045)	(2,208)	(2,439)
Actuarial loss (gain)	1,118	-	1,118	(3,250)
Balance, end of year	<u>\$ 3,143</u>	<u>\$ 6,722</u>	<u>\$ 9,865</u>	<u>\$ 8,987</u>





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**8 Employee Future Benefits (continued)**

(b) Accumulated Sick Leave Benefit and IRP/DBP (continued)

Components of net benefit expense	<u>2019</u>	<u>2018</u>
Service cost	\$ 1,674	\$ 2,274
Interest cost	<u>294</u>	<u>308</u>
Net benefit expense	<u>\$ 1,968</u>	<u>\$ 2,582</u>

Actuarial assumptions used to determine the University's accrued sick leave benefit obligation are as follows:

	<u>March 31 2019</u>	<u>March 31 2018</u>
Discount rate	3.30%	1.90%
Expected wage and salary increases	2.50%	2.00%

Actuarial assumptions used to determine the University's accrued income replacement benefit obligation are as follows:

	<u>March 31 2019</u>	<u>March 31 2018</u>
Discount rate	3.50%	3.50%
Expected future inflation rate	2.00%	2.00%
Expected wage and salary increases	2.00%	2.00%



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**9 Deferred Contributions**

Deferred contributions represent unspent externally restricted grants, donations, contributions and endowment investment income.

	<b>March 31 2019</b>	<b>March 31 2018</b>
Research	\$ 368,005	\$ 333,348
Capital	17,802	25,781
Trust	145,275	136,472
Endowment	639,715	620,205
Balance, end of year	<u>\$ 1,170,797</u>	<u>\$ 1,115,806</u>

Changes in deferred contributions are as follows:

	<b>Research</b>	<b>Capital</b>	<b>March 31, 2019 Trust</b>	<b>Endowment</b>	<b>Total</b>
Balance, beginning of year	\$ 333,348	\$ 25,781	\$ 136,472	\$ 620,205	\$ 1,115,806
Grants, contributions, donations and endowment income	508,763	65,148	214,169	70,754	858,834
Transferred to deferred capital contributions (Note 10)	(52,941)	(77,123)	-	-	(130,064)
Recognized to revenue	(421,165)	3,996	(205,366)	(51,244)	(673,779)
Balance, end of year	<u>\$ 368,005</u>	<u>\$ 17,802</u>	<u>\$ 145,275</u>	<u>\$ 639,715</u>	<u>\$ 1,170,797</u>

	<b>Research</b>	<b>Capital</b>	<b>March 31, 2018 Trust</b>	<b>Endowment</b>	<b>Total</b>
Balance, beginning of year	\$ 286,921	\$ 39,488	\$ 103,757	\$ 536,114	\$ 966,280
Grants, contributions, donations and endowment income	473,484	83,595	238,463	128,545	924,087
Transferred to deferred capital contributions (Note 10)	(31,580)	(96,286)	-	-	(127,866)
Recognized to revenue	(395,477)	(1,016)	(205,748)	(44,454)	(646,695)
Balance, end of year	<u>\$ 333,348</u>	<u>\$ 25,781</u>	<u>\$ 136,472</u>	<u>\$ 620,205</u>	<u>\$ 1,115,806</u>



**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**10 Deferred Capital Contributions**

Contributions that are restricted for capital and have been spent on capital are recorded as deferred capital contributions. Contributions that are restricted for capital but have not yet been spent are recorded as deferred contributions until such time that the amounts are spent on tangible capital assets. Amounts are recognized into revenue as the liability is extinguished over the useful life of the related tangible capital asset.

Changes in the deferred capital contributions balance are as follows:

	<b>March 31 2019</b>	<b>March 31 2018</b>
Balance, beginning of year	\$ 1,510,738	\$ 1,464,720
Grants, contributions and donations spent (Note 9)	130,064	127,866
Current year amortization	(84,833)	(81,848)
Balance, end of year	<u>\$ 1,555,969</u>	<u>\$ 1,510,738</u>

**11 Deferred Land Lease Revenue**

	<b>Balance at March 31 2018</b>	<b>Additions</b>	<b>Recognized to Revenue</b>	<b>Balance at March 31 2019</b>
Deferred land lease revenue, gross	\$ 808,074	\$ 207,501	\$	\$ 1,015,575
Accumulated amortization of deferred land lease revenue	(49,797)		(8,598)	(58,395)
Deferred land lease revenue, net	<u>\$ 758,277</u>	<u>\$ 207,501</u>	<u>\$ (8,598)</u>	<u>\$ 957,180</u>

	<b>Balance at March 31 2017</b>	<b>Additions</b>	<b>Recognized to Revenue</b>	<b>Balance at March 31 2018</b>
Deferred land lease revenue, gross	\$ 732,241	\$ 75,833	\$ -	\$ 808,074
Accumulated amortization of deferred land lease revenue	(41,757)	-	(8,040)	(49,797)
Deferred land lease revenue, net	<u>\$ 690,484</u>	<u>\$ 75,833</u>	<u>\$ (8,040)</u>	<u>\$ 758,277</u>



**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

## 12 Debt

Debt is measured at amortized cost as follows:

	<u>Maturity Date</u>	<u>Interest Rate</u>	<u>March 31 2019</u>	<u>March 31 2018</u>
Series A Debentures Unsecured, to be repaid at maturity	2031	6.65%	\$ 126,761	\$ 126,710
Series B Debentures Unsecured, to be repaid at maturity	2035	4.82%	125,543	125,520
Canada Mortgage and Housing Corporation \$454.9 paid semi-annually	2019 to 2023	6.25% to 7.88%	2,256	3,111
Province of BC Unsecured Debentures, to be repaid at maturity	2037	4.70%	126,628	126,626
Royal Bank of Canada Demand Loans, \$9.6 paid monthly	2020	3.39%	212	228
			<u>381,400</u>	<u>382,195</u>
Less sinking fund investments (Note 4a)			<u>(31,114)</u>	<u>(26,960)</u>
Total			\$ <u>350,286</u>	\$ <u>355,235</u>

The principal portion of debt repayments over the next five years and thereafter are as follows:

2020	\$ 648
2021	749
2022	596
2023	433
2024	-
Thereafter	<u>375,000</u>
	\$ <u>377,426</u>

Interest expense for the year on outstanding debt is \$20.8 million (2018 - \$20.9 million), which is recorded in the Consolidated Statement of Operations and Accumulated Surplus.

In addition to principal repayments, sinking fund payments are made into government invested funds, to be applied against repayment of provincial debentures on maturity. The market value of sinking fund investments as at March 31, 2019 is \$31.1 million (Note 4a) and is invested in government and corporate bonds. The University will make sinking fund payments over the next five years and thereafter as follows:

2020	\$ 2,006
2021	2,006
2022	2,006
2023	2,006
2024	2,006
Thereafter	<u>30,086</u>
	\$ <u>40,116</u>



**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**13 Tangible Capital Assets**

<b>Cost</b>	<b>Balance at March 31 2018</b>	<b>Net Additions (Transfers)</b>	<b>Disposals</b>	<b>Balance at March 31 2019</b>
Land	\$ 21,456	\$ -	\$ -	\$ 21,456
Site improvements	243,663	11,850	387	255,126
Buildings and renovations	3,946,809	186,226	14,729	4,118,306
Assets under construction	95,387	29,145	-	124,532
Furnishings, equipment and systems	612,635	121,799	108,543	625,891
Library books	145,102	14,918	14,024	145,996
<b>Total</b>	<b>\$ 5,065,052</b>	<b>\$ 363,938</b>	<b>\$ 137,683</b>	<b>\$ 5,291,307</b>

<b>Accumulated Amortization</b>	<b>Balance at March 31 2018</b>	<b>Disposals</b>	<b>Amortization</b>	<b>Balance at March 31 2019</b>
Land	\$ -	\$ -	\$ -	\$ -
Site improvements	44,988	387	5,945	50,546
Buildings and renovations	1,252,709	13,229	103,426	1,342,906
Assets under construction	-	-	-	-
Furnishings, equipment and systems	323,777	108,543	84,847	300,081
Library books	67,844	14,024	14,554	68,374
<b>Total</b>	<b>\$ 1,689,318</b>	<b>\$ 136,183</b>	<b>\$ 208,772</b>	<b>\$ 1,761,907</b>

	<b>Net book value March 31 2019</b>
Land	\$ 21,456
Site improvements	204,580
Buildings and renovations	2,775,400
Assets under construction	124,532
Furnishings, equipment and systems	325,810
Library books	77,622
<b>Total</b>	<b>\$ 3,529,400</b>



**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**13 Tangible Capital Assets (continued)**

<b>Cost</b>	<b>Balance at March 31 2017</b>	<b>Net Additions (Transfers)</b>	<b>Disposals</b>	<b>Balance at March 31 2018</b>
Land	\$ 19,622	\$ 1,834	\$ -	\$ 21,456
Site improvements	230,941	13,017	295	243,663
Buildings and renovations	3,646,051	307,252	6,494	3,946,809
Assets under construction	196,683	(101,296)	-	95,387
Furnishings, equipment and systems	603,527	87,667	78,559	612,635
Library books	140,764	15,892	11,554	145,102
<b>Total</b>	<b>\$ 4,837,588</b>	<b>\$ 324,366</b>	<b>\$ 96,902</b>	<b>\$ 5,065,052</b>

<b>Accumulated Amortization</b>	<b>Balance at March 31 2017</b>	<b>Disposals</b>	<b>Amortization</b>	<b>Balance at March 31 2018</b>
Land	\$ -	\$ -	\$ -	\$ -
Site improvements	39,636	295	5,647	44,988
Buildings and renovations	1,164,084	6,494	95,119	1,252,709
Assets under construction	-	-	-	-
Furnishings, equipment and systems	319,674	78,559	82,662	323,777
Library books	65,106	11,554	14,292	67,844
<b>Total</b>	<b>\$ 1,588,500</b>	<b>\$ 96,902</b>	<b>\$ 197,720</b>	<b>\$ 1,689,318</b>

	<b>Net book value March 31 2018</b>
Land	\$ 21,456
Site improvements	198,675
Buildings and renovations	2,694,100
Assets under construction	95,387
Furnishings, equipment and systems	288,858
Library books	77,258
<b>Total</b>	<b>\$ 3,375,734</b>

**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**13 Tangible Capital Assets (continued)****(a) Assets Under Construction**

As at March 31, 2019, assets under construction having a value of \$124.5 million (March 31, 2018 - \$95.4 million) have not been amortized. Amortization of these assets will commence when the assets are put into service.

**(b) Write-Down of Tangible Capital Assets**

Write-downs of tangible capital assets during the year were nil (2018 - nil).

**14 Financial Risk Management**

The University has exposure to the following risks from its use of financial instruments: interest rate risk, liquidity risk, credit risk and foreign exchange risk.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

**(a) Interest Rate Risk**

The University is exposed to interest rate risk on fixed income investments held; the risk arises from fluctuations in interest rates and the degree of volatility of these rates. The University is not at risk for changes in interest rates on its long-term debt obligations as all borrowings are at fixed rates of interest.

**(b) Liquidity Risk**

The University is exposed to liquidity risk which may arise from the possibility that the University is not able to meet its financial obligations as they become due, or can only do so at excessive costs. The University establishes budgets and cash flow projections to ensure it has the necessary funds, including access to a revolving line of credit to fulfill its obligations when due.

**(c) Credit Risk**

The University is exposed to credit risk if a counterparty to a financial instrument fails to meet its obligations. The University accounts for a specific bad debt provision when management considers that the expected recovery is less than the account receivable.

**(d) Foreign Exchange Risk**

The University is exposed to foreign exchange risk on investments held in foreign currencies and may use foreign currency swaps to mitigate this risk.



**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**15 Government Grants and Contracts**

	<b>March 31 2019</b>	<b>March 31 2018</b>
Province of British Columbia		
Core Academic Funding	\$ 634,979	\$ 613,902
Post Graduate Medical Education Program	139,469	135,048
Other funding	48,510	35,830
Total Province of British Columbia	<u>822,958</u>	<u>784,780</u>
Government of Canada	304,561	273,439
Other governments	20,231	18,877
	<u>\$ 1,147,750</u>	<u>\$ 1,077,096</u>

During the year, the University received restricted and unrestricted funding from the Province of British Columbia in the amount of \$867.3 million (2018 - \$842.2 million). \$823.0 million has been recognized as revenue from funding received in the current year and prior years (2018 - \$784.8 million). Unspent funding represents restricted contributions and is deferred in the Consolidated Statement of Financial Position.

**16 Contractual Rights**

The University has entered into contracts or agreements in the normal course of operations that it expects will result in the realization of assets and revenues in future fiscal years. UBC is the recipient of research grants from various federal, provincial, and municipal funding agencies. These funding agreements do not abnormally impact the University's financial position and do not guarantee the University the right to future funding.

**17 Contractual Obligations and Contingent Liabilities**

Contractual obligations and contingent liabilities are as follows:

**(a) Capital Projects**

At March 31, 2019, outstanding commitments totalled \$188.2 million (March 31, 2018 - \$20.2 million) for capital projects. These commitments will be payable in subsequent years, and are funded by provincial contributions, private donations and earnings from sales and services.

**(b) Litigation**

The University is involved from time to time in litigation, which arises in the normal course of operations. Liabilities on any litigation are recognized in the consolidated financial statements when the outcome becomes reasonably determinable. In management's judgement, there is no material negative exposure at this time from existing litigations.

**(c) Derivative Financial Instruments**

At March 31, 2019, the University had outstanding forward currency contracts with notional values of \$269.9 million (2018 - \$298.3 million) whose settlements extend to May 3, 2019. The unrealized gain at March 31, 2019 was \$0.1 million (2018 - \$0.2 million) and has been reflected in the Consolidated Statement of Remeasurement Gains and Losses and in the fair value of investments.





**CONSOLIDATED FINANCIAL STATEMENTS****YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**17 Contractual Obligations and Contingent Liabilities (continued)****(d) Self Insurance**

Effective January 1, 2013, the University became a member of the University, College and Institute Protection Program (UCIPP), which is an actuarially valuated program of self-insurance for the Province of British Columbia that has been in place since 1987. It is one of several self-insurance programs operated within the Insurance and Risk Management Account (IRMA), which is a special account established under the Financial Administration Act, controlled by the Risk Management Branch of the Ministry of Finance. Annually, an independent actuarial firm reviews the claims history, funding levels and balances in the various programs making up IRMA to ensure that it is maintained at a level sufficient to pay both known claims and incurred, but not reported, losses.

**(e) Funding Commitments**

Under its endowment investment strategy, the University has outstanding commitments to fund infrastructure, private debt, private equity and real estate investments totalling approximately \$6.6 million (March 31, 2018 - \$3.6 million); \$62.2 million (March 31, 2018 - \$54.6 million); \$96.1 million (March 31, 2018 - \$137.7 million); and \$61.6 million (March 31, 2018 - \$48.5 million), respectively. The University has no outstanding commitments to previous hedge fund investments (March 31, 2018 - nil).

**(f) Operating Lease**

The University has lease commitments for premises is committed to total lease payments of \$53.3 million over the term of the lease, which expires on March 31, 2040.

**(g) Letter of Credit**

The University has a letter of credit facility of CAD \$26.3 million available as of March 31, 2019 (2018 - \$26.3 million). This letter of credit is provided as security to BC Hydro for electrical infrastructure upgrade work to be completed by October 2020. The University does not expect to draw on the letter of credit as BC Hydro is expected to recover its costs via increased electrical billings.

**18 Related Party Transactions**

The University is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these related parties, unless disclosed otherwise, are considered to be in the normal course of operations and are recorded at their exchange amounts, which is the amount of consideration established and agreed to between the University and the related parties.



**CONSOLIDATED FINANCIAL STATEMENTS**  
**YEAR ENDED MARCH 31, 2019**

(all tabular amounts are in thousands of dollars)

**19 Expenses by Object**

The following is a summary of expenses by object:

	<b>March 31 2019</b>	<b>March 31 2018</b>
Salaries	\$ 1,347,461	\$ 1,267,799
Employee benefits	219,023	195,107
Supplies and sundries	253,467	240,110
Amortization	208,772	197,720
Cost of goods sold	45,779	45,570
Scholarships, fellowships and bursaries	147,011	130,935
Travel and field trips	57,807	55,028
Professional and consulting fees	124,606	113,862
Grants and reimbursements to other agencies	127,872	135,691
Utilities	39,296	38,317
Interest on long-term debt	20,781	20,854
	<u>\$ 2,591,875</u>	<u>\$ 2,440,993</u>

**20 Grants and Reimbursements to Other Agencies**

During the year, the University distributed research and other funds to agencies totalling \$127.9 million (2018 - \$135.7 million). These funds were distributed under agreements with granting agencies, whereby the University is the administrative head and a portion of the research is undertaken at other agencies.

Reimbursements of \$100.0 million (2018 - \$98.4 million) were made to BC health authorities for payments made on behalf of the University for the postgraduate medical education program.

**21 Comparative Information**

Certain comparative figures have been reclassified in order to provide presentational consistency with the current year.

16 September 2020

Vancouver Senate

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# INTEGRATED RENEWAL PROGRAM

## IRP Update to Senate

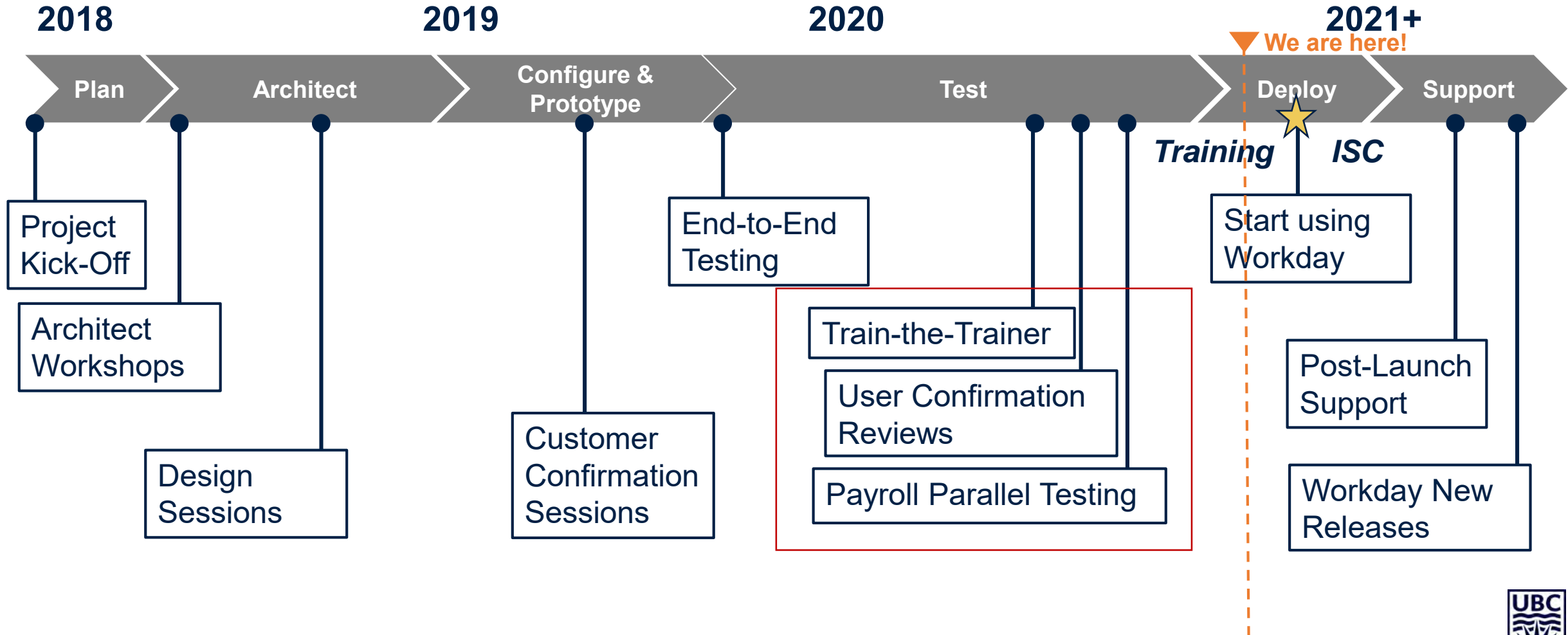
July 2020





# IRP RELEASE 1: WORKDAY HR AND FINANCE UPDATES

# IRP RELEASE 1 TIMELINE



**Note:** In Progress



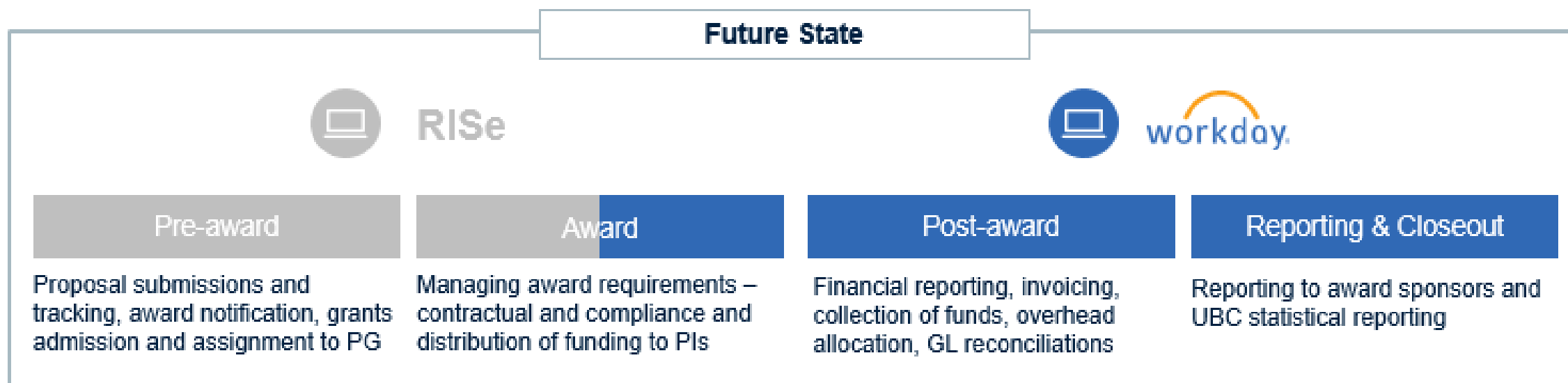
# IRP RELEASE 1: CHANGES COMING WITH WORKDAY FINANCE AND HUMAN RESOURCES





# GRANTS MANAGEMENT

RISe will remain for pre-award administration while Workday will be used for post-award administration. Through the Grants Dashboard, you will be able to see an integrated view of HR & Finance information (ex. expense reports, procurement or goods and services, and employee life cycle) to help you with decision-making.



# WHAT'S CHANGING – EXPENSES

## Today



Expense reports are prepared through an Excel, paper Qreq, or a Treq with receipts



Different manual processes for Credit Card Reconciliations



Approval through paper signatures on the forms with limited visibility of status



Receipts are filed and stored for 7 years



Manual paper based process to request credit card



All UBC employee expenses will be processed using the Workday Expense module (no more manual forms)



Unified process for Expenses and Credit Card Reconciliation



Student reimbursements will be processed using Workday Expenses



Digital copy of receipt in Workday to be the original following approval



Approval processes to be standardized and streamlined



Expense policy / guidelines to be incorporated into Workday where appropriate





# WHAT'S CHANGING – PROCUREMENT & INVOICES

## Today



Invoices sent directly to faculties/admin units



Invoices printed, reviewed by requestors and approvers to confirm receipt of goods or services – “OK To Pay”



Q-Req completed, invoice scanned and sent to Accounts Payable or entered in OPT



No visibility of Invoice in the system until it has been entered in PeopleSoft



Shift to receipt of invoices from supplier via electronic interface (no paper or pdf)



Enter confirmation of receipt or goods/services in Workday for POs



**‘Three-way match’** of PO to Receipt to Invoice – no need for requestor to review invoice (unless exception)



Non-PO invoices routed to requestors in Workday for coding – then approved



Communications to suppliers to send invoices to FinOps Accounts Payable



Workday request for non-invoice payment requests received in faculty/unit



# WHAT'S CHANGING – HR OVERVIEW

## Today



### Paper & Manual Processing



Use of multiple systems to find, use and update data



### Online initiation & approvals

Reduced use of paper timesheets for hourly employees

Online Offer Letters & Esignatures for staff and student hires

Online Onboarding processes



### Real time accessible data

Faculty members can view tenure start dates & status

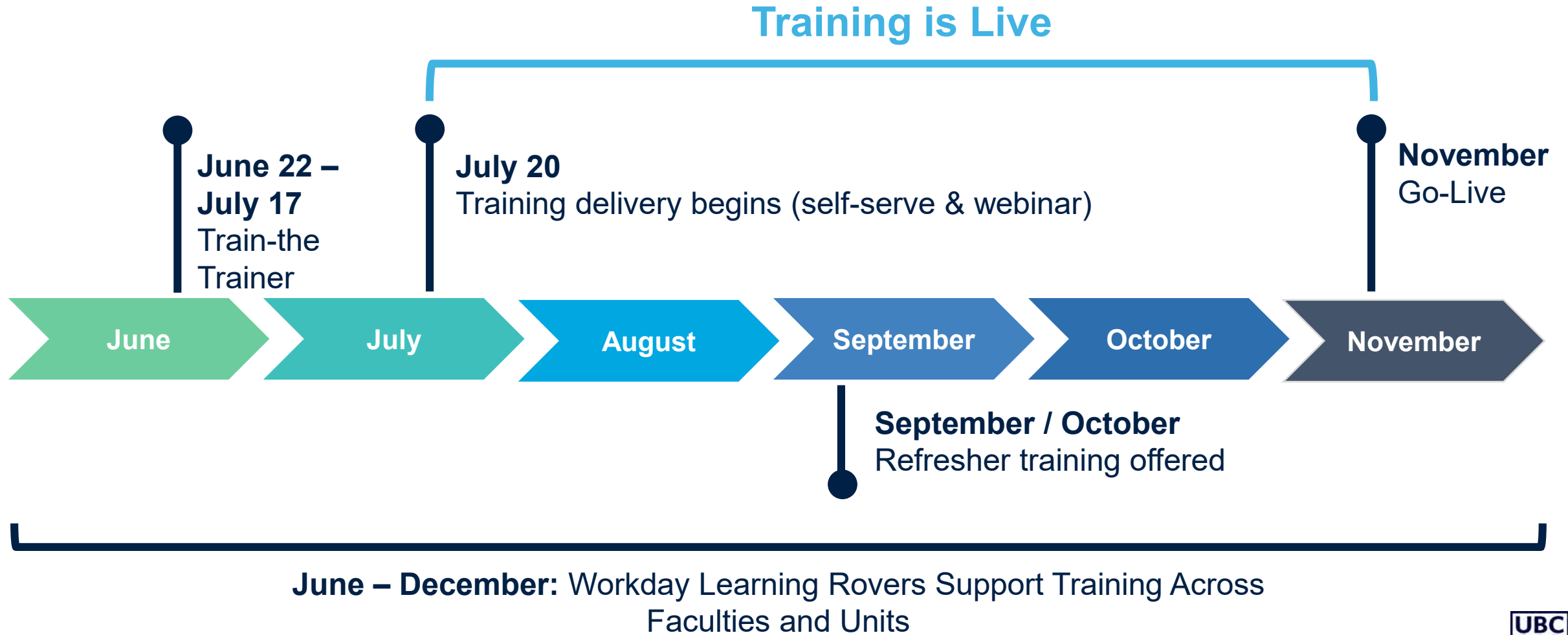
Payroll, absence, time entry & the employment lifecycle all in one system

Clear views UBC reporting structures & 'team views' for Managers



# COMMUNITY SUPPORT

# HOW YOU WILL BE SUPPORTED?



# GO-LIVE AND THE INTEGRATED SERVICE CENTRE (ISC)

- Go-Live for Workday HR and Finance is planned for Nov 2, 2020
- The IRP teams are working together to define key activities the community should be aware of leading to Go-Live
- After Go-Live, the ISC will sustain and enhance Workday as well as provide user support to UBC students, faculty and staff, in partnership with HR, Finance, and eventually Enrolment Services



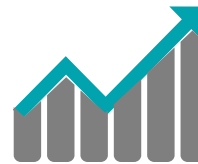
# VISION OF THE INTEGRATED SERVICE CENTRE (ISC)

The **vision** of the ISC is to provide ongoing **integrated services** to the UBC community to ensure a **cohesive, collaborative, and enriched experience** for students, faculty, and staff. The ISC will have three key functions:



**Provide a single point of contact for resolving simple queries and ensuring more complex queries are resolved by appropriate functional experts**

*Examples: service desk, self-service knowledge base*



**Ensure Workday continues to meet the evolving needs of UBC, including delivery of continuous improvements over the long term**

*Examples: operational improvements, enhancements, etc.*



**Manage and adopt the regular releases from Workday to ensure the system remains current**

*Examples: regular Workday releases*





# ACCESSING SUPPORT

The ISC will be a single point of contact for resolving simple queries and ensuring more complex queries are resolved by appropriate functional experts. Here's how you will be able to access support:



## Search our knowledge base

*Find answers quickly using our searchable knowledge base*



## Submit a ticket

*Submit and track the status of your queries*



## Talk to a representative

*Connect with ISC service representatives to receive direct support*

### Example queries:

“ How do I login to Workday? How do I request time off? How do I change a beneficiary or dependant?  
How do I access my T4? How do I submit time and expenses? ”



# IRP STUDENT



# STUDENT TIMELINE OVERVIEW

## Architect:

Designing the Future



## Configure & Prototype:

Making it Real



## Test:

Ensuring it works



## Deploy:

Ready to go!



- The team continues in the Architect Stage to design the academic foundation and core student lifecycle (admission to graduation) in Workday.
- Planning for our significant data conversion and integration requirements is also underway.
- Upon completion of the Architect Stage in early 2021, a firm deployment timeline will be established.
- We now expect 2023/24 to be our earliest opportunity to go live with Workday Student.
- A plan to sustain our current SIS as we transition to Workday is being developed.



# UBC AS 'EARLY ADOPTER' OF WORKDAY STUDENT

***UBC is now recognized as Workday's first "XLE" (Extra Large Enterprise) Student Deployment. The Workday product and implementation process are evolving at this level of complexity.***

## **What this may mean for us:**

- UBC and Workday are learning together how best to implement the Student platform.
- UBC can influence the development of the Workday Student platform to meet the needs of complex research Universities.
- Achievement of our vision and desired benefits will be incremental over time...deployment is just the beginning.



# BUILDING OUR ACADEMIC FOUNDATION – EXAMPLE DECISIONS MADE

## Workday Concepts

### Academic Units

- Defined as units with Academic Appointments and/or that offer Programs of Study

### Academic Levels

- Three levels: Undergraduate, Graduate, Non-credential

### Academic Calendars and Periods

- UBCO and UBCV will each have a unique Academic Calendar
- Standard periods will be Winter Term 1, Winter Term 2 and Summer Session; other periods and calendars created as needed

### Courses

- Senate Curriculum Committees have jointly approved new Course Code approach.

## Upcoming Senate decisions

- Establishing consistent definition and application of course equivalency
- Establishing consistent definition and application of credit exclusion



# WAYS TO REMAIN CONNECTED AND UP TO DATE

# HOW CAN YOU STAY UP TO DATE WITH THE IRP?

- ❑ Subscribe to our newsletter to receive program updates in your inbox: [IRP Community Connect](#)
- ❑ Check out the [UBC IRP website](#) for latest news and information, as well as links to event registration and resources
- ❑ Connect with Transition Network members in your faculty or administrative unit
- ❑ Check out the [searchable Q&As](#), or ask a question via [ServiceNow for IRP and AEP](#)





# CONTACT

The Integrated Renewal Program would love to hear from you! If you have any questions or comments please get in touch.

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WEBSITE



<https://irp.ubc.ca>

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CONTACT US VIA  
SERVICE NOW



<https://irp.ubc.ca/contact>

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# APPENDIX: REFERENCE SLIDES



# REFRESH: INTEGRATED RENEWAL PROGRAM OVERVIEW



# OVERVIEW OF THE INTEGRATED RENEWAL PROGRAM (IRP)

## Program Vision

The way we support learning and research, and how we work at UBC will be transformed, creating a cohesive, integrated, and enriched experience for students, faculty, and staff.



# THE INTEGRATED RENEWAL PROGRAM

## **Procurement Modernization – Service Delivery Model**

- A new service delivery model is underway to prepare for Workday and redefine how people buy and pay for goods and services

## **Integrated Renewal Program – Workday**

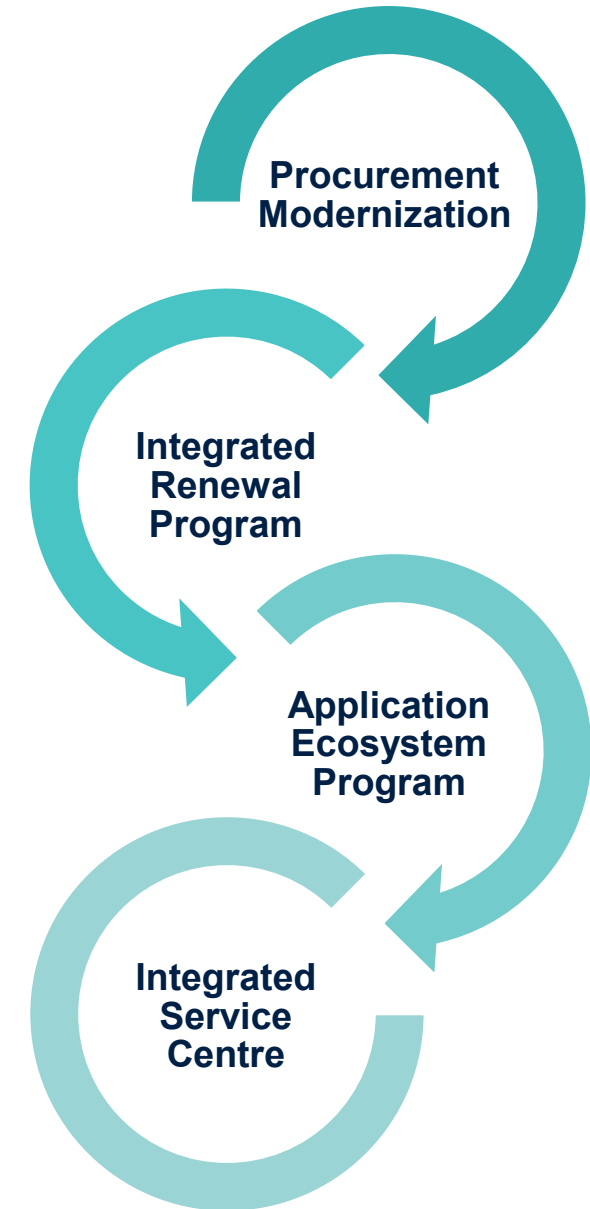
- An integrated system for UBC's core Human Resources, Finance and Student administrative systems
- Online transactions and single source of data to inform decision-making and planning

## **Application Ecosystem Program – Applications surrounding Workday**

- Applications surrounding Workday are dispositioned appropriately to maintain business continuity
- Applications have been identified to be either retrofitted, integrated or sunset.

## **Integrated Service Centre – Sustaining and enhancing Workday**

- The ISC is a new unit within UBC that will focus on sustaining and enhancing Workday and providing user support to UBC students, faculty and staff, in conjunction with HR, Finance, and eventually Enrolment Services.



# AEP – HR AND FINANCE APPLICATIONS



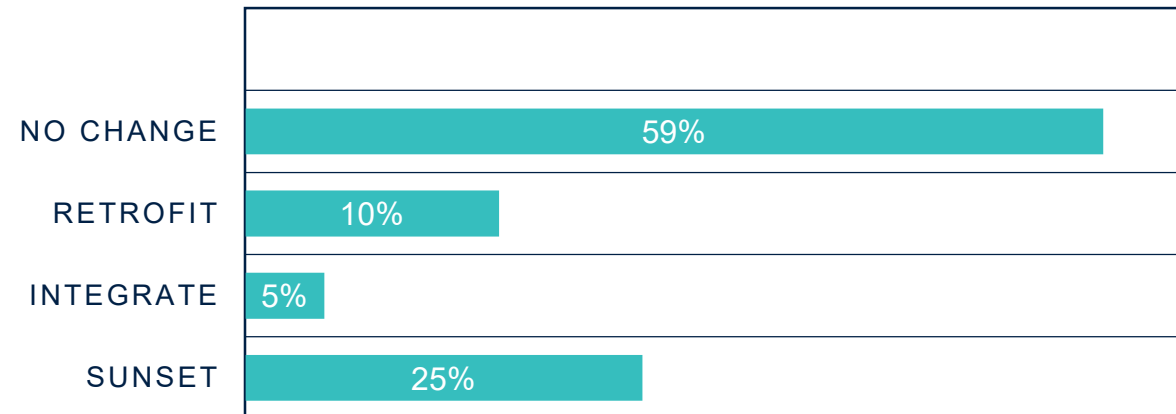
**283**

Systems identified across UBC need to be checked for compatibility with Workday to ensure business continuity

Applications have been categorized in disposition types as follows:



## Disposition Types



<sup>1</sup> No Change applications are included in the inventory counts as the assumed disposition needs to be validated with application owners





16 September 2020

**From:** Dr Kate Ross, Registrar

**To:** Vancouver Senate

**Re:** 2020-2023 Triennial Election Results

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Set out below are the fourth in a series of triennial election results.

**Convocation Representatives to Senate**

Further to the election that closed on 15 July 2020, the following Convocation members are elected as representatives of the Convocation on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- **Francis R. Andrew**
- **Lawrence Burr**
- **Andrea Dulay**
- **Benjamin G. Fischer**
- **John H.V. Gilbert**
- **Paul G. Harrison**
- **Haymen Leong**
- **Richard Spencer**
- **Mike C. Stewart**
- **Matthew Tan**
- **Austin Uzama**
- **Angela Zhao**

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An election for the one (1) remaining position from the Faculty of Medicine is scheduled to close on 17 September 2020. A call for nominations for the remaining positions from Graduate and Postdoctoral Studies (1) and Science (1) was issued on 4 September 2020.