

Vancouver Senate

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

WEDNESDAY, 10 FEBRUARY 2021

6:00 P.M.

VIA ZOOM

1. **Call to Order and Territorial Acknowledgement – Prof Santa J. Ono** (information)
2. **Minutes of the Meeting of 20 January 2021 – Prof Santa J. Ono** (approval) (docket pages 4-21)
3. **Business Arising from the Minutes – Prof Santa J. Ono** (information)
4. **Remarks from the Chair - Prof Santa J. Ono (information)**
 - a) General Remarks
 - b) Climate Emergency Task Force –with Walter Merida (information) (docket pages 22-196)
5. **Correspondence – Prof. Santa Ono**

Letter from Student Members of Senate on their Goals for the 2020-2023 Triennium (information) (docket page 197-227)
6. **Academic Policy Committee – Dr Kin Lo**

Equity, Diversity, and Inclusion Action Team (approval) (docket pages 228-230)
7. **Admissions Committee – Prof. Carol Jaeger**
 - a) Revisions to the Admissions Regulations for the Doctor of Medicine Program: Fraser Medical Cohort (approval) (docket pages 231-242)
 - b) Suspension of Admission to the Master of Public Health/Master of Science in Nursing Option (approval) (docket pages 243-246)
 - c) Suspension of Admission to the Master of Public Health/Diploma in Dental Public Health Option (approval) (docket pages 243-246)
 - d) Suspension of Admission to the Graduate Certificate in Technology-Based Learning for Schools (approval) (docket pages 247-262)
 - e) 2021-2022 Enrolment Targets (approval) (docket pages 263-274)

**8. Curriculum Committee – Dr Claudia Krebs**

- a) Curriculum Proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies, Land and Food Systems, Medicine and Science (approval) (docket pages 275-351)
- b) New Certificate in Equity, Diversity, and Inclusion, and Revised Certificate in Indigenous Health Administration and Leadership (information) (docket pages 252-365)

9. Joint Report of the Admissions and Curriculum Committee – Prof Carol Jaeger and Dr Claudia Krebs

Revisions to the Diploma In Accounting, the Master of Nutrition and Dietetics, and the Bachelor of Science in Food, Nutrition and Health – Dietetic Major (approval) (docket pages 366-467)

10. Joint Report of the Teaching & Learning and Academic Policy Committees – Drs Joanne Fox and Kin Lo

Extension to Formal Withdrawal (W) Deadline in 2020 Winter Term 2 (approval) (docket pages 486-496)

11. Nominating Committee – Dr Paul Harrison

- a) Appointments to the President's Advisory Committee for the Extension of Appointment of the Vice-Provost and Associate Vice-President Enrolment and Academic Facilities (approval) (docket page 47)
- b) Appointments to Equity, Diversity, and Inclusion Action Team (Conditional on approval of Academic Policy Report) (approval) (docket page 470)

12. Report from the Provost – Dr Andrew Szeri

Planning for 2021 Winter Session (information) (docket pages 471-480)

13. Other Business**Motions from Senator Austin Uzama under Senate Rules 21 (e):**

That the Senate recommend to the Board of Governors that the University provide funding to hire at least 10 to 15 Black academics to be spread across all faculties and that this hiring should be coordinated by the Provost's Office;

That in addition to expansion of awards to be made available to Black Canadian students, the University develop annual awards (fully covering tuition &



accommodation) for between 10 - 15 students specifically targeting only Black International students;

That the Senate refer the following matter to the Faculty of Arts for review, encourage the Faculty to consult with the Task Force on Anti-Racism and Inclusive Excellence, and direct the Faculty to report back to Senate by May 2021 with its views: an expansion of African Studies to include on a multi-disciplinary, west coast Black Studies Initiative across the UBC Vancouver and UBC Okanagan campuses.

VANCOUVER SENATE

MINUTES OF 20 JANUARY 2021

DRAFT

Attendance

Present: J. M. Holmes (Vice-Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, B. Frank, J. Benedet J. Innes, S. Porter, R. Yada, M. Coughtrie, S. Gopalakrishnan, K. Lo, N. Ford, R. Boushel, J. Bulkan, H. Zerrieffi, J. Dierkes, A. Singh, J. J. Stewart, S. Matsui, A. Scott, A. Collier, K. Smith, P. Choi. A. Greig, P. Englezos, S. Forwell, J. Fox, M. MacPhee, C. Krebs, A. Ivanov, C. Jaeger, A. Fisher, S. Pelech, S. Thorne, S. Singh, L. Stothers, I. Price, P. Wolf, J. G. Stewart, M. Higgins, C. F. Andrew, G. Faulkner, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, L. Burr A. Uzama, A. Zhao, G. Tsiakos, C. J. Greenman, A. Gonzalez, J. Zheng, C. Evans, Agosti-Moro, D. Nguyen, C. Moonias, A. Sandhu, N. Rygnestad-Stahl, N. Pang, D. Liu, J. Burnham, C. Hakim, E. Bhangu, M. Lorenz, A. Alemzadeh Mehrizi T. Yan,

Regrets: S. Ono (Chair), S. Point, M. Aronson, R. Helsley, D. Kelleher, C. Marshall, M. Kuus, H. Von Bergman, C. Menzies, S. Grayston, H. Leong, M. Stewart, C. Godwin, R. Topping, A. Dulay, M. Tan

Clerk: C. Eaton

Call to Order

The Vice-Chair of Senate, Mr J. Maximillian Holmes, called the fifth regular meeting of the Senate for the 2020/2021 academic year to order at 6:08 pm.

Minutes of the Previous Meetings

Angela Zhao } *That the Minutes of 16 December 2020 be*
Hisham Zerriffi, *approved as presented.*

Approved

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.



FACULTY OF ARTS CLASS STANDINGS

Kin Lo	}	<i>That the Senate approve the Class Standing at Graduation (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of International Economics, Bachelor of Media Studies, Bachelor of Music, Bachelor of Social Work) Calendar entries as presented.</i>
Julia Burnham		

Senator Lo explained that currently, Arts used a Class 1 (80% and above), Class 2 (65% to 79.9%) Class P (below 65%) system. This change would shift the Faculty to a graduation with distinction (80% to 84.9%) or high distinction (85% and above) system.

Dean Averill set out the Faculty's rationale for the change, noting that the Class 1 and 2 system was no longer frequently in use. Arts hoped this change would be something more in sync with the rest of the University and that was more understandable to students, their families, and other constituencies.

Senator Zhang thanked the Faculty for this proposal and said he supported it but noted his disappointment that the new standings would only appear on the transcript and not on degree parchments.

Senator Rygnestad-Stahl noted that she understood the proposal wouldn't be backdated and students who already graduated would have the old class standings on their records.

The Registrar and Dean confirmed this to be the case for both technological and policy reasons. The Clerk noted that students' records reflect the academic regulations, including class standings, at the time of their registration.

Senator Zhao asked if transfer credits would be used to calculate class standings.

Dr Lo said that they were not currently and would not be in the new system proposed.

Approved

Awards Committee

See Appendix A: Awards Report

Sally Thorne	}	<i>That Senate accept the new awards as listed, that they be forwarded to the Board of Governors for</i>
Lawrence Burr		



approval, and that letters of thanks be sent to the donors.

Approved

Nominating Committee

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

PRESIDENT'S ADVISORY COMMITTEE FOR THE EXTENSION OF APPOINTMENT OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

Paul Harrison
Gage Averill

}

That Mary MacDougall (Dean, Dentistry), Dr Susan Forwell (Faculty Member, Medicine), and Julia Burnham (Student, Graduate & Postdoctoral Studies/Education) be appointed to the President's Advisory Committee for the Extension of Appointment of the Vice-President Academic and Provost.

Approved

NB: Senator Forwell abstained

STUDENT COMMITTEE APPOINTMENTS

Paul Harrison
Sue Forwell

}

That Diane Nguyen be appointed to the Senate Teaching and Learning Committee until 31 March 2021 and thereafter until replaced, to replace J. Maximillian Holmes;

That Julia Burnham be appointed to the Senate Research & Scholarship until 31 March 2021 and thereafter until replaced, to replace Tarique Benbow

That Tarique Benbow and Chalaya Moonias be appointed to the Senate Library Committee until 31 March 2021 and thereafter until replaced, to replace Julia Burnham and Alex Gonzalez;



That Morgan Lorenz and Alex Gonzalez be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to replace Nick Pang and Chalaya Moonias.

Approved

MEMBERSHIP AND TERMS OF REFERENCE FOR AN AD HOC COMMITTEE TO REVIEW STUDENT APPEALS PROCEDURES AND STRUCTURES

Paul Harrison
Dante Agosti-Moro

}

That Lance Rucker (Professor Emeritus of Dentistry and former senator and Chair of the Senate Committee on Appeals on Academic standing), Natasha Rygnestad-Stahl (JD student and senator, Allard Law), and Christopher Marshall (Professor and Senator, Faculty of Arts) be appointed to the Ad Hoc Committee to Review Student Appeals Procedures and Structures; and

That the Terms of Reference for the Ad Hoc Committee to Review Student Appeals Procedures and Structures be as set out below:

To review the policies and procedures for appeals of academic discipline, academic standing, and admissions with particular attention to:
the means whereby appeal panel members gain knowledge of principles of administrative justice, procedural fairness and issues of equity as they relate to appeals;
the composition of the committees (both the absolute and relative numbers of students, faculty, and convocation members), including but not limited to the desire to constitute hearing panels with a diversity of members;
the procedures followed before, during and after an appeal is considered, and the time allowed for each step;



the infrastructural support provided to the Senate Office and the appeals committees, including:

- support to appellants throughout the appeal process, from learning about the grounds for appeal and appropriately preparing an appeal through to receiving and understanding the decision;

- the support provided for the wellbeing of both appellants and appeal panel members.

To submit a report to the Senate Nominating Committee by April 15, 2021 with recommendations with a view to ensuring fairness and transparency of process, specifically:

recommendations for changes, as appropriate, to the committees' compositions, policies and procedures;

• recommendations for changes, as appropriate, to the infrastructural support provided for the appeals processes by the Senior Administration through the Senate Office; and

• any recommendations deemed appropriate for matters to be subject to a further, external review.

Senator Harrison set out the background of the proposal. He said that while he expected this ad-hoc committee to be short-lived, its work would be very important.

Senator Lo noted that while the Senate appeals committee had academic misconduct on its name, it had jurisdiction over both academic and non-academic appeals and that this should be reflected in the terms of reference of the review.

By general consent, the motion was amended to add “and non-academic” between academic and discipline

Approved as
Amended

NB: Senator Ford Abstained

Report from the President

ANNUAL REPORT OF THE OMBUDSPERSON FOR STUDENTS FOR 2019



On behalf of President Ono, the Vice-President Academic & Provost, Dr Andrew Szeri, introduced Ms Shirley Nakata, the University's ombudsperson for students.

Ms Nakata noted that this report was much later in the year than usual due to the extenuating circumstances around the COVID-19 pandemic.

Ms Nakata set out some general statistics around utilization of her office, noting that since 2014 they had plateaued at around 450 inquiries a year, and this seems on average for student-focused University ombuds offices. She noted that they still saw a disproportionately large number of graduate students and while 70% of undergraduate students they saw were domestic, nearly half of the graduate students were international or recent permanent residents of Canada.

Ms Nakata then set out the principles behind her office's work: Inclusion, Accessibility, and Flexibility.

Ms Nakata noted that her office was reviewed by Dr Paul Harrison, senator and former Associate Dean for Science, who made several recommendations:

- Establish an Ombuds Advisory Committee for the Okanagan campus to support the re-introduction of the Okanagan Ombuds Office to the community after a 10-month closure;
- The Ombudsperson consider conducting more formal "fairness audits" in collaboration with academic and administrative units to establish examples of processes that could lead to systemic change for other units to consider for adoption;
- The Ombuds Office look for ways to enhance communication tools in collaboration with VP Students Communication Services to raise awareness about the Ombuds resource;
- The Ombudsperson develop close working relationships with Office of University Counsel and Senate to ensure that tribunal processes can benefit from input from the Ombuds Office;
- The President consider how to meet the need for an independent, impartial, confidential and informal resource for staff and faculty; and
- The President find mechanisms to hold senior administrators accountable to recommendations from the Ombuds Office and to integrate the work of the Ombuds Office with the initiatives arising from UBC's strategic plan, Shaping UBC's Next Century.

In terms of her own recommendations, Ms Nakata highlighted those raised first in 2018 and encouraged the University to fully consider them:

To the President, Office of University Legal Counsel and the Registrar:

- As articulated in the 2018 Annual Report, establish a training module for all tribunal members to complete before they participate in their first hearing or appeal. This module should develop awareness and competencies in procedural fairness, cross-cultural difference, and trauma-informed approaches.



- As articulated in the 2018 Annual Report, explore ways of expediting the hearing of Senate appeals and discipline hearings that consider set hearing dates throughout the year and reducing the quorum required.
- As articulated in the 2018 Annual Report, change procedures so that student respondents are given the opportunity to respond to any report before it is presented to the final decision-maker (includes SC 17 reports).
- As articulated in the 2018 Annual Report, ensure that there is at least one student tribunal member on every hearing and appeal panel.
- As articulated in the 2018 Annual Report, ensure that all appealable decisions include information and resources relating to the appeal process and supports available for students.

To the Office of University Legal Counsel, the Registrar:

- Develop guidelines regarding the time frames in which adjudicators are expected to provide reasons for their decision;
- Develop templates that can support and assist adjudicators to provide sufficient reasons appropriate to the decision being made.

With respect to the Ombudsperson's recommendations, Senator Harrison noted that Senate had just struck an Ad Hoc Committee to look into these very issues.

The Registrar added that they were also aware of the desire for further training for appeals committee members and recognized its importance.

Senator Alemzadeh Mehrizi asked what were the nature of the graduate student complaints, and asked if there was a variation between domestic and international.

The Ombudsperson said graduate student challenges were more relationship based. International students tended to have issues around culture and language complicate things. The Ombudsperson also said that they worked with Graduate Studies and with the Graduate Student Society on improving relationship issues with supervisors and graduate students.

Senator Hakim thanked the ombudsperson for her report and noted the importance of the recommendations being made, particularly around further training.

Senator Lo raised a concern with the recommendation that factual reports be shared with accused students before decisions were made by the President on discipline matters.

The Ombudsperson said that she and the University's legal counsel did not agree on what level of disclosure of information was necessary to ensure procedural fairness on such matters.

Senator Sandhu asked why the recommendations weren't implemented earlier.

The Ombudsperson said that she only had the power to make recommendations, she wasn't the decision maker for such matters.

Reports from the provost

INCLUSION ACTION PLAN

The Provost introduced Dr Sara-Jane Finlay, Associate Vice-President Equity and Inclusion, who presented the final raft of the Inclusion Action Plan.

Dr Finlay noted that this was the third time a version of this plan had come before the Senate. She noted that the plan was institutional, designed to be a guiding framework for the next 7-10 years, and was formed following broad community feedback. It was meant to be adaptable so that academic and operational units could incorporate it into divisional planning or strategic planning, or into their own inclusion plans. She noted that one of the things they recognized was that there is a great deal of very good work going on across both our campuses already.

Dr Finlay said that the goal of the plan broadly was to build a more inclusive campus, and to bring work together under a single framework. Over the next year, they would be developing some key performance metrics and some case studies so that we would be able to report on the progress and support the accountability around inclusion to understand the impact of this work at UBC. Dr Finlay said that the plan itself consisted of five goals: Recruitment, Retention, & Success; Systems Change; Capacity Building; Learning, Research, & Engagement; and Accountability. Under each of those high-level goals are a number of actions. Dr Finlay said that it wasn't the expectation that any one unit in the University would take all of these actions and implement them all.

Dr Finlay then went over the implementation and institutional support structure for the plan as outlined.

Senator Alemzadeh Mehrizi thanked Dr Finlay for her report. Firstly, she noted that many of our data systems still expected gender to be a binary and asked if we could move to address that. Secondly, she noted that discrimination was a particular issue for International graduate students and asked what could be done there.

Dr Finlay said that they did see International graduate students who reported concerns at her office, and that it was difficult to generalize as the circumstances and details were important for each matter.

With respect to the binary gender data matter, the Registrar said that we were working to broaden the gender identity question on UBC's applications for next year.



The Chair of the Awards Committee, Dr Thorne, added that her committee was continuing to consider gender-specifying awards and how to address challenges around them.

Senator Pelech asked how we assessed the success of the plan, and would we consider demographics locally, nationally, or internationally in terms of measuring successful levels of representation.

Dr Finlay said that it depended on what was being considered. For some matters, we had government requirements to look at local labour markets, or higher education as a sector, or the province or country as a whole.

ENDORSEMENT OF THE INCLUSION ACTION PLAN

Andrew Szeri
Julia Burnham

}

That Senate endorse the Inclusion Action Plan as set out in the distributed material.

Approved

2019-2020 ENROLMENT REPORT

The Provost introduced Deputy Registrar Alfred Vogt who presented. Dr Szeri said that this report was the equivalent of the census for UBC, and is used to understand our overall enrolment currently as well past trends from the past and some future projections. He noted that it was presented now for information and as at the next Senate meeting Senate would be asked to consider enrolment targets for next year as a matter of approval.

In addition to the written report, Mr Vogt highlighted some matters for Senate. He noted that UBC saw a 3% increase in headcount this year and we have 17% of our students that are enrolled in the Okanagan and the other 83% are enrolled on the Vancouver campus and in terms of full-time equivalency (FTE).

Mr Vogt noted that the Provincial government funds UBC to deliver 42,995 FTE and that we are actually expected to have 49,913 FTE for domestic students this year, or 115% of our funded seats.

The Deputy Registrar noted that just over 3% of the domestic students are indigenous on the Vancouver campus and that represents just over 1300 students. The Vancouver campus had 15,504 international students, which was a slight decrease this year.



With respect to the impact of the COVID-19 Pandemic on applications, Mr Vogt noted that there was still a very strong applicant pools this year: domestic applications were up domestic undergraduate applications were up 8% from last year and international applications were up by 3%. He noted that uncertainty was growing last spring as UBC began to make offers to students, and there were many lots of new factors which meant we were not sure what our yield would be from admission offers. As a result, a strategic decision was made to increase the number of offers being made as a result. As it turns out, the yield did not change and so the number of students admitted went up

Finally, Mr Vogt highlighted a number of specific populations: the number of students formerly-in care, was now 75 across both campuses of UBC, a 27% increase over the previous year; the World University Service of Canada refugee student program now had 39 students; and Vantage College had 172 students in Arts, 109 in Science, and 49 in Applied Science.

Senator Zerriffi asked why we only considered domestic students to be indigenous

The Registrar replied that this was a was Provincial mandate.

Senator Zerriffi said that we needed to better ensure that resources were available for indigenous international students on campus.

Senator Hakim asked why we overenrolled domestic students well beyond our capacity.

With permission of Senate, Vice-Provost Pamela Ratner replied, noting that we purposefully overenrolled graduate students, but had even more undergraduate students than expected due to a registration surge late in the summer.

EXTERNAL REVIEWS OF ACADEMIC ADMINISTRATIVE UNITS FOR 2019-2020

The Provost introduced Vice-Provost and Associate Vice-President Academic Affairs Moura Quayle who presented on last year's external reviews of academic units.

Professor Quayle noted the following reviewed occurred in 2019-2020:

- Peter A. Allard School of Law
- School of Architecture and Landscape Architecture, Faculty of Applied Science
- Equity and Inclusion Office
- Faculty of Medicine
- Human Early Learning Partnership, Faculty of Medicine
- Providence Health Care Research Institute, Faculty of Medicine
- Surgery Department, Faculty of Medicine – January 2020.
- Urologic Sciences Department, Faculty of Medicine – March 2020



- Wall Institute for Advanced Studies – January 2020

The report also outlined the progress on those external review recommendations made in 2016-2017:

- Department of Mechanical Engineering, Faculty of Applied Science
- School of Community and Regional Planning, Faculty of Applied Science
- Department of Art History, Visual Art and Theory, Faculty of Arts
- Arts Co-op Program, Faculty of Arts
- Department of Psychology, Faculty of Arts
- Centre for Teaching, Learning and Technology
- Sauder School of Business
- Institute for Resources, Environment and Sustainability, Faculty of Science

Professor Quayle said that overall UBC can be very proud of the generally excellent reviewer comments and how seriously our units took the recommendations made. In terms of themes emerging, she referenced finding models of experiential education that are sustainable, including general improvement from learning environments: recruitment of indigenous faculty members and plans for indigenous engagement and indigenous content and curriculum; equity, diversity, and inclusion leadership and how those were built into and should be built into the unit strategic plans; improving graduate student experiences; some focus on administrative restructuring and a number of the units always space and facility challenges and some reference to new models for academic faculty appointments, especially in some of our professional schools.

With reference to future reviews, Professor Quayle noted that they would be bringing forward policy changes in the spring to align our policy with current standards and best practices around quality assurance and enhancement.

Report from the Registrar

2021-2022 ACADEMIC YEAR

The Registrar, Dr Kate Ross, presented the following term dates for the next academic year:

Key dates for the 2021/22 Winter Session are as follows:

Winter Session Term 1

Term 1 begins: Tuesday, September 7, 2021

Mid-term break: November 10 – 12, 2021

Last day of Term 1 classes: Tuesday, December 7, 2021

First day of exams for Term 1: Saturday, December 11, 2021

Last day of exams for Term 1: Wednesday, December 22, 2021

Number of Teaching Days: 61

Winter Session Term 2



Term 2 begins: Monday, January 10, 2022
Mid-term break: February 21 – February 25, 2022
Last day of Term 2 classes: Friday, April 8, 2022
First day of exams for Term 2: Tuesday, April 12, 2022
Last day of exams for Term 2: Wednesday, April 27, 2022
Number of Teaching Days: 60

Key dates for the 2022 Summer Session are as

Summer Session Term 1

Term 1 begins: Monday, May 16, 2022
Last day of Term 1 classes: Wednesday, June 22, 2022
First day of exams for Term 1: Sunday, June 26, 2022
Last day of exams for Term 1: Thursday, June 30, 2022 27
Number of Teaching Days: 27

Summer Session Term 2

Term 2 begins: Monday, July 4, 2022
Last day of Term 2 classes: Thursday, August 11, 2022
First day of exams for Term 2: Monday, August 15, 2022
Last day of exams for Term 2: Friday, August 19, 2022
Number of Teaching Days: 28

Dr Ross noted that this would be the first year with a mid-term break in term 1, with a condensed 12-day examination schedule, and with using Sundays for examinations. Thankfully the new schedule also allowed no longer starting term 2 on January 3rd or 4th in almost every year.

Adjournment

Seeing no other business, the meeting was adjourned at 8:05 pm



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Don A. Slack Award in Forestry

Awards totalling \$4,000 have been made available through an endowment established by Don A. Slack (B.S.F. 1968), along with matching funds from the Faculty of Forestry, for Bachelor of Science in Forestry students majoring in Forest Resources Management who have achieved good academic standing. Financial need may be considered. Ideally, each award will be valued at not less than \$2,000. Don has spent over fifty years in the wood products industry. He began his career in 1969 as a lumber trader at Seaboard Lumber Sales, then traded commodity lumber with two Vancouver lumber wholesaler companies before forming his own company, Daswood Lumber Co Ltd, in 1979. He joined Fraserview Cedar Products (FCP) in 2007, where he worked to expand the company's business to off-shore markets. Don established this award to support the next generation of foresters while they acquire the skills and knowledge they need to steward our forests. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

1017 – Sean Gilbert - Crowe MacKay LLP Memorial Award

Rationale for Proposed Changes

The description has been revised to clarify the candidate pool and to give preference to students who have been historically, persistently and systemically discriminated against. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment, which is to support awards for Bachelor of Commerce students in the Accounting Option. The UBC Sauder School of Business and the Equity & Inclusion Office has approved the revised description.

Proposed Award Description

Awards totalling \$3,500 have been made through an endowment established by family, friends and colleagues in memory of Sean Gilbert (1965-2012), for outstanding Bachelor of Commerce students in the Accounting option. In honour of Sean Gilbert, BCom 1988, a Chartered Accountant at MacKay LLP for 25 years, a \$3500 award has been endowed by family, friends and colleagues. In addition to academic merit, recipients must have demonstrated leadership and have plans to pursue the Chartered Professional Accountant designation. Financial need may be considered. Preference will be given to students that have been historically, persistently and systemically discriminated against. Sean Gilbert (B.Com. 1988) was a Chartered Accountant at MacKay LLP for twenty-five years. This The award was established as is a tribute to Sean and recognizes his legacy of selflessness, mentorship, and commitment to excellence in professional practice and education. To be considered, candidates must be in either the third or fourth year of study in the accounting option of the Sauder School of Business with plans to pursue the Chartered Professional Accountant designation. Students must exhibit strong academic standing, leadership amongst his or her peers, and proven athletic and/or artistic capabilities. These academic awards is are made on the recommendation of the UBC Sauder School of Business.

2505 – Jessie L. McLenaghan Scholarship



Rationale for Proposed Changes

This scholarship was established to support students studying home economics. In the early 2000s, the scholarship was moved to the Faculty of Land and Food Systems after the University stopped awarding degrees in home economics. The scholarship has been revised to move the scholarship from the Faculty of Land and Food Systems to the Faculty of Education, where it can be assigned to students studying to become home economics teachers. As discussed with University Counsel this amendment to the award description aligns with the original purpose of the scholarship.

Proposed Award Name: Jessie L. McLenaghan Scholarship in Home Economics

Proposed Award Description

Scholarships totalling \$1,300 have been made available through an endowment established in memory of Dr. Jessie L. McLenaghan (1883-1968), for outstanding students in the Faculty of Education who are preparing to become home economics teachers. A scholarship of \$1300 has been endowed as a tribute to the late Dr. Jessie L. McLenaghan, was the Provincial Director of Home Economics in British Columbia from 1926 to 1946, and received an honorary doctoral degree from the University of British Columbia in 1956. This scholarship was established in recognition of Dr. McLenaghan's her leadership in the development of Home Economics in this province British Columbia. The scholarships are made on the recommendation by Faculty in the Department of Curriculum & Pedagogy. Dr. McLenaghan received an honorary doctoral degree from the University of British Columbia on the twenty-first anniversary of the establishment of the School of Home Economics. The award is made to an outstanding undergraduate student entering third or fourth year of the Human Ecology major of the B.Sc. (Food, Nutrition & Health) program and is given on the recommendation of the Faculty of Land and Food Systems Awards Committee.

524 – Guenter Felix Sanders Scholarship

Rationale for Proposed Changes

The description has been revised to clarify the candidate pool for the scholarship and the adjudication process for the scholarship. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment. Enrolment Services has approved the revised description.

Proposed Award Description

Scholarships totalling \$2,900 have been endowed through a bequest made available through an endowment established by an estate gift from Guenter Felix Sanders (1904-1961) for outstanding undergraduate and graduate students at the University of British Columbia Vancouver and the University of British Columbia Okanagan, with preference for students (1) whose parents or themselves are affiliated with the Knights Pythias in British Columbia and/or (2) are, preferably, honouring or majoring in mathematics or are in the Faculty of Applied Science. The scholarships are made on the recommendation of Enrolment Services. Basis of selection is academic standing, but financial need may be a factor. Awards are made on the recommendation of the University in consultation with the Grand Lodge, Knights of Pythias, whose approval is necessary and who are empowered to determine from time to time the amounts and conditions of these awards.

1033 – Jack and Mary Stone Award for Women in Business

Rationale for Proposed Changes

As approved at the Board of Governors meeting in December, the Endowment Trust Agreement for the Jack and Mary Stone Award for Women in Business Endowment Fund was amended to honour the Stone Family more broadly. The title of the award has been updated to reflect this amendment.

Proposed Award Name: Jack and Mary Stone Family Award for Women in Business



Proposed Award Description

No change.

Annual Awards

6735 – Jagdeep Singh Bakshi Scholarship in Naval Architecture and Marine Engineering

Rationale for Proposed Changes

The Department of Mechanical Engineering was recently given responsibility for administering the Master of Engineering in Naval Architecture & Marine Engineering program. The description has been updated to move the adjudication of the scholarship to the Department of Mechanical Engineering, and to remove the Faculty of Graduate and Postdoctoral Studies from the adjudication process, as the Master of Engineering program is not administered by the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 scholarship is offered annually by friends and family of Jagdeep Singh Bakshi for students in the Master of Engineering in Naval Architecture & Marine Engineering who demonstrate leadership and academic excellence in their studies. The award is made on the recommendation of the Faculty of Applied Science Department of Mechanical Engineering in consultation with the Faculty of Graduate and Postdoctoral Studies.

5884 – The Hon. Grant D. Burnyeat, Q.C. Award in Law

Rationale for Proposed Changes

The donor has increased his yearly giving towards the award. The award description has been revised so that multiple awards may be given out each year.

Proposed Award Description

Awards up to the amount of domestic tuition, the gift of valued at the cost of tuition are offered annually by The Hon. Grant D. Burnyeat, Q.C., Law Class of 1973, are offered annually to assist with the yearly tuition fees of domestic or international to students enrolled in any the first year of the J.D. program. who Students will have demonstrated academic merit, who have shown significant leadership skills, and who faced financial challenges that would prevent pursuit or completion of their legal education. Mr. Burnyeat has long been committed to UBC and the Faculty of Law. He has served as President of the A.M.S. and the Alumni Association, as a member of the U.B.C. Senate, on a number of fundraising committees, and has contributed to the Rise Women's Legal Centre and the Indigenous Community Legal Clinic. Mr. Burnyeat has been recognized as one of the 75 outstanding alumni of UBC's first 75 years, received a Queen's Golden Jubilee Medal in 2002, the UBC Alumni Achievement Award for Volunteer Leadership in 2009, and the Queen's Diamond Jubilee Medal in 2012. The awards are made on the recommendation of the Peter A. Allard School of Law.

8662 – Canadian Medical Association's 150th Anniversary Bursary in Medicine

Rationale for Proposed Changes

The yearly award value has increased from \$8,500 to \$20,000. The description has been revised to allow the \$20,000 to be split between multiple students.

Proposed Award Description

Bursaries totalling \$20,000 An \$8,500 bursary is are offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD students in good academic standing with demonstrated financial need. The recipients must be a Canadian citizens, permanent residents or a person with have protected/refugee status. Preference will be given to members of the Canadian Medical Association. The bursary is bursaries are adjudicated by Enrolment Services.

**5202 – Fernandez Family Centennial Scholars Major Entrance Award****Rationale for Proposed Changes**

The award description has been revised to reflect that the award is now valued at \$5,000 a year, and to bring the criteria into alignment with other centennial awards. A preference for students who identify as Indigenous, Black or as a person of colour or who are youth in care or former youth in care has also been added. The Centennial Scholars Entrance Award Committee and the Equity & Inclusion Office have approved the revised description.

Proposed Award Description

A \$2,000 \$5,000 renewable entrance award is offered has been made available annually by through a gift from Darran Fernandez to for an outstanding domestic student entering university directly from secondary schools in Canada, or transferring directly from other colleges and universities, in Canada or abroad. Preference will be given to students who (1) identify as Indigenous, Black or as a person of colour or (2) who are youth in care or former youth in care. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who and would not be able to attend UBC without significant financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued scholarship 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). Candidates must be nominated by a member of their school or community. Only one student can hold this award in any given year. The awards are is made on the recommendation of the Centennial Scholars Entrance Award Committee.

6766 – Zymeworks - Michael Smith Laboratories Fellowship in Advanced Protein Therapeutics



Rationale for Proposed Changes

The description has been revised to update the candidate pool. The Michael Smith Laboratories and the Department of Microbiology & Immunology have approved the revised description.

Proposed Award Name: Zymeworks - Michael Smith Laboratories Fellowship in Advanced Protein Immunotherapeutics

Proposed Award Description

Two fellowships of \$20,000 each are offered have been made available annually through a gift from by Zymeworks Inc., in collaboration with the Michael Smith Laboratories and the Department of Microbiology & Immunology, to for outstanding graduate students studying advanced protein therapeutics in the Michael Smith Laboratories researching advanced immunotherapeutics development opportunities. In addition to academic merit, candidates will be evaluated on the basis of experience in the area of advanced protein therapeutics immunotherapeutics and research excellence. Preference will be given to candidates who have an interest in addressing significant areas of unmet medical need and making a difference in the lives of people around the world. The fellowships are made on the recommendation of the Michael Smith Laboratories Awards Committee and the Department of Microbiology & Immunology, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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.

8662 – Canadian Medical Association's 150th Anniversary Bursary in Medicine

Rationale for Proposed Changes

The yearly award value has increased from \$8,500 to \$20,000. The description has been revised to allow the \$20,000 to be split between multiple students.

Proposed Award Description

Bursaries totalling \$20,000 An \$8,500 bursary is are offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD students in good academic standing with demonstrated financial need. The recipients must be a Canadian citizens, permanent residents or a person with have protected/refugee status. Preference will be given to members of the Canadian Medical Association. The bursary is bursaries are adjudicated by Enrolment Services.

8720 – Chris Dayton and Dana Dayton (née Bridges) Bursary in Engineering

Rationale for Proposed Changes

The description has been updated to clarify which Dayton family members established the bursary.

Proposed Award Description

Bursaries totalling \$2,050 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), and Dana Lynne Dayton (née Bridges) and Drew McNiven Dayton for B.A.Sc. Mechanical Engineering students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

8720 – Chris Dayton and Dana Dayton (née Bridges) Bursary in Engineering

Rationale for Proposed Changes



The description has been updated to clarify which Dayton family members established the bursary.

Current Award Description

Bursaries totalling \$2,050 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), Dana Lynne Dayton (née Bridges) and Drew McNiven Dayton for B.A.Sc. Mechanical Engineering students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Proposed Award Description

Bursaries totalling \$2,050 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), and Dana Lynne Dayton (née Bridges) and Drew McNiven Dayton for B.A.Sc. Mechanical Engineering students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

8721 – Chris and Jean Dayton and Drew Dayton Bursary in Physical Therapy**Rationale for Proposed Changes**

The description has been updated to clarify which Dayton family members established the bursary.

Current Award Description

by Enrolment Services. (First award available for the 2020/2021 winter session).

Proposed Award Description

Bursaries totalling \$1,750 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), Dana Lynne Dayton (née Bridges) Jean Dayton and Drew McNiven Dayton for students enrolled in the Master of Physical Therapy program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).



UBC CLIMATE EMERGENCY ENGAGEMENT

Final Report and Recommendations

This final report presents recommendations led and informed by the expertise and ideas from UBC's community on how UBC can enact its Declaration on the Climate Emergency on campus and beyond.

January 2021

Acknowledgement

The University of British Columbia acknowledges the presence of its Vancouver campuses on the traditional, ancestral and unceded territories of the xwməŋkwəy'əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səl' ilwətaʔɪ (Tsleil-Waututh) peoples, and the Okanagan campus situated in the unceded territory of the Syilx Okanagan Nation.

UBC acknowledges the leadership and role of Indigenous Peoples - past, present, and future - as stewards and Knowledge Keepers to keep the lands, waters, coastal seas and territories healthy. Within its Climate Emergency declaration, UBC acknowledges that Indigenous communities bear the harmful impacts of climate destruction while being least responsible for the global acceleration of the climate crisis.

The recommendations within this report seek to present active steps to support and amplify Indigenous Peoples' human rights, including respecting Indigenous self-determination and aligning our policies, actions, and investments with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)¹ and the BC Declaration on the Rights of Indigenous Peoples Act².

"...The Musqueam version of the [territorial] welcome has a very deep rooted history in where you're sitting right now... where our ancestors had a fortified village, a fortress, to raise our warriors to protect Mother Earth, around where we are, to be stewards..."

Collectively, it is the responsibility of all of us to work forward ...

From the bottom of my heart, please take these conversations away and see if that seed is yours to plant and help to move these conversations forward in a good way..."

- Morgan Guerin, Councillor, xwməŋkwəy'əm (Musqueam)

Excerpt from the Opening Welcome, campus-wide forum at the UBC Vancouver Campus for the Climate Emergency engagement program, March 11, 2020.

¹ <https://indigenousfoundations.arts.ubc.ca/un-declaration-on-the-rights-of-indigenous-peoples/>

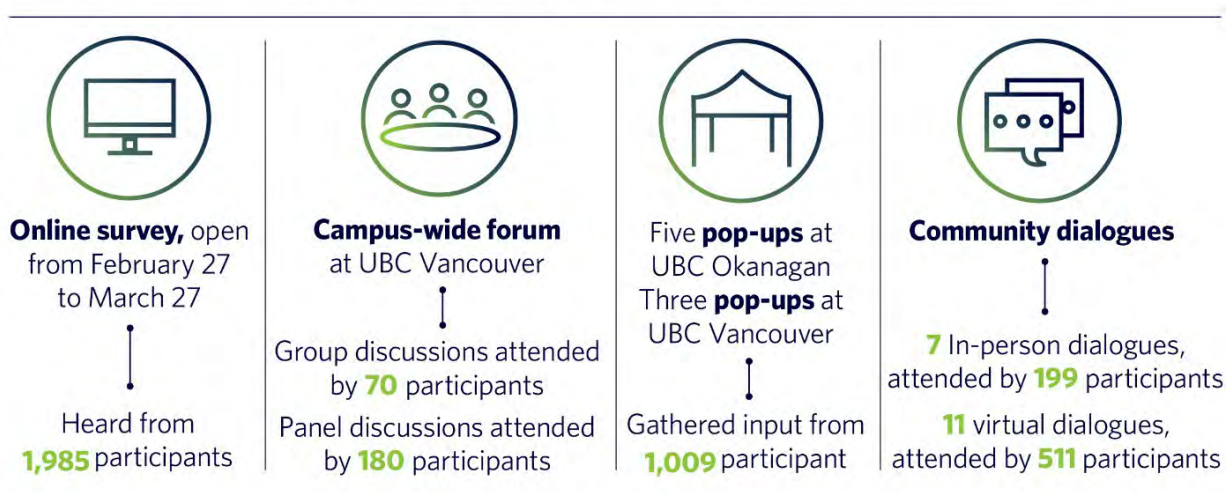
² <https://president.ubc.ca/letter-to-the-community/2019/12/05/climate-emergency-declaration/>

Executive Summary

In December 2019, UBC renewed its commitment to climate leadership, declaring a climate emergency [in a statement](#) championed by the President and endorsed unanimously by the Board of Governors. The declaration recognized the severity, complexity, disproportionate impacts of, and disproportionate responsibilities for the climate crisis and committed UBC to develop a collective response that embeds climate justice throughout its activities and priorities. The declaration was prompted by a student-mobilized open letter³ signed by over 1,600 students, staff, faculty and campus organizations and the participation of over 5,000 UBC students, faculty and staff in the September 27th, 2019 Global Climate Strike.

The declaration committed UBC to assembling its climate emergency response in partnership with community members, recognizing that addressing the climate emergency will require systemic collective action; that UBC community members are already experiencing diverse impacts of climate change; and that they have long been championing bold climate solutions. In February 2020, UBC launched an initial climate emergency community engagement process, overseen by a task force of students, staff and faculty, and supported by a project team of UBC staff. Between February and June 2020, the Climate Emergency Task Force received input from nearly 4,000 students, staff, faculty, alumni and community members across UBC Vancouver and Okanagan campuses and beyond.

About **3,954** participants from UBC's communities provided their input through our community engagement activities:



There was a strong university-wide participation in the engagement activities, with significant response in particular from faculty and staff.

Note: Participant counts are not unique. Participants were welcome to engage in multiple formats.

³ <https://docs.google.com/forms/UBC-Climate-Strike-Open-Letter>

Community input formed the basis for recommended actions, developed by working groups of community experts and Climate Emergency Task Force members in during the summer and fall 2020 and subsequently assembled into nine strategic priorities presenting a bold vision for UBC's Climate Emergency Response.



However, this report acknowledges that not all of UBC's community members were reached in the initial engagement process, and moving forward ongoing engagement is needed, particularly with Indigenous, Black and People of Colour (IBPOC) community members to further shape the direction of the recommendations and their implementation. In particular, in order for UBC to fulfil its stated commitments to the UN Declaration on the Rights of Indigenous People (UNDRIP), consultation with Indigenous communities is imperative. Further, IBPOC perspectives are to substantively impact institutional priorities, practices, and policies, then consultation must occur in the commitments to develop and sustain relationships with IBPOC communities that are premised on trust, respect, reciprocity, consent, and accountability.

	Strategic Priority	Recommendations
	Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour	<ol style="list-style-type: none"> 1. Support fair compensation and representation for UBC's IBPOC community leading climate initiatives 2. Support Off-Campus IBPOC-led climate initiatives 3. Engage further with Black and POC Communities 4. Examine and transform institutional practices and policies that reproduce inequalities for IBPOC communities at UBC
	Demonstrate institutional leadership on climate justice	<ol style="list-style-type: none"> 1. Establish climate justice standards for the University's activities 2. Demonstrate and advocate for justice-based climate action 3. Enact commitments to divestment and sustainable investment
	Establish mechanisms and processes that ensure Indigenous perspectives, communities, and worldviews shape the development and implementation of climate related initiatives and policies	<ol style="list-style-type: none"> 1. Leverage UBC's Indigenous Strategic Plan and Inclusion Action Plan as a basis for long-term engagement with Indigenous communities 2. Provide resources that support staff to work on Indigenous engagement around UBC plans, policies and initiatives 3. Create a standing Indigenous community advisory committee on the climate emergency 4. Welcome and develop greater institutional capacity for engaging with the full range and complexity of Indigenous perspectives
	Expand, strengthen and coordinate climate research at UBC	<ol style="list-style-type: none"> 1. Establish a body for climate research 2. Start a climate emergency fellows' program 3. Conduct climate focused faculty hiring 4. Recognize and reward community engaged scholarship
	Foster a culture of engagement & advocacy on climate action	<ol style="list-style-type: none"> 1. Encourage civic engagement 2. Increase capacity and resources for engagement
	Support community wellbeing in the face of the climate crisis	<ol style="list-style-type: none"> 1. Build capacity for mental health, resilience and community care strategies 2. Update emergency preparedness and response plans 3. Collaborate to expand public discourse around climate change and public health impacts

	Expand climate education opportunities and resources for the UBC community and broader public	<ol style="list-style-type: none"> 1. Advance climate education opportunities across disciplines 2. Support climate education pedagogy and curriculum development 3. Expand climate education and professional development for UBC community members and UBC partners
	Develop new and strengthen existing partnerships to tackle the climate emergency	<ol style="list-style-type: none"> 1. Coordinate a climate knowledge to action central contact 2. Scale up Living Lab research collaborations with diverse partners beyond campus 3. Community Councils - expand and deepen external engagements 4. Develop a strategic partnership framework
	Accelerate emissions reductions at UBCV and UBCO in response to the Climate Emergency: Climate Action Plan 2030	<ol style="list-style-type: none"> 1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C

Together, the strategic priorities highlight UBC's mutually reinforcing roles as a leader, enabler and partner in addressing the climate crisis. Collectively, the priorities outline a vision for UBC's existing leadership in reducing local emissions to be paired with efforts to drive collective impact in local, regional and international climate action. Efforts to advance a just and sustainable society must be embodied in how UBC acts at an institutional level, supports and empowers its communities, and engages with its partners.

The priorities should be integrated, where possible, with existing UBC Vancouver and UBC Okanagan plans and initiatives (e.g. the UBC Strategic Plan, the Indigenous Strategic Plan, Inclusion Action Plan, Climate Action Plans). Recommendations must seek to inform or align with the values and visions set forth by these plans and initiatives, from embedding equity and diversity across university systems and structures, to meeting the Indigenous Strategic Plan vision of being a global leader in the implementation of Indigenous peoples' human rights.

The COVID-19 public health emergency and heightened public awareness of systemic racism against IBPOC communities have highlighted common threads between ongoing societal crises. These events deeply shaped what was heard from the community and ultimately articulated in the recommendations. The recommendations in this report are submitted with the understanding that climate justice must be advanced in conjunction with institutional responses to today's multiple intersecting crises - the pandemic, intense racial injustice and an economic recession - which compound inequalities faced by marginalized populations. A climate emergency response that seeks to advance justice must align with responses to current and future crises, including recovery efforts from the COVID-19 pandemic.

Participant quote:

"Given COVID, it's very possible for us to take significant action... and challenge institutional norms."

⁴ https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP_C2V13.1_Spreads_Sept1.pdf

Who are we referring to when speaking about Indigenous, Black and People of Colour (IBPOC) and marginalized communities?

- Groups that bear harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis. These groups include lower-income communities, people in the Global South, climate migrants and refugees, Indigenous, Black and People of Colour (IBPOC), women, LGBTQ+ people, people with disabilities and those on the frontline of environmental devastation.
- Groups who have been historically, persistently, or systematically marginalized in ways that have excluded them from conversations and solutions on climate change and exacerbated social inequalities.
- These communities are often at the forefront of solutions to the climate crisis.

This report presents the recommendations that have emerged from this process and provides recommended next steps for UBC's continued – and now accelerated – climate response. The approach to UBC's Climate Emergency Response must be both distributed and coordinated. It must be distributed, so that the principles of the climate emergency declaration are embedded within UBC's wide-ranging activities and priorities. It must also be coordinated to ensure the climate emergency remains a top institutional priority and those responsible for implementation are supported. To ensure accountability, the implementation phase of the climate emergency response should draw upon support from UBC leadership and governing bodies to build license; involve ongoing community engagement, particularly with IBPOC and members of marginalized communities, to refine and inform further actions; and leverage centralized staff for overall coordination and reporting.

Moving swiftly ahead with this report's strategic priorities and recommendations is the first important step in a new chapter in UBC's journey to support the global shift towards a just and sustainable future, inspired by the advocacy of youth and students who have quickly mobilized, both on our campuses and worldwide.

About this Report

This report presents the recommendations that emerged from the UBC Climate Emergency community engagement process and were developed by the Climate Emergency Task Force and its working groups.

The content of this report has been prepared by the Climate Emergency Task Force and UBC Climate Emergency Project Team for the UBC Board of Governors and the UBC community. It is a follow-up to the interim report shared in June 2020.

Further information on the role of the Project Team, Task Force and its working groups can be found in Appendix A.

The report includes the following sections:

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Project and Engagement Overview

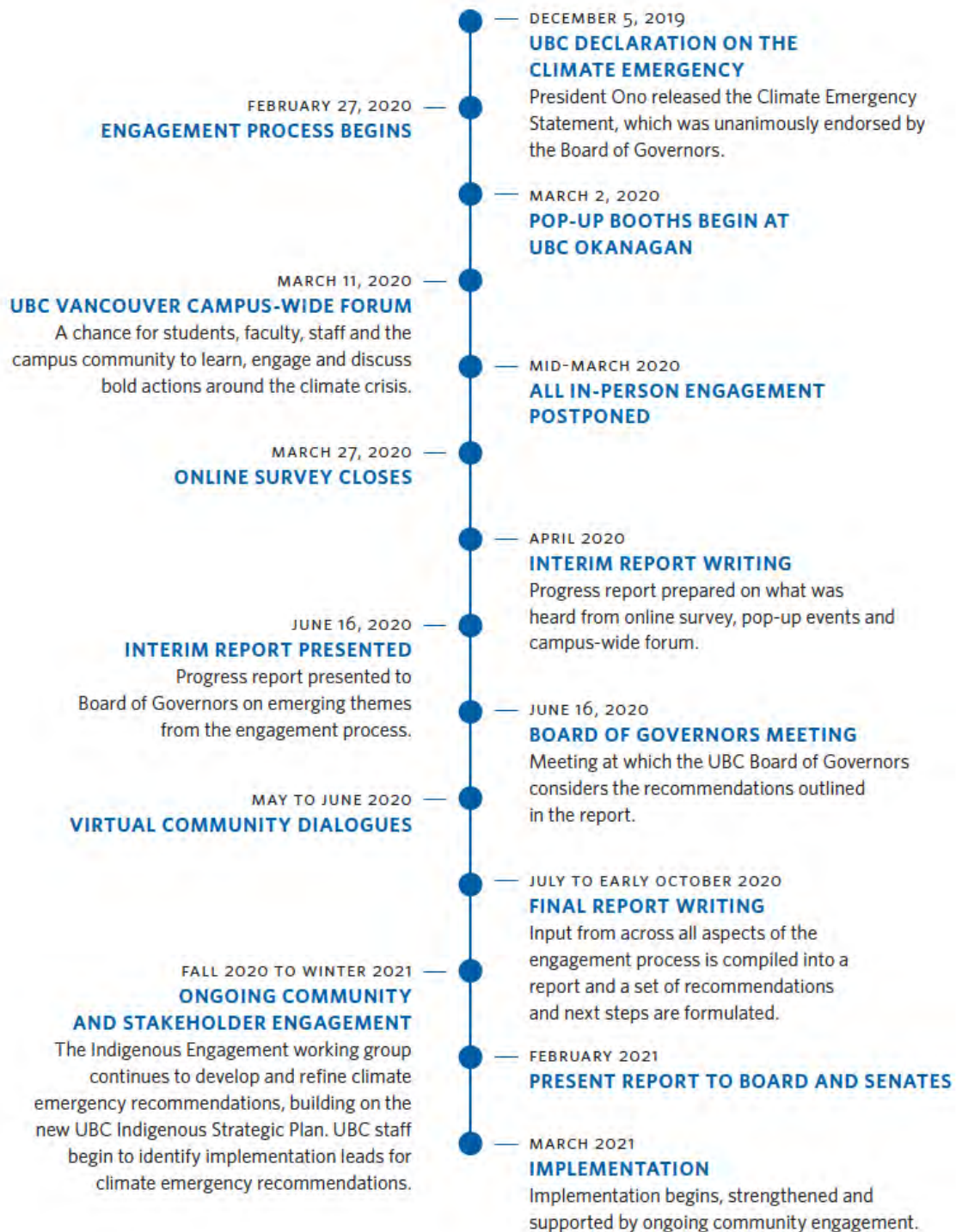
The Climate Emergency engagement process, illustrated below, heard from nearly 4,000 participants to inform UBC's actions towards addressing the climate emergency.

A Task Force, consisting of UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to steer the engagement process and lead the development of community-informed recommendations that align with the spirit and intent of the declaration. The development of these recommendations drew on the expertise of working groups with faculty, staff and student participation.

UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team, which included members of UBC Climate Hub, a student-driven initiative.

More information on the project team and Task Force can be found in Appendix A. The detailed set of recommendations developed by the Task Force and its working groups can be found in Appendix B. The full engagement report can be found in Appendix C, including more detailed information on participation and the themes that emerged.

Overview of the Climate Emergency engagement process



Recommendations

In declaring a climate emergency, UBC committed to accelerate its contribution to addressing climate change. UBC recognizes that this emergency has been experienced for decades by communities around the world, in particular by Indigenous Peoples. This section presents the emerging recommendations from the engagement process, led and developed by the Climate Emergency Task Force and its working groups.

About the recommendations

The recommendations are bundled within **strategic priorities**, which provide direction and focus for UBC's action on the climate emergency. The following **considerations**, drawn from UBC's declaration, were used to shape the strategic priorities and confirm the recommendations put forward:

- ☐ High level of impact or ambition
- ☐ Consistency with input from the community engagement process
- ☐ Applies a climate justice lens
- ☐ Identification of an implementation pathway
- ☐ Consistency with conversations across multiple working groups
- ☐ Demonstrability of concrete action and accountability to the climate emergency declaration

The recommendations are summarized in this section, along with (where applicable) their alignment with existing UBC plans and strategies.

An overview of the recommendations' development process can be found in Appendix A. Additional details on each of the recommendations can be found in Appendix B, which provides more extensive background information, implementation pathways and actions, and success indicators.

Declaring a Climate Emergency is a commitment to the following elements. Any "climate-themed" activities stemming from the recommendations must work in service of at least one of these three commitments:

- 1) **Addressing the impacts of climate change:** The climate crisis is posing and will continue to pose extensive and disastrous threats to peoples' lives and livelihoods both locally and globally. It is contributing to famine, migration, disease and armed conflict worldwide and wide-ranging impacts on individual physical and mental well-being. At UBC, climate justice cannot be limited to campus populations but must extend to all communities impacted by the University's activities. UBC is not isolated from the world around us; what we do on campus has far-reaching impacts on broader society. UBC must support its community and affected communities around the world in coping with climate impacts.

- 2) **Addressing past and ongoing contributions to climate change and shifting to practices and policies at UBC and beyond that minimize or eliminate human-related climate change:** Acting on climate change means aligning the global economy, institutions and policies with the science of a 1.5°C world. Keeping warming within 1.5°C is necessary to prevent tipping points that would lead to irreversible warming and to mitigate widespread drought, flooding and resource depletion which would make many parts of the global South uninhabitable. Staying within 1.5°C requires:
- a) Drastic emissions reductions across all economic sectors: Globally, the 1.5°C pathway means we need a drastic reduction in net global emissions by 2030 and net-zero emissions by 2050, all relative to a 2010 baseline.
 - b) A transition to a fossil fuel free economy: Current policies related to fossil fuel extraction and production place the world on a trajectory to more than double⁵ the allowable emissions that would be compatible with a 1.5°C scenario in 2030 (see the Production Gap Report). Not only is new exploration and production incompatible with limiting warming to 1.5°C, but much of the existing fossil fuel infrastructure will need to be phased-out or re-purposed long before the end of its lifespan.
- 3) **Embedding a lens of climate justice:** Climate justice refers to the inequities associated with the causes, impacts and solutions to climate change. The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, as defined in the executive summary. Climate change has a "multiplier effect,"⁶ meaning that its impacts, such as extreme weather, famine, forced migration and armed conflict, will exacerbate existing injustices and inequalities. Climate solutions often threaten the same communities that are exploited by extractive industries and made vulnerable by climate impacts. Because of existing power imbalances, solutions will inevitably cause further harm to marginalized communities if justice is not prioritized.

What does a climate justice approach involve?

Climate justice involves:

1. Addressing the disproportionate impact of past and current fossil fuel extraction and climate change effects on marginalized groups.
2. Mitigating the impacts of current and future climate action and the energy transition on affected groups.
3. Assigning costs of climate mitigation, adaptation and loss and damage to the countries and groups that have contributed to and profited most from the crisis.
4. Giving marginalized communities ongoing power in decision-making.
5. Repairing the harm done to individuals and groups by undoing existing inequalities and existing systems of oppression.

A detailed overview on climate justice, with probing questions that informed the development of recommendations, can be found in Appendix D.

⁵ <http://productiongap.org/>

⁶ <https://news.un.org/en/story/2019/01/1031322>

Operationalize UBC'S Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black and People of Colour



In the Climate Emergency Declaration, UBC made a bold commitment to advance “just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities”. Building on priorities laid out in UBC’s Inclusion Action Plan, the Indigenous Strategic Plan, and other related strategic commitments, it is essential to honour and amplify the labour of IBPOC community members through adequate compensation and integration of their ongoing feedback throughout UBC’s climate emergency response. This work cannot be done in isolation; must be woven throughout UBC’s priorities and activities addressing the climate emergency and connected to commitments and priorities laid out in other plans. This strategic priority also highlights the alignment with, and commitment to the United Nations Declaration on the Rights of Indigenous Peoples by UBC’s climate emergency response, as laid out in the Climate Emergency Declaration.

Recommendations

Support fair compensation and representation for UBC's IBPOC community leading climate initiatives:

Hire and fairly compensate IBPOC staff, faculty and students who are working in research, education, mental health support, and advocacy on climate and racial justice. Ensure hiring committees for these positions include IBPOC representation.

Support off-campus IBPOC-led climate initiatives: Extend resources to IBPOC communities off-campus to advance climate change and climate justice. Support grassroots initiatives and amplify their work; formalize more partnerships with IBPOC-led climate organizations and UBC faculties, departments, and units; expand research capacity for IBPOC communities off-campus; and ensure relationships between UBC and community initiatives are grounded in respect, reciprocity, trust and consent.

Engage further with Black and POC communities: Leverage UBC’s Inclusion Action Plan, support continued engagement with racialized communities to inform the ongoing development and implementation of UBC’s Climate Emergency Response and develop recommendations that work towards dismantling historic colonial and racist structures for these communities.

Examine and transform institutional practices and policies that reproduce inequalities for IBPOC communities at UBC: Commit sustained efforts and resources to examining and transforming the ways that existing institutional practices and policies reproduce unequal, extractive, and paternalistic relationships with IBPOC communities, both within and beyond the UBC campus. Then commit to supporting structures of accountability that embed Black and POC perspectives into the Climate Emergency recommendations and future climate plans, policies, and initiatives.

Demonstrate Institutional Leadership on Climate Justice



To meet the goal of embedding climate justice throughout UBC's activities and address the inequities associated with the causes, impacts and solutions to climate change, UBC must demonstrate consistent institutional leadership on climate justice. The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor. In order to undo the systems of oppression that enable this exploitation, UBC should acknowledge and reckon with its own role in contributing to the climate crisis, while leveraging its intellectual and moral authority as well as its social and financial procurement power to advance climate justice in other organizations and advocate for broader social change beyond its institutional boundaries. Further, climate justice cannot be limited to supporting new projects but must also involve phasing out harmful initiatives. This process must be informed through consultation and established partnerships with consultation with Indigenous communities.

Recommendations

Establish climate justice standards for the University's activities: Develop and implement a climate justice framework to guide external affairs and university decision-making. Apply criteria based on the principles of the Climate Emergency declaration and consultation with University stakeholders, including IBPOC communities, to influence activities across departments including external funding partnerships, procurement, financial management, recruiting.

- o **Alignment:** UBC Strategic Plan, Strategy 16; CAP 2030.

Demonstrate and advocate for justice-based climate action: Advocate as an institution for 1.5°C-aligned climate policy, racial justice and a justice-based recovery from COVID. Advocate for public policy action at all levels of government, encourage other institutions to adopt similar Climate Emergency responses, and address UBC's past and ongoing roles in contributing to the climate change impacts that are disproportionately burdening marginalized communities. This includes examining and enacting redress for past harms, and being responsive to accountabilities for current actions and activities that continue to reproduce harm.

- o **Alignment:** UC3 Strategy 3.1 & 1.3, UC3 Research for Policy Platform, Strategic Plan Strategies 3, 16 & 19. Responds to the President's Roundtable on Climate Action report.

Enact commitments to divestment and sustainable investment: Fully divest from fossil fuels across all asset classes by 2025, embed climate justice values into investment screening, reinvest 5% of investments in just community projects, involve the UBC community in determining investment priorities, and publicly report on progress. Careful consideration should also be given to the ways sustainable investments can reproduce modes of social and ecological harm, and negatively impact marginalize communities.

Establish Mechanisms and Processes That Ensure Indigenous Perspectives, Communities, and Worldviews Shape the Development and Implementation of Climate Related Initiatives and Policies



This strategic priority highlights the alignment with, and commitment to the United Nations Declaration on the Rights of Indigenous Peoples by UBC's climate emergency response, as laid out in the Climate Emergency Declaration. The negative impacts of climate change disproportionately affect Indigenous peoples due to their relationship and dependence on the environment. In addition, Indigenous peoples' legal position in settler societies and institutionalized colonialism limit their ability to adapt to and cope with climate change. This amplifies the need for Indigenous perspectives, communities, and worldviews within broader institutional climate emergency plans, strategies, and activities.

Recommendations

Leverage UBC's Indigenous Strategic Plan and Inclusion Action Plan as a basis for long-term engagement with Indigenous communities in the ongoing development and implementation of UBC's Climate Emergency Response and commit to accountability structures that embed Indigenous perspectives into the Climate Emergency recommendations. These engagements should be rooted in deep forms of trust, respect, accountability, reciprocity, and consent and responsive to community capacities for Indigenous community participation.

Provide resources that support staff to work on Indigenous engagement around UBC plans, policies and initiatives concerned with climate change and to develop sustained relationships with Indigenous communities.

Create a standing Indigenous community advisory committee on the climate emergency whose members would be duly compensated for their participation, and whose recommendations are integrated into institutional decision-making processes.

Welcome and develop greater institutional capacity for engaging with the full range and complexity of Indigenous perspectives, given the heterogeneity of Indigenous communities: This should include a specific commitment to hold space for critical Indigenous voices that challenge and seek to reimagine and renegotiate existing institutional practices and modes of Indigenous engagement.



Expand, Strengthen and Coordinate Climate Research at UBC

UBC's core contributions to the climate crisis will be made through its primary roles of teaching and research. There are still many gaps preventing a full understanding of the complex consequences of climate change, the potential pathways towards a just and equitable future, and the best avenues to meaningful action at the scale of the crisis. As a major global research university, UBC can address this challenge within and across wide-ranging disciplines. Climate researchers within UBC's ranks are making considerable contributions, however not in nearly sufficient numbers given the scale of the climate crisis and its many research areas. Without an investment to scale up faculty, PhD and postdoctoral capacity along with a focal point that brings them together with students and staff support, climate research at UBC will continue to be scattered, uncoordinated and limited in impact.

Recommendations

Establish a body for climate research: Create a comprehensive, cross-campus, interdisciplinary Institute, Centre or Body with programming to facilitate climate research, including an accessible repository for sustainability programs and research. This initiative can support climate literacy, and facilitate climate advocacy, with capacity to integrate partners beyond campus into the visioning of UBC climate emergency research. It should be oriented by principles of climate justice and weave into its fabric the priorities and perspectives of IBPOC researchers and communities.

- o **Alignment:** UC3 Strategy 3.2

Start a climate emergency fellows' program: Establish a fellowship program attached to the Climate Research 'Body' for PhD students and postdoctoral researchers to focus on climate research. The program should recruit a diverse cohort of fellows and embed consideration of traditional knowledge, lived experience and community engaged scholarship, with priority to IBPOC individuals. This might include opening the fellowship program to community members who are knowledge holders in their own traditions, but not otherwise affiliated with UBC as students or researchers.

- o **Alignment:** UC3 fellowship pilot program

Conduct climate focused faculty hiring: Expand the impact of UBC's climate research through multidisciplinary faculty hiring focusing on the climate crisis. The hiring process should be equitable with prioritized hiring of IBPOC individuals, especially those with lived experiences of traditional knowledges and practices and those who work closely with systemically marginalized and racialized communities. Hiring should be oriented by expansive, culturally diverse notions of what constitutes "climate focused" research. IBPOC-centred initiatives and research are also encouraged.

- o **Alignment:** UBC's Inclusion Action Plan and Indigenous Strategic Plan

Recognize and reward community engaged scholarship: Recognize and support community-based forms of scholarship in graduate programs, tenure and promotion considerations and faculty hiring. This is especially important for supporting and sustaining the research of IBPOC and other systemically marginalized scholars

- o **Alignment:** UC3 Strategy 2.2

Foster a Culture of Engagement & Advocacy on Climate Action



Fostering a culture of engagement and advocacy across campus is foundational to a just climate emergency response. A culture of inclusion and empowerment will mobilize community members to advance the principles of the climate emergency declaration and build solidarity around a shared vision, both on UBC's campuses and beyond. To succeed in fostering this culture, UBC's community members must be equipped with the tools, resources and support needed to flourish. We know that many people at UBC want to engage in this work but lack capacity given other demands of the

University, or license to take action. While the engagement must be wide-reaching, it must also come with the recognition that particular emphasis, time and resources must be allocated to engaging systemically marginalized communities, with commitments to uphold space for difficult conversations, investing in rebuilding relationships that are already damaged, and creating spaces for the University to receive critical feedback.

Recommendations

Encourage civic engagement: Create a culture of advocacy and civic engagement at UBC that encourages and empowers climate justice action by students, staff and faculty through student engagement in elections, a robust culture of climate advocacy among UBC community members, and empowering students to be engaged global citizens and activists.

- o **Alignment:** UBC Strategic Plan (Strategy 15 & 16, Freedom of Speech); UC3 Research for Policy Platform.

Increase capacity and resources for engagement: Create comprehensive, highly visible, system-wide resources for students, staff, faculty and the wider community to engage on topics of climate action, climate justice and climate leadership, while investing in student-led climate action initiatives and creating intentional spaces for marginalized community members.

Support Community Wellbeing in the Face of the Climate Crisis



Research indicates climate change impacts increase and magnify community risk of depression, anxiety, PTSD, fear, eco-grief, stress, irritability, anger, and the expression of emotional distress as physical pain, like stomach or headaches⁷.

Climate impacts can also trigger feelings of existential dread, eco-despair, hopelessness and suicidal ideation. The effects of climate change on individual and community mental health and wellbeing are already being witnessed locally and

⁷ <https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf>

globally. There is a growing need for climate-driven mental health and wellbeing impacts to be prioritized across community planning, policy, and decision making. A holistic approach to wellbeing must be community-based, intersectional and systemic, with a focus on improving wellbeing through community building and collective action. Both Vancouver and the Okanagan experience a range of climate-related events and hazards every year, and UBC has emergency plans to support the majority of responses. As the frequency and severity of climate-related events increase, we must build community resilience and wellbeing more strongly into risk reduction and emergency preparedness.

Recommendations

Build capacity for mental health, resilience and community care strategies: Develop mental health, resilience & eco-anxiety supports, skills, and services for UBC community members that are implemented through a lens of climate and racial justice, recognizing that learning and responses impact affective and relational capacities with human and other-than-human beings in direct and indirect ways.

Update emergency preparedness and response plans: Update UBC Emergency Preparedness and Response Plans with community resilience and wellbeing considerations that respond to the climate crisis with diverse social connections and supports, proactive mitigation and adaptation strategies, and the incorporation of climate impacts into cooling, drinking water access, air filtration, food security and refuge spaces.

□ **Alignment:** UC3 Strategy 1.4

Collaborate to expand public discourse around climate change and public health impacts: Collaborate with UBC leadership, researchers, and community members at UBC and beyond to mobilize and expand messaging related to climate impacts, food justice, and public health, including emphasizing the heightened impacts on the health of systemically marginalized communities.

Expand Climate Education Opportunities and Resources for the UBC Community



Educators at UBC must prepare their students to engage as leaders in the world and address contemporary intersecting global challenges such as the climate crisis, Indigenous rights and recognition, systemic racism, massive wealth inequality, and the global COVID-19 pandemic. Educators must not only integrate new climate content but empower students to think critically, make moral judgements and engage in social change. Though many UBC faculty are already leading climate-related coursework, they are dispersed across different campuses, faculties, and departments without any structural framework to coordinate them. Support is needed on both UBC campuses to develop aligned interdisciplinary and accessible climate education within and beyond the classroom. A comprehensive climate education should address knowledge deficits by improving climate literacy, expand climate-themed educational and professional opportunities and experiences, engage with Indigenous scholarship, and incorporate principles of wellness for UBC community members and the public.

Recommendations

Advance climate education opportunities across disciplines: Ensure that all undergraduate and graduate students have access to climate education within their discipline by further promoting existing program pathways (e.g. majors, minors, certificates, etc.), developing new pathways, and providing avenues to embed climate education into existing curriculum with integration of principles of climate justice, Indigenous and community engagement, and wellbeing.

□ **Alignment:** UC3 Strategy 1.2

Support climate education pedagogy and curriculum development: Provide consistent cross-campus support for educators to develop pedagogy and curriculum initiatives that embed interdisciplinary climate education across the disciplines in alignment with existing efforts to support transformative learning experiences and build collective capacity to have challenging conversations about complex climate-related topics.

□ **Alignment:** UC3 Strategy 1.2

Expand climate education and professional development for UBC community members and UBC partners: Expand climate-related professional development opportunities (e.g. co-op and mentorship programs, free and accessible open education resources, workshops/seminars led by IBPOC community members and scholars etc.) for students, alumni, staff, faculty and the communities that UBC serves, while providing specific support for historically marginalized communities.

□ **Alignment:** UC3 Strategy 2.4

Develop New and Strengthen Existing Partnership to Tackle the Climate



UBC's external engagements and partnerships are a critical component of its capacity to accelerate the global shift towards a 1.5°C-aligned future. To leverage these engagements effectively, UBC can support new initiatives and innovations of UBC community members and scale up those that already demonstrate success. Concurrently, UBC must recognize the strength and value of reciprocity and be willing to create space for the knowledge and best practices of external partners to be integrated into its own institutional policies. Most importantly, UBC's external engagements cannot be effective without recognizing the importance of active, ethical partnerships with Indigenous, Black, POC and marginalized communities.

Recommendations

Coordinate a climate knowledge to action central contact: Establish staff resources to coordinate a Climate Knowledge to Action central contact that will be a strong external presence; facilitate knowledge translation and disseminate climate research; and build resilient partnerships with First Nations, governments, and marginalized communities to increase the impact of UBC's climate research.

- o **Alignment:** UC3 Strategy 2.4 & 3.2

Scale up living Lab Research collaborations with diverse partners beyond campus: Scale up the UBC Campus as a Living Lab model in both Vancouver and the Okanagan by increasing collaborations with external partners, such as Indigenous communities, municipal and other governments, utilities, corporations and not-for-profits; piloting the inclusions of social sciences and humanities Living Lab projects (in line with the principles of the Climate Emergency); and devoting greater resources to engagement and partnerships for Living Labs projects off-campus that generate new, diverse and proven ways of responding to climate change beyond UBC's campuses.

- o **Alignment:** UBC Strategic Plan Strategies 3, 8, 9, 13, 14, 16, 17, 19, 20; and UC3 Strategy 1.1.

Expand and deepen external engagements through Community Councils: Create 'Community Councils' composed of UBC's external partners, with support to ensure councils adequately reflect the perspectives of those most affected by the climate crisis - including Indigenous peoples, youth/student, communities on the frontlines of climate disaster, vulnerable populations and international perspectives - to embed the external advisory role of the President's Roundtables and establish the necessary structure and continuity for long-term conversations.

- o **Alignment:** Strategic Plan, Strategy 20; UC3 Strategy 2.1.

Develop a strategic partnership framework: Develop a strategic partnership framework that builds off of existing MOUs for UBC to engage with local governments, First Nations and regional & international partners around climate action, applied research and scholarship; rooted in principles of climate justice.

- o **Alignment:** Strategic Plan Strategy 20 and UC3 Strategy 2.3 & Goal 2 overall.

Accelerate Emissions Reductions at UBCV and UBCO In Response

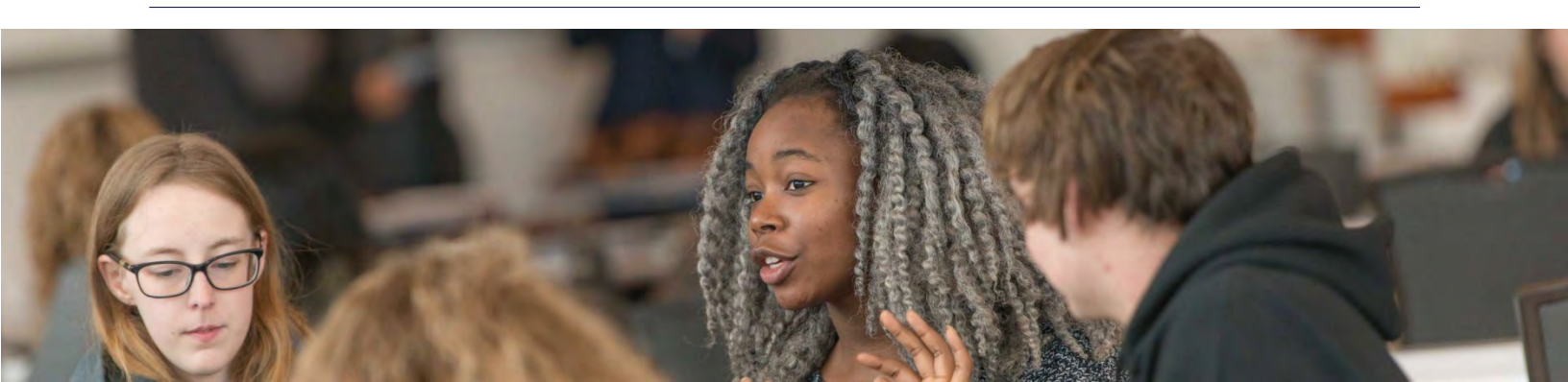


As called for in UBC's Climate Emergency Declaration, the UBC Climate Action Plan (CAP) is being rapidly updated to set new interim emissions targets, chart a path to achieve them, and monitor and reduce Scope 3 emissions for the first time. Over summer 2020, more than 150 stakeholders and experts worked across eight working groups to increase ambition to align with the 1.5°C target identified in the Climate Emergency Declaration. Distinct plans developed in parallel for UBCV and UBCO will identify strategies tailored to both UBC campuses. Interim recommendations from the CAP2030 process will be presented to the UBC Board of Governors in February 2021.

Emerging directions include:

- o The UBC Vancouver District Energy System (DES) should be 100% low carbon energy by 2030.

- o No new fossil fuel equipment installed in new buildings and existing building equipment replacements.
- o All new fleet vehicles should be zero emissions vehicles.
- o Scope 3 emissions (including emissions from air travel, food, commuting, and embodied emissions associated with buildings) should be reduced by 45-50% by 2030.
- o UBC should implement an internal carbon price in its decision-making process for energy supply projects, energy conservation projects, building renewals, and infrastructure planning. In the absence of an internal carbon price, many of the actions identified by the CAP2030 working groups will not present a compelling business case and UBC will risk failing to take the strong action needed to accelerate decarbonization.
- o The CAP project team is working with UBC Strategy and Decision Support to develop a comprehensive resourcing strategy for implementation of the CAP2030 plan.
- o The UBC Okanagan campus is rapidly advancing a strategy to identify decarbonization pathways and targets for its low carbon district energy supply system, alongside a strategic energy management plan for existing buildings. The largest source of Scope 3 emissions is being tackled through the development of the UBC Okanagan Transportation Plan, which will accelerate targets and actions to reduce commuting emissions.



Next Steps

Less than a year since the university's Climate Emergency declaration in December 2019, this report and its recommendations are representative of the UBC community's response, care and commitment to urgent climate action. The recommendations are the culmination of input and collaboration from nearly 4,000 students, faculty, staff and alumni who shared their perspectives through the community engagement process, a 20-member transdisciplinary Task Force and its 46 working group members, and an interdepartmental cross-campus project team.

This final Climate Emergency Engagement report will be presented and discussed in February 2021 to the Sustainability and Climate Action Committee, a subcommittee of the UBC Board of Governors. Similarly, this report will be circulated to the appropriate committees at each Senate, and then presented and discussed to both the Vancouver and Okanagan Senates.

To translate the recommendations into action, UBC must take an approach that is distributed so that it is embedded across all parts of the University and coordinated to ensure it remains a top priority that is adequately resourced for implementation. We recommend the following steps for implementation of the recommendations outlined in this report.

Support from UBC leadership and governing bodies

A clear mandate from the UBC Executive and governing bodies, including the Board and Senates, will propel action across all aspects of the university.

Cross-portfolio integration and alignment with the climate emergency priorities

During fall 2020, the climate emergency project team will engage stakeholders in order to identify leads for each emerging recommendation, evaluate timelines for implementation, and leverage intersecting commitments within UBC's existing plans. Collective buy-in will be essential to implementing the strategic priorities and recommendations, which relate to diverse activities across UBC's portfolios and campuses.

Avenues for community involvement

The community engagement process has demonstrated the depth, breadth and ambition of the UBC community's ideas for climate action. Continued community involvement will keep the ambition high and empower community members to translate their ideas to action. Access to decision-makers will allow for more direct translation of ideas into action. Some recommendations for ensuring continued community involvement include, but are not limited to, the creation of a Climate Advisory group (for example, to advise the President and identify opportunities for UBC to advance its climate leadership) and hosting town halls to provide community members with ongoing avenues for feedback.

Additionally, while this report's strategic priorities and recommendations drew upon a breadth of community input, the engagement process did not adequately engage Indigenous, Black and POC community members such that recommendations were crafted with their perspectives and lived experiences in mind.

To address this gap in upholding the values of climate and racial justice fundamental to the climate emergency process, we suggest that UBC seek to immediately advance two recommendations in particular - *Further engagement with Indigenous communities* and *Further engagement with Black & POC communities*. These recommendations were developed specifically to act as provisions for expert IBPOC community members to adjust the implementation pathways of recommendations where necessary. For *Further engagement with Indigenous communities*, the existing Climate Emergency Indigenous Engagement Working Group will spearhead this work; for *Further engagement with Black & POC communities*, existing Black & POC leadership bodies on both campuses should be engaged to develop a process for gathering community input. This ongoing work will ensure all the university's climate action efforts are conceptualized and operationalized in ways that both involve IBPOC communities and address impacts on them.

Reporting to the public and governing bodies

To keep the community and governing bodies updated on the progress of UBC's climate emergency response, we recommend that staff complete regular reporting. This includes:

- o Public reporting on UBC's progress implementing the climate emergency recommendations to highlight the work already underway; communicate priorities; reinforce a thread of accountability that turns community input into action; and invite ongoing community involvement and feedback.
- o Annual reporting through the UBC Executive to the Board and Senates to highlight progress made and priorities for upcoming cycles.

Dedicated anchor and staff support for coordination, accountability and action

We recommend a dedicated support staff team be supported to maintain the momentum that has been generated thus far and keep lead units accountable to implementing the recommendations. Staff should have climate justice expertise on hand to support units that are new to working in this area.

Following the roll-out of these 5 implementation pillars, UBC will have a clear pathway to proceed with the implementation of its climate emergency response.

As evidenced by the myriad actions that make up the climate emergency recommendations, as well as the diversity of timelines and breadth of collaboration needed to fully realize the strategic priorities, UBC's climate emergency response will not end with the completion of a set of actions; rather, it will require the ongoing mobilization of resources to meet the unfolding challenges of the climate crisis. This report, its strategic priorities and recommendations are merely the first step in a new chapter in UBC's journey to support a global shift towards a just and sustainable future for everyone.

To follow along with the next steps of UBC's climate emergency response and stay in the loop, you can sign up at climate.emergency@ubc.ca.

Appendix A

Governance

A transdisciplinary team, which included UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to collaborate on, lead and advise the engagement process and outcomes in a way that achieves the spirit and intent of the Climate Emergency declaration.

Climate Emergency Project Team and Structure

Climate Emergency Task Force (Task Force)

The UBC President's office convened a Task Force to oversee and advise on the engagement process and final report.

With the interdisciplinary and multifaceted nature of the climate crisis, the intergenerational Task Force membership aimed to represent the variety of perspectives needed to address this complex crisis. Membership ranges from Indigenous students and faculty to executive members to student government, from faculty to activists from experts in climate science and solutions, to underrepresented members bringing crucial lenses of equity, climate justice and lived experience with the climate crisis.

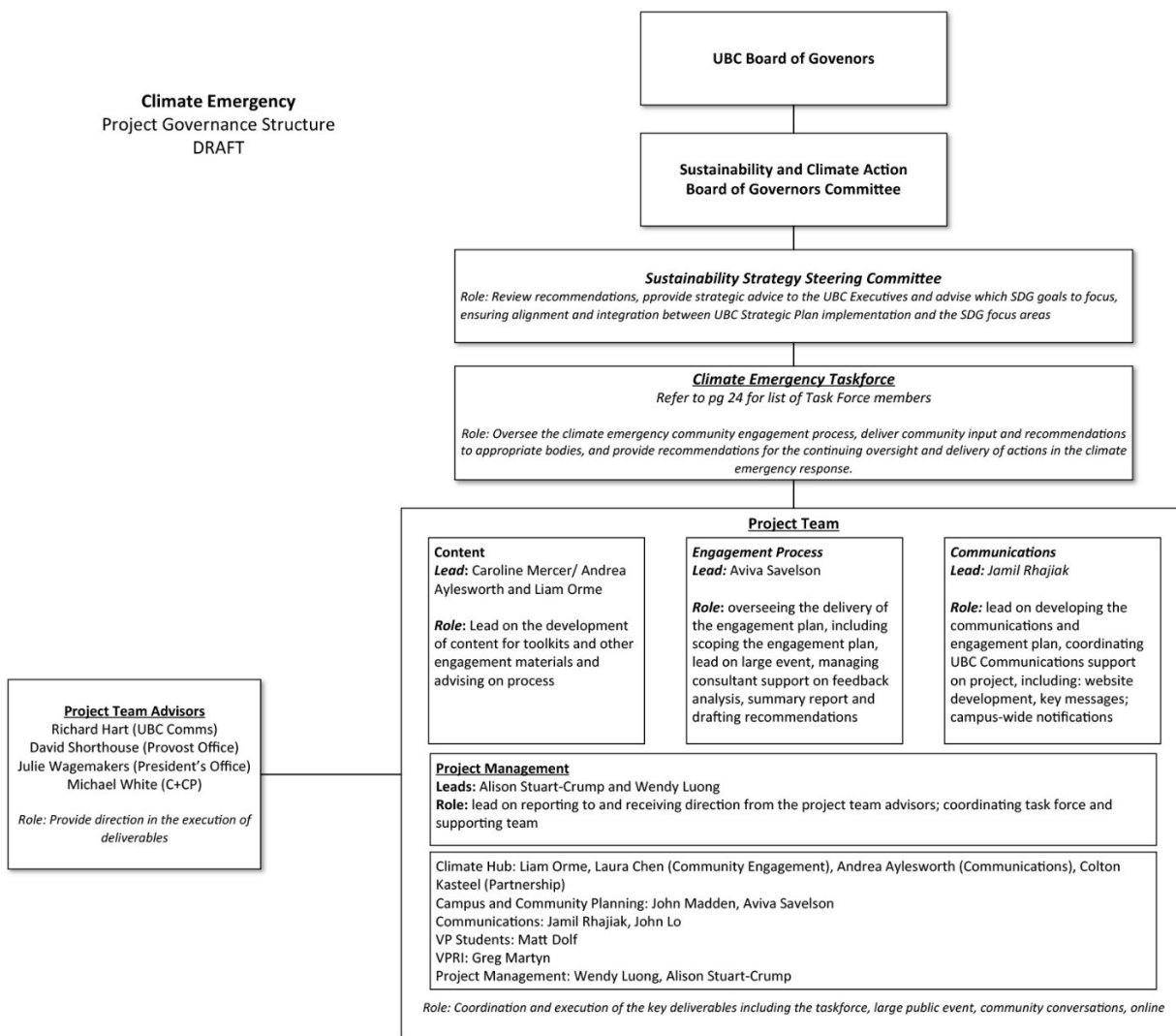
Climate Emergency Task Force	
Co-chairs	<ul style="list-style-type: none"> • Walter Mérida, Professor, Mechanical Engineering, Associate Dean Research for Applied Science, Senior Advisor to the President (UBCV) • Michelle Marcus, Undergraduate student, Climate Justice UBC (UBCV)
Task Force Members	<ul style="list-style-type: none"> • Jeanie Malone, Graduate student and Board of Governors member (UBCV) • Georgia Yee, Undergraduate student and UBC-V AMS VPA; • Greg Garrard, Professor of Environmental Humanities and Associate Dean, Research and Graduate Studies (UBCO) • Jessica Dempsey, Associate Professor, Geography (UBCV) • Aftab Erfan (<i>Former Task Force & UBC Staff Member</i>), Director, Dialogue & Conflict Engagement, Equity and Inclusion Office & Sessional Lecturer, SCARP (UBCV) • Sandeep Pai, PhD Student, IRES (UBCV) • Ishmam Bhuiyan, Undergraduate student, UBC Social Justice Centre (UBCV) • Dr. Jan Hare, Professor of Indigenous Education (UBCV); Associate Dean for Indigenous Education; Director, NITEP • Emily Pearson, Undergraduate student, Biology (UBCV) • Vanessa Andreotti, Faculty of Education - Educational Studies (UBCV) • Rickey Yada, Dean of Faculty of Land and Food Systems, Member of Executive Steering Committee on SDG (UBCV) • John Klironomos, Senior Advisor to the President (UBCO) • Gail Murphy, Vice-President Research and Innovation (UBCV) • Ali Poostizadeh, President UBCSUO (UBCO)

UBC Project Team

UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team to design, execute and oversee the contracted reporting on the engagement process. The project team was managed and advised by the President and Provost offices, reporting to and working in collaboration with the Task Force. Team members included staff from Campus and Community Planning, UBC Communications, and the offices of the Vice-Presidents Students and Research and Innovation.

The project team also crucially included staff from the UBC Climate Hub, a student-driven initiative funded by UBC administration. Equipped with climate justice expertise, these team members supported the strategic development, communication, and implementation of the engagement process, including information available on their website to equip participants before having their say. After the onset of COVID-19, the Climate Hub spearheaded the virtual dialogues, facilitated the Task Force Working Groups, and supported the development of the report. The UBC Climate Hub has been instrumental in driving the climate emergency process forward and delivering the final report.

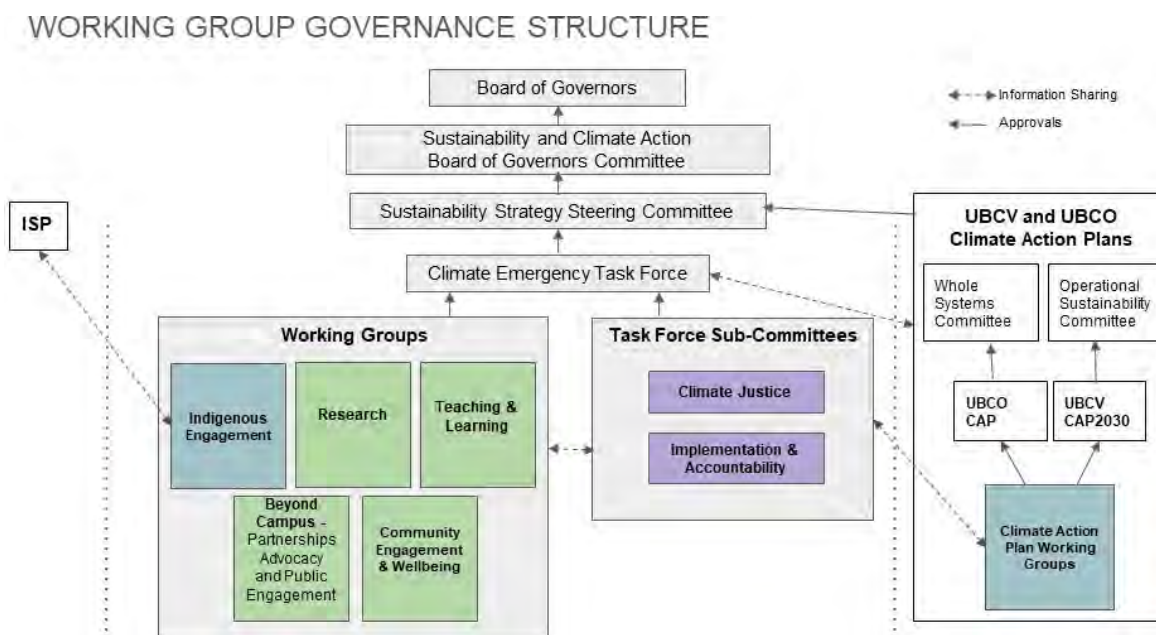
The following organizational chart displays the governance structure that guided oversight, delivery and reporting on the



Climate Emergency engagement program:

Task Force Working Groups

Upon the close of the engagement program, the Task Force created working groups to support in developing its recommendations by drawing on subject matter experts within the UBC community. The following organizational chart displays the governance structure with the addition of the working groups:



Working groups membership included faculty, staff and student experts, Task Force representatives, and were co-led by Climate Hub members.

Teaching and Learning Working Group

Co-Leads	<ul style="list-style-type: none"> Jean Marcus, Director, Teaching, Learning & Student Engagement, UBC Sustainability Initiative (UBCV) Carolina Restrepo, Sessional Lecturer, Coordinator, (BRAES) Okanagan Institute for Biodiversity, Resilience, and Ecosystems Services (UBCO)
Task Force Members	<ul style="list-style-type: none"> Jeanie Malone, Graduate student and Board of Governors member (UBCV) Georgia Yee, Undergraduate student and UBC-V AMS VPA;
Climate Hub Lead	<ul style="list-style-type: none"> Pablo Akira Beimler, Academic Engagement Lead, SCARP graduate student
UBC Community Members	<ul style="list-style-type: none"> Greg Garrard, Professor of Environmental Humanities and Associate Dean, Research and Graduate Studies (UBCO) Amanda Giang, Assistant Professor, IRES, Mechanical Engineering (UBCV)

- Tara Ivanochko, Associate Professor of Teaching, EOAS, Associate Head Undergraduate Affairs; Director, Environmental Science (UBCV)
- Rachel Cheang, Undergraduate student in Human Geography; research assistant for Climate Studies Minor (UBCV)
- John Janmaat, Associate Professor of Economics focus on environmental and resource economics (UBCO)

Beyond Campus Working Group

Co-Leads	<ul style="list-style-type: none"> • Walter Mérida, Professor, Mechanical Engineering, Associate Dean Research for Applied Science, Senior Advisor to the President and Task Force Co-chair(UBCV) • Colin Wilson, Director, Research and Industry Partnerships, School of Engineering (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Jessica Dempsey, Associate Professor, Geography (UBCV) • Aftab Erfan (Former Task Force & UBC Staff Member), Director, Dialogue & Conflict Engagement, Equity and Inclusion Office & Sessional Lecturer, SCARP(UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Colton Kasteel, Strategic Partnerships Lead
UBC Community Members	<ul style="list-style-type: none"> • Linda Nowlan, USI Senior Director (UBCV) • Katie McCallum, Manager, UBC Community Engagement (UBCV) • Casey Hamilton, Campus Health Specialist (UBCO) • Victoria Smith, Director, Regional And International Engagement, University Sustainability Initiative (UBCV) • Grace Nosek, PhD Student, Allard Law School (UBCV)

Research Working Group

Co-Leads	<ul style="list-style-type: none"> • Robert Godin, Assistant Professor, Chemistry (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Sandeep Pai, PhD Student, IRES (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Laura Chen, Community Engagement Lead
UBC Community Members	<ul style="list-style-type: none"> • Jon Corbett, Associate Professor, Community, Culture and Global Studies (UBCO) • Julian Dierkes, Associate Professor, SPPGA; Associate Dean, Graduate and Postdoctoral Studies (UBCV) • Heather Frost, Director, SPARC, VP Research & Innovation (UBCV) • Kathryn Harrison, Professor, Political Science (UBCV) • Milind Kandlikar, Director and Professor, IRES, School of Public Policy and Global Affairs (UBCV)

Community Engagement & Wellbeing Working Group

Co-Leads	<ul style="list-style-type: none"> • Matt Dolf, Director, UBC Wellbeing, VPS & VPHR (UBCV) • Melissa Feddersen, Wellbeing Specialist, Health and Wellness, AVPS (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Michelle Marcus, Undergraduate student (Task Force Co-Chair) • Ishmam Bhuiyan, Graduate student, faculty of Science (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Meghan Wise, Graduate student, Political Science (UBCV)
UBC Community Members	<ul style="list-style-type: none"> • Alicia Hibbert, Senior Lead, Workplace Wellbeing Strategies, Health, Wellbeing and Benefits (VPHR) • Kim Kiloh, Director, Centre for Student Involvement & Careers (VPS) • Miah Olmsted, Undergraduate student (UBCO), BFA, Creative and Critical Studies (UBCO) and Climate Reality Leader • Jenna Jakes, Graduate student, Health and Social Development • Caroline Pisko, Graduate student, Health and Social Development

Indigenous Working Group

Co-Leads	<ul style="list-style-type: none"> • Dr. Jan Hare, Professor of Indigenous Education (UBCV); Associate Dean for Indigenous Education; Director, NITEP
Task Force Members	<ul style="list-style-type: none"> • Dr. Jan Hare • Emily Pearson, Undergraduate Student, Biology (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Adriana Laurent, Climate Hub Projects Administrator
UBC Community Members	<ul style="list-style-type: none"> • Sharon Stein, Assistant Professor, Education (UBCV) • Joel Liman, Indigenous Academic Advisor, Faculty of Science (UBCV) • Siera Stonechild, Indigenous Student Coordinator, First Nations House of Learning (UBCV) • Karlene Harvey, Arts Academic Advisor, Indigenous Students (UBCV)

Climate Emergency Recommendations Development Process

The creation of the Task Force's working groups ensured the recommendations incorporated the wealth of expertise within the UBC community and drew upon the extensive community input gathered from the engagement process. The

working groups' responsibilities included:

- o Reviewing and incorporating community input from the engagement process
- o Reviewing input to the development of the Indigenous Strategic Plan consultations and surveys
- o Developing recommendations that are grounded in topic area expertise and rooted in the principles of the Climate Emergency Declaration (including but not limited to UNDRIP, climate justice lenses, 1.5°C degree world, fossil free economy)
- o Engaging community experts in developing the recommendations
- o Determining implementation pathways, quick starts and timelines for the recommendations
- o Liaising with other working groups on cross-cutting recommendations.

Climate Hub members, as co-leads for the working groups, led the consolidation and refinement of the resulting strategic priorities and recommendations, with input and guidance from the Task Force and working group members.

The Task Force was responsible for reviewing the outcomes of each of the working groups and finalizing the recommendations to be presented to the Board of Governors. The Task Force ensured that the needs of stakeholder communities were included in the recommendations put forward and that the recommendations aligned with the spirit of the Climate Emergency Declaration. The Task Force was supported by the UBC project team, particularly regarding advising on implementation.

Informed by the key themes emerging from the community engagement process, the working group covered the following topics:

Indigenous	<p>Recommendations related to collaborative climate solutions grounded in Indigenous empowerment and self-determination reflecting UBC's commitment to the UN Declaration on Rights of Indigenous Peoples (UNDRIP), Indigenous community-based reports, and notable institutional programs and policies (across 32 post-secondary institutes across Canada, the US, New Zealand, Australia) of Indigenous engagement in relationship to climate change.</p> <p>Note: Due to different timelines, the Indigenous Engagement Working Group (IEWG) produced a separate analysis integrated in the report and with more specific findings and recommendations available in Appendix E: Indigenous Engagement Working Group Themes and Recommendations</p>
Research	<p>Recommendations related to identifying opportunities to promote, mobilize and support funding of climate-focused research, as well as facilitating more interdisciplinary research across faculties.</p>
Teaching & Learning	<p>Recommendations related to strategies that incorporate climate change and climate justice into more courses, increase the accessibility of climate content in degree pathways, and facilitate more interdisciplinary teaching across faculties.</p>
Community Engagement & Wellbeing	<p>Recommendations related to diversifying programming to support community/civic engagement and community wellbeing and resilience in the face of climate impacts.</p>

Engagement Beyond Campus (Partnerships, Advocacy & Public Engagement)	Recommendations related to opportunities to convene diverse conversations with a variety of stakeholders, including nonprofits, government, members of the public and industry, and suggest ways for UBC to influence and advocate for these groups to take additional climate action.
Climate Action Plan	<p>Recommendations related to UBC operations, buildings, infrastructure and services on campus, including getting to and around UBC campus locations in sustainable ways.</p> <p>Note: This working group operated in parallel to the Climate Emergency process as the Climate Action Plan (CAP) 2030 process for Vancouver and Okanagan campuses were already underway. Community input gathered through the Climate Emergency process is informing this CAP work.</p>

Task Force sub-committees were also established to support the development of recommendations across all topic areas:

Climate Justice	<p>Their role included developing a definition of climate justice in the context of UBC for application across all working groups, along with guiding questions to help working groups frame recommendations with a lens of climate justice.</p> <p>This group also reviewed recommendations to ensure they embodied principles of equity, justice and inclusion.</p>
Implementation & Accountability	Their role included developing a plan and reporting structure for long-term implementation and oversight to ensure recommendations feed into existing structures while still being accountable to the community.

Appendix B

Working Group Submissions

This appendix presents the consolidated outcomes of each of the Task Force working groups. These were used to draft the recommendations presented in the main body of the report.

Below, each emerging recommendation is broken into the following sections:

- o **Timeframe:** The time that it will take to implement the recommendation
- o **Description:** High-level overview of recommended actions
- o **Implementation Pathway:** New and/or existing UBC structures and initiatives that could lead or support with the implementation process
- o **Quick Starts (if applicable):** Proposed actions that could be completed within 4-6 months to demonstrate UBC's early progress and accountability
- o **Description of Success:** The desired outcomes following implementation

While this robust summary illustrates the comprehensive thinking and nuance behind each recommendation, it is not meant to be prescriptive; further consultation will be required to ensure feasible, efficient, and effective implementation. As new structures emerge that are dedicated to climate emergency implementation and accountability, this appendix should be used as a tool to guide future conversations around tangible and implementable next steps for UBC's continued and accelerated climate action. It is a starting point for anyone seeking to implement recommendations from the climate emergency process.

Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour



Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Through the community dialogues, it was clear that there was a strong demand for support for IBPOC communities who wanted to take climate action. Hiring and fairly compensating IBPOC staff, faculty and research students who are working in research, education, mental health support, and advocacy on climate and racial justice. In doing so, also ensure that they are adequately compensated through honoraria, course credit, reductions in other duties and consideration in tenure and promotion processes.

Implementation Pathway

- Dedicate staff to support IBPOC researchers

- Create a diverse hiring committee that drafts a strategic hiring plan that prioritizes the hire of IBPOC faculty, grads, undergrads, especially those with lived experience
- Hiring should take place in all areas of the university (departments, disciplines, offices, programs), and should include high profile positions such as CRCs and PECs in areas such as Indigenous Climate Justice, and Racial Equity and Climate Justice
- Consult with EIO office and UBC Community Engagement Plan
- Engage with the Black Caucus and FNHL
- Create a dedicated scholarship fund to support IPPOC UG & Grads working on climate change.
- Create a dedicated pool of funds to ensure that on-campus IBPOC-led initiatives receive adequate funding and support
- Potential Partners: Deans, Provosts, Executive, VP Students, VP Human Resources, Heads and Senate; Black Caucus; First Nations House of Learning (FNHL).

Description of Success

- License is given to students, faculty and departments to work on climate justice research, advocacy and community engagement.
- Community members are supported rather than silenced for speaking out about controversial issues and space is created for difficult conversations about UBC's complicity in climate injustice.
- Support for climate justice also goes beyond education and towards personal understanding and action, ensuring that people are equipped with skills that build their capacity.

Support off-campus IBPOC led climate initiatives

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Extend resources to IBPOC communities off-campus to advance climate change and climate justice by supporting grassroots initiatives and amplifying their work. UBC should establish and formalize partnerships with IBPOC-led climate organizations off-campus (e.g. the Indigenous Climate Action, Shades of Sustainability, and etc.) to be included in climate-focused partnership initiatives (E.g. President's Roundtables, etc). Providing resources for IBPOC individuals to participate in university initiatives and decision making is essential for UBC's commitment to work towards dismantling historic and existing barriers faced by marginalized communities. By expanding research capacity for IBPOC community members off-campus (e.g. CJRC), we are supporting leadership for communities who don't have access to our institution, and/or those who prefer to center their work in community. In these efforts, relationships between UBC and community-based initiatives should be premised on principles of respect, reciprocity, trust, and consent.

Implementation Pathway

- Provide research support and other relevant resources that are requested by IBPOC communities (ex. Scale- up Climate Hub's Climate Justice Research Collaborative)
- Reference and build on the Indigenous Strategic Plan and Inclusion Action Plan
- Create a transparent process that clearly outlines how feedback is incorporated
- Potential Partners: The Black Caucus, FNHL, Climate Hub (CJRC)

Description of Success

- License is given to off-campus community members to work on climate justice advocacy and community engagement.
- There is active support and solidarity with climate justice movements off-campus

Engage with Black and POC Communities

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

In order to make sure further recommendations that continue to dismantle historic and existing barriers for Black and People of Colour communities are accounted for, a continuous engagement process with racialized communities must continue to inform the ongoing development and implementation of UBC's Climate Emergency Response to develop recommendations. Through the community engagement input, we heard that racial justice is a huge priority and more work is needed on this issue. Furthermore, we also heard that the community wanted more dedicated engagement to the IBPOC community to help craft detailed recommendations around how to support them. These are the people who are the most impacted by climate change and climate action, thus these communities should be given the right to a fair process to take part equitably in the decision-making process, especially around issues that affect them directly. It is important to recognize that representation can cause much harm if it is disingenuous, it's not just about giving communities a seat at the table, rather give communities agency and actual power over decisions made. Perspectives that are contrary to the status quo or raise challenging questions and demands cannot be sidelined. UBC should commit to supporting structures of accountability that embed Black and POC perspectives into all the Climate Emergency recommendations.

Implementation Pathway

- Dedicate staff resources to offer support for on-going engagement with Black and POC communities both on and off campus
- Create accountability mechanisms to follow up on points raised and commitments made (E.g. Dashboard of UBC's anti-racism commitments)
- Adequately compensating people for their time and contributions
- Need to ask for funding and identify who would do this with expertise (need buy-in from equity and inclusion)
- Reference UBC's Inclusion Action Plan
- Leverage resources from Recommendation 13 (Increase capacity and resources for engagement)
- Partners: UBC Community Engagement
- Potential Partners: Equity + Inclusion Office, Climate Hub, CCEL

Quick Starts

- Hire a full time staff person for on-going Black and POC engagement in the ongoing development and implementation of UBC's Climate Emergency Response
- Provide dedicated funding for honorarium for Black and POC communities who engage in the process
- Create a community engagement plan with Black and POC communities to understand how to best engage with them on an on-going basis.

Description of Success

- UBC community promotes procedural justice across all aspects of university operations and prevents interests that run counter to the community's interests from influencing decisions.
- On-going engagement with Black and POC communities is considered in the long-term implementation of the Climate Emergency recommendations and engagement is continuous, not just one-off and extractive.
- UBC's public communications influence societal discourse

Demonstrate Institutional Leadership on Climate Justice



Establish Climate Justice Standards for the University's Activities

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Immediate (<1 year)

Description:

It has become clear through the community engagement and working group processes that UBC needs a more robust set of requirements to allow its immense social and financial procurement power to influence external actors and partners to align themselves more closely with UBC's commitment to climate justice and a 1.5°C-aligned world. This has strong overlap with the existing processes undertaken by the Climate Action Plan 2030 process and its work on UBC's Scope 3 and extended emissions. However, there is more to do than just decarbonize UBC's Scope 1, 2 & 3 emissions; UBC needs to extend its commitment to the principles of the climate emergency declaration to its wide range of partners and use all means of influence it has to enable partners to transition more rapidly to a more just and 1.5°C-aligned world. The following four pillars represent key areas that should be prioritized:

Pillars

1. Student recruitment: Set terms for student recruiting on campus and the types of companies that are allowed to recruit at UBC.
2. Procurement: Mandate that all UBC vendors (including, but not limited to Requests for Proposals) properly align their products and services to bold climate justice standards.
3. Financial Management: a) Full disclosure of all investments (across all asset classes) & b) Mandate UBC Investment Management Trust to include climate justice as criteria for selecting and renewing financial managers, with a concrete set of criteria.
4. Action on External Fundraising Partnerships: a) Disclosure of donations (corporate and major donors), including

the specified use of donations (e.g. research, education, capital projects) & b) Investigating fossil fuel and extractive industry funding of university activities and amending fundraising policy.

Implementation Pathway

- Board endorsement of university-wide general climate justice criteria (based on principles of CE Declaration, community engagement, consultation with university stakeholders, and recommendations) to guide and influence activities across departments and university external partnerships moving forward.
- Board endorsement of the need to recognize historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, and how universities have been used to manufacture climate denial. The President's office supports the implementation of a statement on this issue in coordination with the Task Force.
- Board endorsement for VP Research to begin an internal review to determine level of activities and research at UBC & UBCO currently funded by the fossil fuel sector, with advisory from the Task Force.
- Leverage the Climate Justice Backgrounder and the expertise of the Climate Emergency Climate Justice sub-committee to begin developing criteria for the quick start actions. Work with the Task Force to review who else needs to be part of the Climate Justice subgroup.
- Following the development of general criteria, VP External; VP Development & Alumni Engagement; and VP Finance are engaged to integrate criteria into their respective portfolios. The ongoing integration of this criteria includes regular updates and oversight from advisory members of students and faculty.
- Draw guidance on the implementation and development of the criteria across all portfolios from the new community advisory body responsible for overseeing the implementation of the Climate Emergency recommendations.

Four Sub-Criteria:

1. Recruitment

- o This includes General recruitment, recruitment for Co-op placements, internships and faculty-specific recruitment and matchmaking. Criteria should be inspired by UBC's commitment to 1.5°C-alignment and the standards of climate justice outlined in the Climate Justice Backgrounder.
 - o The Centre for Student Involvement & Careers currently manages recruitment at UBC Vancouver and should be supported by the VP Students portfolio to review its capacity to mandate a set of criteria that companies must follow should they want to recruit on campus.
 - o On the Okanagan Campus, general recruitment is done through the Student Recruitment and Advising Office. The Okanagan campus also has a Community Service Learning program which matches students with course credit, volunteer, or employment opportunities with community partners. Both could be leveraged to follow the same actions as described above.

2. Procurement

- o UBC Financial Operations (Both UBCV & UBCO) has an FO Sustainability Framework which currently aligns with "UBC's 2035 vision of 'regenerative sustainability embedded across the University throughout teaching, learning, research, partnerships, operations and infrastructure, and the UBC community.'" This needs to be updated to reflect the climate emergency declaration commitments, including 1.5°C alignment, commitments to UNDRIP, and more.
- o The Green Purchasing Guide should be updated according to the changes in ambition on the FO Sustainability Framework. The purchasing guide is held by UBC Supply Management and UBC Sustainability and Engineering.
- o The Financial Operations Supplier Code of Conduct (SCC) should also be updated to reflect Board endorsement of the climate emergency declaration.
 - o The 'Environment' section should reflect a 1.5°C commitment immediately and align itself with the updated emissions targets that ultimately come out of the CAP process.
 - o The code of conduct should reflect commitments to justice, as defined in the climate justice [backgrounder](#) prepared by the Climate Emergency Climate Justice Sub-Committee.
- o UBC uses its membership of the [Canadian Collaboration for Sustainable Procurement \(CCSP\)](#) to advocate for a unified Canadian public institutional commitment to 1.5C-aligned procurement standards.

- o The [Green Labs program](#) is an example of what types of existing UBC work we want to build off of (and programmatic knowledge to leverage). This could be expanded and resourced to have a higher impact. Related issues like heavy metal disposal in the mining department could be coordinated to reduce environmental impact.

3. Financial Management

- o Disclose investments across all asset classes.
- o Embed climate justice principles into UBC's investment beliefs and Statement of Investment Principles.
- o Develop climate justice criteria for asset managers, using the aforementioned climate justice [backgrounder](#), the climate emergency declaration and community engagement to inform its criteria. Asset managers should apply climate justice principles to investments through negative and positive screens, as well as engaging with companies to improve their practices

4. Fundraising Policy

- o Disclosure of donations (corporate and major donors), including the specified use of donations (e.g. research, education, capital project).
- o The Board of Governors' should endorse a formal study to see how much research and/or other UBC activities rely on contributions (financial and in-kind) from the fossil fuel sector and other extractive industries (e.g. mining), with the purpose of ultimately making a decision on the fundraising policy as per the outcome of the findings. Development & Alumni Engagement (DAE) would be a key partner for this work.

This recommendation aligns closely with:

- UBC Strategic Plan, Strategy 16; CAP 2030
- **Potential Partners:** EIO; VP External; VP Finance; VP DAE; VP Students; UBC Climate Hub; USI; UBC Community Engagement; SDS; IMANT.

Quick Starts

- Initiate a process to develop general climate justice criteria in consultation with the Climate Advisory Group
 - o Board endorsement of high-level university-wide general climate justice criteria (based on CE Declaration, Community Engagement and Recommendations) to guide the university external partnerships moving forward.
- Following the development of general criteria, VP External; VP Development & Alumni Engagement; and VP Finance are engaged to integrate criteria into their respective portfolios. The ongoing integration of this criteria includes regular updates and oversight from advisory members of students and faculty.
- Student recruitment: Set terms for student recruiting on campus and the types of companies that are allowed to recruit at UBC.
- Procurement: Mandate that all UBC vendors (including, but not limited to Requests for Proposals) properly align their products and services to bold climate justice standards.
- Financial Management: a) Full disclosure of all investments (across all asset classes).
b) Mandate UBC Investment Management Trust to include climate justice as criteria for selecting and renewing financial managers, with a concrete set of criteria.
- Action on External Fundraising Partnerships: a) Disclosure of donations (corporate and major donors), including the specified use of donations (e.g. research, education, capital project). b) Investigating fossil fuel industry funding of university activities and amending fundraising policy.
- Board endorsement of the need to recognize historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, and how universities have been used to manufacture climate denial. The President's office supports the implementation of a statement on this issue in coordination with the Task Force.
- Board endorsement for VP Research to begin an internal review to determine level of activities and research at UBC & UBCO currently funded by the fossil fuel sector, with advisory from the Task Force.
- Leverage the Climate Justice Backgrounder and the expertise of the Climate Emergency Climate Justice sub-committee to begin developing criteria.
 - o The disclosure of investments and donations

Description of Success

Pillar #1: Recruitment

- Community-developed metrics are used to set these standards that consider a comprehensive overview of companies' engagement with climate justice, both direct and indirect (e.g. lobbying activities).

Pillar #2: Procurement

- Changes in procurement requirements result in product alteration, alternate sourcing, changes to transportation/shipping used, and changes to our partners' carbon footprints overall.

Pillar #3: Financial Management

- Investment managers' criteria aligns with the aspirations, principles and spirit of the climate emergency declaration.
- Community members can also easily determine what UBC is invested in and who donates to UBC.
- Full information reporting across all asset classes and donation types.

Pillar #4: Fundraising Policy

- UBC's fundraising policy is adjusted to be in line with the Climate Emergency declaration and principles of climate justice. Internal research funding at UBC stipulates that grants & awards use climate change impact as a prominent benchmark against which to evaluate faculty submissions.
- A "Just Transition Fund" for researchers who are traditionally reliant on the fossil fuel sector to access optional funding opportunities for research that aligns with the principles of the declaration. The intent would be to support increased access to choices for researchers and academics who are limited in their decision-making opportunities by the embedded nature of extractive industries in their discipline.

Demonstrate & Advocate for Institutional Justice-Based Climate Action

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Immediate (1-3 years)

Description:

As a globally leading academic institution with commitments to aligning its internal activities and operations with climate justice, UNDRIP, 1.5° C, and a justice-based recovery from COVID, UBC needs to 1) maintain a consistent external advocacy platform that advances justice-based climate action beyond campus, while also 2) demonstrating accountability to its advocacy themes by reconciling its current and past roles in perpetuating local and global injustices.

The first pillar of advocacy means that the university, as an institution, begins to advocate more often and openly for public policy action to all manners of other institutional bodies including municipal, provincial and federal governments, the private sector, other higher education institutions and more. Examples of this include: Making public statements to show support for climate policy at regional, national and international levels that are in line with 1.5° C, UNDRIP, and a rapid wind down of fossil fuel production that accommodates workers and a just transition to sustainable energy systems (while speaking out on policy decisions and projects that are not); showing solidarity with communities impacted by unjust climate policy, including but not limited to Indigenous nations being denied their right to free, prior and informed consent; lobbying the federal and provincial governments, including federal funding agencies, for an increase in public funding for climate justice research and education projects at all higher education institutions; advocating for just solutions that support climate refugees fleeing to Canada, including its own students who are and will be displaced; calling on other institutions to follow UBC's leadership in divesting from fossil fuels; and more.

The second pillar asks that UBC recognize its complicity in the acceleration of global climate change and social injustice, and therefore commit to addressing global wealth and resource use divides that have defined its prosperity. Of particular importance in the climate emergency response is acknowledging UBC's role in producing emissions in the past and into the present (through investments, institutional operations, procurement and partnerships, and more) and how those emissions have disproportionately impacted other regions and communities across the world while providing material wealth for the university and its community members. This also means recognizing questions of justice such as: who suffers for living next to extraction, who used up the majority of our global carbon budget, who bears the costs of climate solutions, and who has enjoyed most of the wealth from the burning of fossil fuels; and in doing so, acknowledge that UBC must commit to 'paying' its ecological debts and be materially accountable for its role in advancing climate change and associated injustices over its 100+ year history.

Implementation Pathway

Pillar 1

- UBC publicly supports report from the Task Force for Resilient Recovery calling for federal spending on recovery to focus on environmental and climate issues <https://www.recoverytaskforce.ca/wp-content/uploads/2020/07/TFRR-Preliminary-Report-Jul-2020.pdf>
- UBC works with the U15 network to call for specific COVID stimulus funding towards climate justice research and education for post-secondary institutions.
- UBC Endorses the [Finance Climate Challenge](#).

- UBC shares its divestment decision-making tools with other institutions.
- An internal review to legally clarify what the university can endorse or can not endorse given the changes in charitable political engagement, the Universities Act, and any other applicable laws.
 - A public statement on the findings should accompany the outcomes.
 - This would be another non-infrastructure Living Lab opportunity.
- Undertake an additional internal review to examine if the university can define its charitable educational mission to include climate justice.
- Divestment Advocacy
 - Leverage the Responsible Investing Charter and University Climate Change Coalition networks to call on other higher education institutions to divest and support them in doing so.
 - Collaborate with governments, other investors and local communities to develop reinvestment opportunities and climate justice screens (e.g. an UNDRIP investment screen).
 - Advocate for broader action in the financial sector by endorsing the [Finance Climate Challenge](#) and pushing for mandatory regulations for financial carbon disclosures and emissions reductions.
- An institutional statement is created that explains the historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, along with the role of academic institutions in propagating manufactured climate denial.⁸
- UBC advocates for public funding of climate-related research and activities to eliminate industry influence over such a critical public-interest issue. This includes research funding from the tri-council and local governments.

Pillar 2

- Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's past and ongoing roles in contributing to the climate change impacts that are disproportionately burdening marginalized communities, and commit to solution pathways that draw from the CAP, Climate Emergency Response and a suite of new actions to 'pay' this ecological debt.
- Develop a strategy in coordination with recruitment, student engagement and development offices across UBC to support students (financially and in-kind) who are fleeing climate-related impacts to attend and live at UBC.

This recommendation aligns closely with:

- UC3 Strategy 3.1: "Release collective statements and calls to action advocating for bold and ambitious global climate mitigation and adaptation actions and targets that incorporate climate justice."
- UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): "Endorse Public Campaigns like the 'Put a Price On It' campaign, which is already widely supported by universities 33, and align with organizations like the Citizens' Climate Lobby which supports carbon pricing legislation"⁹
- UBC Strategic Plan, Strategy 16: Public Relevance & Strategy 19: Global Networks & Strategy 3: Thriving Communities
- Responds to the President's Roundtable on Climate Action report

⁸ Building off the precedent of Action 6 of the Indigenous Strategic Plan.

⁹ https://secondnature.org/wp-content/uploads/SecondNature_UC3_The-Role-Of-Higher-Ed-In-Advancing-

[Carbon- Pricing_Final.pdf](#)

- Potential Partners: President's Office; VP External; Government Relations; UBC Climate Hub.

Quick Starts

- UBC publicly supports the preliminary [report](#) from the Task Force for Resilient Recovery
- UBC works with the U15 network and RUCBC to call for specific COVID stimulus funding towards climate justice research and education for post-secondary institutions.
- Mandate OUC to consult with experts and report back clarifying for the BoG and the UBC President the legal boundaries of advocacy for climate justice
- Endorse the Finance Climate Challenge
- Share UBC's divestment decision-making and tools with other institutions, starting with active encouragement to UC3 institutions to fully divest.
- Undertake an additional internal review to examine if the university can define its charitable educational mission to include climate justice.

Description of Success

- Divestment advocacy and knowledge sharing results in universal divestment by UC3 members.
- UBC's institution-wide study and public report on its complicity in the acceleration of global climate change and social injustice identifies missing actions from UBC climate emergency response and implementation pathways for next steps in the reconciliation pathway.
- UBC's calls for green stimulus funding and increased public funding of climate-related research lead to an increase in available funds for all universities working on climate change.
- New scholarships, housing and in-kind resources are reserved for, and designated to UBC students fleeing climate disaster.

Enact Commitments to Divestment & Sustainable Investment

Drafted by the Climate Justice Working Group

Timeframe for implementation: Medium term (3-5 years)

Description

Fully divest from fossil fuels across all asset classes by 2025; embed climate justice into investment beliefs and principles; reinvest 5% of investments in just community projects; involve the UBC community in determining UBC's investment priorities; and publicly report on progress towards divestment and reinvestment.

Implementation Pathway

Adopt [Climate Justice UBC's Recommendations](#):

- o Fully divest from fossil fuels across all asset classes by 2025. [Concordia University](#) and [The University of Guelph](#) have both committed to full divestment by 2025. We call on UBC to adopt a similar timeline. Divestment must apply to *all* asset classes, including private equity. UBC should also clearly define divestment from fossil fuels as divestment from all extraction, processing and transportation of coal, oil and natural gas

- o (i.e. “energy sector”). Carbon emissions accounting must include Scope 3 emissions. UBC can also switch to a fossil free benchmark to minimize tracking error.
- o Embed climate justice into investment beliefs and Investor Policy Statements. Climate justice criteria should be incorporated into UBC’s Statement of Investment Principles. This means aligning with a 1.5 oC pathway and mitigating the inequitable social conditions that are exacerbated by climate change. For example, as highlighted in the Students for Mining Justice and Indigenous Committee’s letter to UBC, climate justice includes mining justice. UBC should divest from mining companies that violate Indigenous and human rights.
- o Apply climate justice principles to the manager selection process and manager agreements. By setting requirements for managers, UBC can influence the development of new fossil free and climate-just investment products. The manager selection process must go beyond carbon emissions; UBC should require fund managers to commit to applying climate justice criteria, including a fossil free screen, to investment portfolios. Managers can apply climate justice principles through negative and positive screens, as well as engaging directly with companies to improve their practices.
- o Develop climate justice proxy voting and shareholder engagement guidelines. UBC should develop transparent proxy voting guidelines for managers in line with climate justice. We recommend that UBC work with SHARE to develop these guidelines and administer proxy votes.
- o Reinvest 5% of investments in community projects that advance racial, economic, environmental and social justice. By allocating investment capital into local community projects, such as clean energy, safe and affordable housing, sustainable local agriculture, community wealth operatives, and worker-owned businesses, UBC can help transform our economy from one that is extractive to one that is just and regenerative. In line with national movements to defund the police and abolish the prison-industrial complex, we have an opportunity to lead by re-allocating wealth toward communities that have long been exploited, especially Black and Indigenous communities. Community projects can be financed through community bonds, credit unions, venture capital funds, cooperatives and other community development financial institutions.
- o Involve the UBC community in developing UBC’s investment priorities. Create a community advisory group to advise UBC on climate justice beliefs, criteria and metrics; ESG priority areas; adoption of positive and negative screens; and priorities for engagement and reinvestment. The committee should include members of Black, Indigenous, disabled, and other marginalized communities immediate to UBC and beyond. Community members should be compensated for their time.
- o Publicly report on progress towards divestment and reinvestment. Include climate justice considerations in the broader reporting of UBC’s climate change and ESG investing activities. This includes progress on positive and negative screens, investment in climate solutions, engagement activities, and engagement outcomes with policy makers, fund managers and companies.
- o Potential Partners: IMANT, VPFO, Board Finance and Sustainability Committees.

Quick starts

- Publish timeframes and definition for full divestment from fossil fuels.
- Establish a community advisory group to advise on aligning investments with climate justice.
- Publish the UBC legal opinion on divestment.

Description of Success

- UBC fully divests from fossil fuels across all asset classes by 2025 and embeds climate justice into investment beliefs and principles
- Involves the UBC community to determine UBC's investment priorities to reinvest in just climate solutions
- Transparent reporting on progress towards divestment and reinvestment

ESTABLISH MECHANISMS AND PROCESSES THAT ENSURE INDIGENOUS PERSPECTIVES, COMMUNITIES, AND WORLDVIEWS SHAPE THE DEVELOPMENT AND IMPLEMENTATION OF CLIMATE RELATED INITIATIVES AND POLICIES



Engage Further with Indigenous Communities

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Building on UBC's Indigenous Strategic Plan and Inclusion Action Plan, center long-term engagement with Indigenous communities in the ongoing development and implementation of UBC's Climate Emergency Response, emphasizing UBC's role in both local and global contexts. Indigenous and other systemically and historically marginalized communities have been on the front lines of climate change for centuries. They have much knowledge about adaptation and resilience, and thus much to teach UBC and its staff, faculty and students about these things. However, there is also a history of extractive, paternalistic, tokenistic, and unequal relationships between UBC and these communities, meaning that relationships of trust, respect, and reciprocity need to be developed in order for equitable and meaningful partnerships to be possible. Further, these communities are affected by UBC's actions, as well as inaction, on climate change. This includes not just local communities, but also communities around the world. The university will need to meaningfully incorporate the knowledge, concerns and needs of these communities in its climate action by committing to supporting structures of accountability that embed Indigenous perspectives into all the Climate Emergency recommendations. UBC will be held to a high level of scrutiny for actions it does or does not take around these issues. If UBC wants to be viewed as an ethical collaborator and partner by Indigenous and other systemically and historically marginalized communities, then it will need to make and follow through with commitments for Indigenous perspectives (including critical perspectives) to not simply be heard but also for these perspectives to influence the decisions that are ultimately made by the university.

Implementation Pathway

- o Dedicate staff resources on both campuses to offer support for on-going engagement with Indigenous communities both on and off campus.

- o Hire a full time, permanent staff person on each campus for on-going Indigenous engagement
- o Provide dedicated funding for honorarium for Indigenous communities who engage in the process
- o Create an community engagement plan with Indigenous communities to understand how to best engage with them on an on-going basis, including perhaps an ongoing advisory council whose non-UBC members would be compensated for their participation
- o Need to ask for funding and identify who would do this with expertise (need buy-in from equity and inclusion)
- o Leverage resources from Recommendation 13 (Increase capacity and resources for engagement)
- o Partners: Equity and Inclusion, Climate Hub, CCEL, FNHL, IRSI, CEIH

Quick Starts

- o Hire a full time staff person on each campus for Indigenous engagement on climate, sustainability, and land use issues starting in January 2021.
- o Establish and adequately resource a structure for ongoing Indigenous community engagement on climate and climate justice, including honorarium for non-UBC participants

Description of Success

- o UBC community promotes procedural justice across all aspects of university operations and prevents interests that run counter to the community's interests from influencing decisions.
- o Initiatives are in alignment with Indigenous Strategic Plan and Inclusion Action Plan
- o UBC respects and upholds principles and practices supported by UNDRIP in relationship to Indigenous engagement and climate change.
- o On-going engagement with Indigenous communities is considered in the long-term implementation of the Climate Emergency recommendations and engagement is continuous, not just one-off and extractive.
- o Build reciprocal relationships built on trust with Indigenous communities and creates space for heterogeneity of Indigenous perspectives

Expand, Strengthen and coordinate Climate Research at UBC



Establish a Body for Climate Research

Drafted by the Research and Beyond Campus Working Groups

Timeframe for implementation: Long term (5-10 years)

- o Year 1: The body will be approved by the Senate on both campuses and Board of Governors, if necessary; it will have space allocated on both campuses, have a steering committee formed with terms of reference, appoint a director and support staff.
- o Year 2: Director, staff, members and graduate students will populate spaces; begin operations in research facilitation and communication; build the membership of faculty, students, staff and external members; develop student support and Climate Emergency Fellows (CEF) cohort mechanisms.
- o Year 3: Support first cohort of CEF; prepare shared Ten Year Planning document from membership input, prepare a climate-focused faculty hiring plan that follows EDI hiring best practices to increase diversity of faculty body.
- o By 2030 the new initiative and body will be recognized as global leaders in catalyzing, facilitating and communicating relevant interdisciplinary research related to the climate crisis.

Description

To better connect students, staff and faculty working on climate and develop a research community, we recommend establishing a comprehensive, cross-campus, interdisciplinary research body, institute or centre with programming to facilitate and communicate climate research at UBC, support climate literacy, facilitate climate advocacy at UBC and with partners beyond campus to define and implement the vision for UBC climate emergency research. The objectives of the Climate Institute would be as follows:

- Create a diverse community of world-class leading researchers whose research is dedicated to climate change.
- Overcome disciplinary silos by supporting sharing of ideas and resources across different faculties and disciplines.
- Engage with partner organizations to facilitate research locally, nationally and globally and ensure that climate just actions are taken.
- Seed the development of and provide ongoing support for interdisciplinary research teams necessary for climate research that focuses on the socio-political drivers for climate justice.
- Become UBC's focal point in climate research to facilitate engagement between members throughout UBC's community and external stakeholders
- Gives license and provides adequate resources to students, faculty and departments to work on climate justice research, advocacy and community engagement.

The mission of the institute will be guided by the climate justice principles of the Climate Emergency process and embed requirements to use a climate justice lens into the institute's structures and processes. To achieve these goals, the new body will undertake 5 core activities:

- Advocate for resources to advance UBC's efforts in research aimed at climate science, climate justice, policies and solutions, including for new and diverse faculty hires and increased student support.
- Coordinate climate research activities at UBC. Organize seminars, workshops, and other activities aimed at fostering cross-campus and off-campus research and connections. These activities will provide the opportunity for faculty and students from across UBC to build collaborative relationships.
- Build and support an interdisciplinary community of graduate student climate researchers (Recommendation 9).
- Coordinate UBC's Climate Knowledge to Action response in order to best support researchers in communicating research results to a wide audience, including policy makers and the broader community. (Recommendation 21)
- Deliver an internal small faculty seed grant to encourage focused climate research and leverage outside funds, similar to or potentially augmenting Hampton Endowment funds, Grants for Catalyzing Research Clusters (GCRC), and Peter Wall Institute funds.

We recommend that the Climate Body, Centre or Institute have a similar governance structure, funding requirements and broad impact as the UBC Global Research Excellence (GREx) Institute already present at UBC (e.g. the Quantum Matter Institute).

This recommendation aligns closely with:

- UBC's Strategic Plan (every Research Excellence strategies: Strategy 6: Collaborative Clusters, Strategy 7: Research Support, Strategy 8: Student Research, Strategy 9: Knowledge Exchange, Strategy 10: Research Culture)
- Declaration on the Climate Emergency (increasing ambition and materially accelerating timelines for existing actions)
- Community engagement findings that highlight the need for overarching, UBC-wide and cross-campus umbrella to connect researchers, programs, partnerships and initiatives on a larger scale

Existing plans and policies including: 20-Year Sustainability Strategy; Sustainability Academic Strategy; & UBCO's Whole Systems Infrastructure Plan

Examples of Institutes from Other Countries

- o Grantham Research Institute (LSE, UK)
- o Harvard Project on Climate Agreements (Belfer Center)(US)
- o Columbia Earth Institute + Sabin Center for Climate Change Law, an affiliated center
- o Tyndall Centre for Climate Change Research (UK)
- o ANU Climate Change Institute (Australia)

Examples in Canada

- o Interdisciplinary Centre on Climate Change (IC3), University of Waterloo
- o Canadian Institute for Climate Choices
- o Pacific Institute for Climate Solutions (PICS)
- o Ryerson Call for Research Proposals from Civil Society Organizations

These examples are not provided to influence the institute's path of development or its possible intentions, but rather to highlight the numerous actions taken by other universities to operationalize their climate research. If UBC is to meet its purported status as a leader in both Canada and across the globe, it needs to be as ambitious, if not more, than the others listed here.

Implementation Pathway

- Consultation to determine support (e.g. expert, decanal, OVPR, community, graduate student etc.) required to establish the Climate Body, Centre or Institute.
- Identify inaugural membership of the Institute that will lead drafting of the proposal to form the new Climate Institute and identify the scope and priority areas.
- Institute strategic plan that directs Climate Emergency Fellows and climate research hiring
- Obtain backing for the proposal from relevant Centres and Institutes, Faculties, administrative units and other community stakeholders.
- Submit a finalized proposal to the Senates and Board of Governors for approval.
- Form an interim group to identify and create a permanent steering committee.
- Allocate budget to cover the operational costs for the director and staff roles, the associated services provided by the Institute, and seed funding to support students (see also Recommendation 9).
- Create a steering committee composed of faculty, graduate students, community members, university staff and administration; establish clear terms of reference.
- Appoint a director and support staff members (administrator, communications/policy impact, grant support, events coordinator, etc.)
- Build membership through an outreach campaign with support from UBC Communications.
- Reference the Indigenous Strategic plan Goal 3: Moving research forward- Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.
- Seek advice from the membership on ten year strategic direction and service provision.
- Potential Partners: An interim committee composed of representatives from the CAP Project Team, the Office of the VP Research on both campuses, USI & UBCO Sustainability, and multidisciplinary climate experts from all faculties and on both campuses.

Quick Starts

- BoG and Senate approve the establishment of a cross-campus climate institute, to provide a structure for research, graduate education, and faculty appointments
- Appoint a director and support staff members (administrator, communications/policy impact, grant support, events coordinator, etc.)
- Allocate budget to cover the operational costs for the director and staff roles, the associated services provided by the Institute, and seed funding to support students (see also Recommendation 9).
- Form an interim group to identify and create a permanent steering committee composed of faculty, graduate students, community members, university staff and administration; establish clear terms of reference.
 - This steering committee will lead drafting of the proposal to form the new Climate Institute and identify the scope and priority areas.
 - Obtain backing for the proposal from relevant Centres and Institutes, Faculties, administrative units and other community stakeholders.
 - Board and Senate approval of finalized proposal
- Create 10-year Institute strategic plan that directs Climate Emergency Fellows and climate research hiring
- Identify space on both campuses that will be available for graduate students, director, staff and a limited number of shared workstations for members.

Description of Success

- Evidence of local, national and global impact from UBC researchers
- Diverse and representative membership
- Increase in research, and innovation capacity in sustainability
- Growth in the number of publications and citations in climate research
- Increased number of cross-campus collaborations
 - Increased number of engagements with external stakeholders (external funding secured, tracking how policy is influenced, interactions with non-academic output, etc.).
- Impact of student alumni on climate research and action
- Effective communications strategy valued by students, faculty and staff
- The Institute's Ten Year Planning document used to influence decisions made within UBC
- UBC seen as a Global Top 10 climate research institution

Emergency Fellows (CEF) Program

Drafted by the Research Working Group

Timeframe for implementation: Long Term (5-10 years)

- Short term (1-3 years): Y1 call for proposals, Y2 development of activities/recruitment, Y3 arrival of first cohort trained through 1-2 matching programs engaged.

Description

To address the research isolation of graduate students and build strong networks, we recommend creating and funding cohorts of PhD students and postdoctoral researchers who are attached to the Climate Institute. The PhD students would be supervised in a range of programs on both campuses and all fellows would interact together in Institute activities and space. Cohorts will be recruited following yearly themes, building targeted research capacity on key subject areas. While there are many potential implementation paths, we recommend an overall initiative that adopts structures of successful programs from around the world, including NSERC's [CREATE](#) program, the UK's [Centres for Doctoral Training](#), and Germany's [Max-Planck-Schools](#), and the [IGERT program](#) run by the US NSF.

This recommendation aligns closely with:

- UBC's Strategic Plan (every Transformative Learning strategies Strategy 11: Education Renewal, Strategy 12: Program Redesign, Strategy 13: Practical Learning)
- Strategy 14: Interdisciplinary Education, Strategy 15: Student Experience; also Strategy 6: Collaborative Clusters, Strategy 8: Student Research, and Strategy 16: Public Relevance)
- Declaration on the Climate Emergency- "prepare students for their futures and conduct leading research on pressing societal issues"
- Community engagement findings that highlight the need to bring graduate students together and expand student-led research opportunities
- Climate Institute or Centre's Strategic Plan (Recommendation 8)

Implementation Pathway

- This program would be best managed by the Climate Institute (Recommendation 8) and the directorship might have a preferred direction. Our key considerations for the CEF program are:
 - Increase the number of climate researchers working at UBC
 - Create an environment that fosters close ties between Fellows across both campuses
 - Leverage external funding opportunities to expand training
- As the Institute (Recommendation 8) is constituted, begin a yearly call for the next CEF theme. These proposals will serve to identify specific themes within Climate Emergency that aligns with the Institute's strategic direction and are founded on principles of climate justice. Funding will be provided by CEF, but participating students will have to be admitted and enroll in existing PhD programs. For example, a yearly intake might be a diverse group of at least ~ 5 PhD students and 1 postdoctoral researcher.
- Make funds available to support graduate student research in a flexible manner. The bulk of these could be used for full PhD fellowships, but may also fund top ups for PhD students, Master's fellowships, publication costs, conference travel, small research grants, and leverage other proposal funds.
- CEF students to have separate supervisors and a minimum of one committee member outside their program to foster interdisciplinarity and centrality of justice concerns for climate action
- Facilitate and encourage engaging with an external stakeholder to serve as a research advisor to influence the direction of the research and best serve societal needs.
- In selection, give an edge (e.g. additional funding or improved rankings) to proposals that span UBC-O and V, and/or for "[collaborative PhD](#)" proposals, and/or proposals attached to VPRI-funded clusters.
- Develop professional development (PD) activities/methods training to accompany regular cohort research meetings. Some such PD activities will rely on the Climate Institute's focus on knowledge translation to external stakeholders, e.g. policy-makers, to specifically build capacity enabling such impact.

- First CEF cohort is admitted, commence PhD programs, and gather regularly at the Climate Institute's locations (everyone to meet in Vancouver and Kelowna) for research seminars led by affiliated faculty. Space provided to cohort members.
- Recruit fellows with consideration of traditional knowledge, lived experience and community engaged scholarship (see Recommendation 11); priority to IBPOC individuals and emphasize a diverse cohort
- At any time, the Climate Institute should hold funds to be able to match NSERC CREATE proposals focused on Climate Emergency financially. Given (inter)national models for CEF, funds should also be available to enable collaboration, possibly even joint establishment of a program with similar international programs. An exciting possibility is to leverage opportunities through the University Climate Change Coalition.
- PhD students can be supported for 4 years with the possibility of a 1 year extension with funds. PhD support is estimated at \$30k/year. Postdoctoral researchers can be supported for 2 years. Postdoctoral support is estimated at \$70k/year.
- A budget of \$1m/year could be used to support a stable membership of 25 PhD students and 2 postdoctoral researchers (\$890k/year) with the remaining \$110k/year used as flexible graduate student support.
- Over the first ten years, we anticipate 2 matching opportunities or bonus funds for identified priorities with an estimated cost of \$2m, bringing the total budget to ~ \$12m. Staff and professional development support, as well as funds enabling cross-campus collaboration subsumed under Recommendation 8.
- Potential Partners: Associate Deans Research; Faculty of Graduate and Postdoctoral Studies.

Description of Success

- Completion of PhDs, careers in academic, research and beyond launched
- Tools/methods/concepts developed for research in thematic areas
- Knowledge translation via media and policy
- New hires attracted to UBC in part because existence of CEF
 - Institute-focus on graduate training seen as complementary to departmental efforts, some elements like knowledge translation or collaborative PhD adopted by other programs
- Collaborative and thematic PhD training attracting fundraising attention
 - CEF alumni continue engaging with UBC after they move on to influential positions in Canada and internationally.

Conduct Climate Focused Faculty Hiring

Drafted by the Research Working Group

Timeframe for implementation: Medium Term (3-5 years)

- Hiring along current faculty lines immediately
- Hiring along new faculty lines within 3-5 years

Description

A theme that came through strongly in the Research Working Group's consultations with faculty and graduate student researchers is that to strengthen UBC's research contribution to addressing the climate crisis, we need more climate researchers. Although there are several dozen faculty who have done some research on climate, the number that primarily focus on climate is much smaller (about 40 – 50 in Vancouver, one tenth of this number in the Okanagan, by our estimate), which has limited UBC's impact. The lack is particularly critical at UBC Okanagan campus, which has a disproportionate need of new hires in this area.

We recommend multidisciplinary hiring of faculty with a focus on climate research and consider community engaged scholarship and traditional knowledge to ensure that the hiring process actively takes into account equity issues to prioritize hiring of IBPOC individuals or people with lived experience. This is timely as the university commits to a faculty expansion. In the next decade, we will hire the mid-career researchers of the 2030s and senior research faculty of the 2040s. Those hiring decisions will shape UBC's ability to contribute to a world struggling both to find climate solutions and to adapt to the injustice of ongoing climate change.

Our small committee is not in a position to specify priority fields for new hires. We were, however, struck by the diversity of research needs flagged by survey respondents, including atmospheric science; integrated assessment and modeling of climate change; international law and politics; clean technology solutions; Indigeneity, race and climate justice; adaptation; energy challenges in the developing world; and climate policy design. There is potential to fill gaps and strengthen UBC's current research contributions across the University.

We recommend two complementary approaches.

- o First, we call on the University to centrally fund 40 to 50 additional tenure stream faculty positions to roughly double the number of current faculty members whose primary research focus is climate.
- o Second, while centrally-funded new positions will of course have tremendous value, most hiring will still be undertaken as current professors resign or retire. In planning for continual renewal, we call on Departments and Faculties across the University to re-imagine the research (and teaching) professoriate needed in the context of a climate emergency that will preoccupy humankind for decades to come.

This recommendation aligns closely with:

- o UBC's Strategic Plan (Strategy 1: Great People, Strategy 4: Inclusive Excellence, Strategy 10: Research Culture)
- o Declaration on the Climate Emergency (support departments and campus communities to implement their own actions to address the climate emergency)
- o Community engagement findings that highlight the need to bring graduate students together and expand student-led research opportunities
- o Inclusion Action Plan
- o Indigenous Strategic Plan

Implementation Pathway

- o Creation of an additional 40 to 50 new centrally-funded climate research hires over the next 5 years. This could be done by drawing on the President's Academic Excellence Fund and via CRC allocations. We are aware that the UBCV Faculty of Arts has proposed a 5-position Climate Justice Cluster to the President's Academic Excellence Fund, which is an encouraging start. We recommend appointment of a mix of junior and senior hires weighted toward the former. Not only would UBC benefit from welcoming cutting edge early career researchers in an area of research growth into our community, but junior hires present greater opportunities for diversification of the professoriate. Senior hires would be able to give an immediate boost to UBC's climate research strengths.
- o Create a strategic hiring plan that follows [CRC Equity, Diversity, and Inclusion hiring best practices](#) to increase diversity of the faculty body (see Recommendation 9), and also considers community engaged scholarship (see Recommendation 10) and traditional knowledge to ensure that hiring process actively takes into account equity issues to prioritize hiring of IBPOC individuals and people with lived experience.
- o Ensure that UBC Okanagan receives sufficient allocation to build the critical mass needed to make its Climate Research internationally recognized
- o Deans request that Departments/Schools/Institutes (and in non-departmentalized Faculties hiring committees) consider and report on how they can contribute to solving the climate crisis, and how/why that could fit in a multi-year hiring strategy for the unit. The Committees of Deans would share their resulting plans with each other and the Provosts to identify remaining gaps and opportunities for collaboration. Undertaking this exercise in Year 1 also would provide a foundation to identify areas for priority additional hires in the previous point.
- o Hiring of faculty needs to be coordinated at a university-level, through the Climate Institute, to appropriately build core strengths, fill critical knowledge gaps and ensure a strong strategic direction is followed.
- o Potential Partners: Deans; Provosts; Senior Advisor to the Provost on Racialized Faculty

Quick Starts

- o Deans and Provosts produce a strategic hiring plan for both Vancouver and Okanagan campus that emphasizes positions in climate research and prioritizes hire of IBPOC faculty, grads, and undergrads, especially those with lived experience
- o Ensure that hires include positions focused on climate justice, such as a CRC Tier 1 and/or PEC in Indigenous Climate Justice; CRC Tier 1 and/or PEC in Racial Equity and Climate Justice

Description of Success

- o UBC would be recognized as one of the top 10 universities globally in research related to climate change, reflecting a track-record of publication of high-impact research in high quality journals;
- o UBC's research will be strengthened by a community of researchers that increasingly reflects the diversity of UBC's and indeed the global community we serve;
- o UBC researchers will be informed by each other's work and will in many cases be engaged in collaborative research that tangibly "moves the needle" on climate solutions
- o UBC's research will be more visible and thus more impactful by virtue of conscious efforts to share our findings with governments, business, NGOs, and the broader community;

- o UBC researchers will work with a range of local, national, and global partners including governments, Indigenous communities, NGOs, and business.

Recognize and Reward Community Engaged Scholarship

Drafted by the Climate Justice Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Community-engaged scholarship (CES) for faculty means applying their expertise to real-world problems and collaborating with their peers in other disciplines who can also bring their knowledge to the table. However, incentives and support need to be in place for faculty to engage in this way, particularly the systems in place for faculty career advancement (promotion, tenure and faculty development) need to be aligned with community engaged scholarship. CES should be recognized and rewarded in graduate programs and tenure and promotion processes. A set of criteria could be created (discipline-wise) for recognizing what should entail CES that is directly beneficial for the community at large. This is applied to Recommendation 9 and 10.

Some examples already occur within humanities disciplines. The Public Scholars Initiatives for graduate students is another example. There is also [an existing partnership](#) of eight universities and an international organization that have pledged to work together to change university culture, policies and practices in order to recognize and reward CES. UBC can follow or reference the criteria outlined by [other Canadian practices](#) in community engaged scholarship and faculty assessment.

Examples in Canada

- o University of Guelph Community Engaged Scholarship Institute

Implementation Pathway

- o Communications from Board, Executive, Deans, Heads and Senate in support of public scholarship. The communication should outline that:
 - o Community engaged scholarships are welcome and valued in graduate programs and tenure and promotion processes. Such processes should recognize the time that is taken to work with communities.
 - o When applicable, we encourage PhD committees to include non-academic members with relevant expertise. This would help a graduate student feed their work directly into policymaking defined broadly.
- o Engage with the Faculty Association.
- o Create general and academic discipline wise criteria for what qualifies as alternate forms of scholarships.
 - o Create plans for how these criteria based alternate scholarships will become an integral part in graduate programs, hiring and promotion processes.
- o Develop public outreach fellowship programs. Fellows should receive a course release to compensate them

for their time engaging with the community.

- o Create awards for recognition of academics engaged in public scholarship.
- o Aligns with the Indigenous Strategic Plan Action 24:
 - o "Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations"
- o Potential Partners: Public Scholars Initiative for graduate students; Faculty Relations; Provosts' Offices; VPRI; VPR; UBC Community Engagement.

Quick Starts

- o Create plans for how to support this scholarship and knowledge creation for those communities doing this work "in place" (ie. those who want to collaborate with UBC and benefit from UBC resources without leaving their context)

Description of Success

- o Number of graduate students with non-academic committee members
- o Number of graduate students doing community engaged scholarship as part of PhD
- o Number of academics doing community engaged scholarship that get accepted for tenure
- o Students and faculty are not worried about community engaged scholarship affecting job prospects/ program completion

Foster a Culture of Engagement & Advocacy on Climate Action



Encourage Civic Engagement

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Short Term (1-3

years) **Description**

The climate emergency community engagement process made it clear that community members want to see the university take a more active stance on political intersections with climate change. Moreover, we found a culture of chilled freedom of speech on campus. In response, the university should be encouraging and empowering community work, activism, civic engagement, and advocacy to bloom on campus in line with climate justice standards that it has committed to in the declaration. UBC needs to ensure university policies and practices foster an environment for students, staff and faculty to be climate justice advocates who are present and active beyond campus.

Pillars

1. Clearly define how students, staff, and faculty can support student engagement in elections at all levels of government.
2. Foster robust culture of climate advocacy and discussion on campus
3. Empower Students to be Engaged Global Citizens & Activists This recommendation aligns with:
 - o Strategy 1.3 of the University Climate Change Coalition (UC3)'s strategic plan: "Support student participation in campus climate action activities and foster climate leadership."
 - o UC3 Strategy 3.3: "Represent leading research universities at international climate change conferences, forums, and summits."
 - o UBC Strategic Plan, Strategy 15: Student Experience & Strategy 16: Public Relevance
 - o UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): Support Student Activism on campus by providing space and funding for groups concerned with carbon pricing to meet, plan, and present ideas, as well as making space for student representation at related meetings.

Implementation Pathway

Pillar #1: Election Engagement

There is a stark contrast between the forms of election engagement that are happening on the Vancouver and Okanagan campuses. In recent elections, there has not been enough done to ensure students on the Vancouver campus are as aware as possible of voting opportunities, including how, why and where they can vote. The President's Office shared important information about the [2019 election](#), however campus as a whole lacked staff and faculty engagement as well as missed opportunities to advertise voting stations in physical spaces. All the canvassing that was done to get students to the voting booth was done unpaid, by students themselves. In contrast, the Okanagan campus is more active and has been consistently supporting its students to get to polling stations. Activity on both campuses need to be scaled up.

- o Faculty are informed that they can tell students when elections are and how they can vote.
 - o E.g. The 2019 Federal election materials from Elections Canada on all the possible IDs that could be used to vote should have been widely circulated to students by the university.
- o Best practices for supporting student engagement in government elections are implemented (see [Campus Vote Project](#) for more details on best practices).
 - o At minimum, official campus communication (including websites, email blasts, social media, digital signage, posters) informs students of upcoming elections and how they can participate.
 - o Add a voter registration and reminder tab to the Student Service Centre.
 - o Disseminate information to students in residence on how to vote including how to prove their residence address.
 - o Include voting information in orientation packages for domestic students.
 - o Host all candidates meetings focusing on a variety of issues of concern to students and the UBC

community.

- o Secure advanced and election day voting stations that allow electors to vote in any riding across Canada.
- o Set up voter registration booths and information tables in advance of elections.
- o New staff hiring for civic engagement.
- o Publicize UBC's commitment to civic engagement and voting, similar to the [Ontario universities' pledge](#).
- o Endorse a review of the VP Students' current actions on election engagement and mandate an action plan be created to ensure consistency for students to be aware of how, when, where, and why to vote in municipal, provincial and federal elections. A review is completed with official advisory from the AMS, UBCSUO and the Climate Hub based on their relationships with students and their coordinated get-out-the-vote activities in the context of the 2019 Canadian Federal Election.
- o Mandate the development of a UBC Comms (including student comms) election communications strategy.
- o Partner with the [Democracy Lab](#) to create universal civic engagement slides & curricular content for students (e.g. 10 minutes on how to call your rep/etc that could be used in all classrooms).

Alignment with UBC Strategic Plan, Strategy 15: Student Experience & Strategy 16: Public Relevance

Pillar #2: Empowering Climate Advocacy Culture

- o UBC reviews the Statement on Academic Freedom for UBC Vancouver to ensure that it clearly defines the freedom of speech parameters for staff and faculty, with examples of what is and is not appropriate.
- o Release a statement akin to the [Provost's comments](#) on Controversial speakers at UBC, but in this case to assuage concerns regarding speaking on climate science, policy and justice.
 - o The Provost's statement shows an ability and willingness by the university to clarify Academic Freedom. This should provide enough precedent for a similar statement to be made for faculty to speak out on key climate-related issues.
- o Clarify how staff and faculty can partner with external organizations taking public stances on climate action and climate justice.
- o Support a greater cross-campus understanding of rights, responsibilities and requirements related to:
 - o Charity law
 - o Public policy dialogue and development activities (PPDA) by charities allowed, new amendments to Income Tax Act mean there is now no restriction on time universities and other charities can spend on PPDA
 - o Partisan activities are always prohibited
 - o Lobbying rules
 - o Science advisor requests (faculty)
 - o Public Policy
 - o How to get involved in public policy
 - o How to communicate to policymakers
 - o Open Letters
 - o Collaboration with NGOs
- o UBC HR, taking guidance from VP Academic, rolls freedom of speech as a theme into existing

professional/staff development and training. This will help clarify staff ability to speak out.

- o Create a comprehensive website to increase UBC's profile and transparent procedures for UBC faculty, staff and students to participate in UNFCCC meetings. Global climate policy meetings are one critical arena for climate action. A focal area on the UBC website can enable greater and more transparent participation by UBC at UN Framework Convention on Climate Change (UNFCCC) meetings:
 - o UBC faculty with leadership roles with the Intergovernmental Panel on Climate Change (IPCC),
 - o Space for faculty and students to share research results and connect on climate change platform for UNFCCC meeting notes
 - o Open procedures for nominating university delegates to participate in UNFCCC conference of the parties (annual meetings of governments and all negotiating climate targets)
 - o Other universities have dedicated websites on how they participate in UNFCCC:
 - o <https://unfccc.cornell.edu/>
 - o <https://www.eci.ox.ac.uk/research/climate/project-unfccc.html>
 - o <https://climate.law.columbia.edu/content/unfccc>
 - o <https://scripps.ucsd.edu/unfccc-university-california-observer-organization>
 - o This links to UC3 Strategy 3.3: "Represent leading research universities at international climate change conferences, forums, and summits."

#3 Empower Students to be Engaged Global Citizens & Activists

- o UBC must create more opportunities for students to build skills around advocacy and civic engagement. Social science shows that young people are suffering serious mental health issues in the face of the twinned crises of climate change and COVID-19. It also shows that the best way to address such mental health issues is to empower young people to have agency and take action. A local example working on this is the UBC Climate Hub, a global leader in empowering students to lead on climate action at universities. UBC can scale this work with additional campus activity providing students with agency and activist tools.
 - o For example the Boston University (BU) School of Public Health has an [Activist Lab](#) that makes advocacy training a priority across its curriculum. This is about resiliency in the face of climate crisis and providing students with the power to make change themselves (builds off the social science that points to the impact of accelerating change-making by giving students agency to engage in issues directly).
 - o "Identifying a need, the decision-maker who can make it happen, and then targeting that decision-maker with a proven, attention-grabbing strategy—that's advocacy. Advocacy, then, is a critical component of the public health discipline. This is one of the reasons why we've made advocacy training a priority not only for the Activist Lab but also for the curriculum at SPH. We want to teach our students relevant skills that are eminently transferable to both their careers and their personal goals. And we aim to prepare them to be a positive influence in whatever challenging situation they may face in the future." This is a model UBC should look to when considering how to practically identify a place to house a similar initiative.
- o The President's Office should work in tandem with the Director of the UBC School of Population & Public Health, the UBC Democracy Centre, the SPPGA and the UBC Climate Hub as partners to develop a UBC Activist Lab. The intent would be to create a Lab that works with all students who want to be involved; funds activist fellowships; and supports student learning of active civic engagement.

- o Offer programming through the Activist Lab to help incubate student activist projects (e.g. mentorship opportunities, Ambassador programs, workshops, toolkits.)
- o Encourage professors to make advocacy training part of their curriculum.
- o Create [activist fellowships](#), where UBC students can be compensated for advocacy-related activities on climate change for the duration of the academic year.
- o Extend Professional Development funding to faculty to support the integration of civic engagement in their teaching.
- o USI is currently updating its inventory of sustainability and climate-related courses at UBC Vancouver. Work with what has already been done and extend it to UBCO courses, to identify which professors are already teaching civic engagement and/ or incorporating civic engagement principles into their syllabi.
- o Develop a self-directed for-credit course for students to work on climate engagement and advocacy projects. The course would support a peer learning environment for students to share their goals, reflections and results and learn from one another.

UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): *Support Student Activism on campus by providing space and funding for groups concerned with carbon pricing to meet, plan, and present ideas, as well as making space for student representation at related meetings.*

Alignment with UBC Strategic Plan, Strategy 15: Student Experience

Potential Partners: President's Office; VP Students, VP Academic, Climate Hub, UBC Communications; VP Human Resources

Quick Starts

- ☐ Initiate the creation of a VPS-led action plan to ensure students are aware of how, when, where, and why to vote in municipal, provincial and federal elections.
- ☐ Endorse a review of the VP Students' current actions on election engagement and mandate an action plan be created to ensure consistency for students to be aware of how, when, where, and why to vote in municipal, provincial and federal elections. A review is completed with official advisory from the AMS, UBCSUO and the Climate Hub based on their relationships with students and their coordinated get-out-the-vote activities in the context of the 2019 Canadian Federal Election.
- ☐ Faculty are given unequivocal support to tell students when elections are and how to vote (E.g. [types of voting ID](#) they can use, where they can vote, [differences between advanced polling and regular polling stations](#), etc.).
 - o There is very clear non-partisan information provided by Elections Canada outlining how and when to vote. Based on community engagement findings, faculty just need assurance and leadership from university executives that they can share this information and that it is ok for them to actively promote the act of voting to their students.
- ☐ Provosts issue a joint statement (from both UBCV and UBCO) to assuage concerns regarding speaking on climate science, policy and justice.
- ☐ Draw from the example of the Provost's statement on Controversial speakers at UBC. The statement shows an ability and willingness by the university to clarify Academic Freedom. This should provide enough precedent for a similar statement to be made for faculty to speak out on key climate-related issues.

Description of Success

Creating a culture of engagement where outspoken advocacy is encouraged and staff and faculty have assurance they can constructively critique the university without penalty. UBC and all the departments and people that it constitutes become incubators for strong climate justice advocacy. The resulting culture of advocacy on campus spills off- campus and shapes broader movements to energize science-based advocacy outside of academia. Other demonstrable example of success include:

- o Clear uptick in student engagement in elections
- o Examples of classes expanding civic engagement training
- o Recurring and transparent examples of student, staff and faculty engagement with the UNFCCC

Increase Capacity & Resources for Engagement

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Comprehensive, highly visible, and system-wide community engagement resources are needed to engage our whole campus community – staff, students, faculty, and neighbours in a just climate emergency response. Currently, climate-related engagement is not embedded across the university. An approach is needed to empower, mobilize, and build solidarity around a shared language and vision of community-based climate action. UBC has unique strengths and abilities it can expand and invest in locally and globally to build needed capacity to reduce community risks and promote wellbeing. Expanding climate mitigation and adaptation strategy messaging across UBC platforms, investing in climate research, hiring climate focused faculty, investing in student led community engagement initiatives for climate action, and creating intentional spaces for historically marginalized community members are key building blocks to promote collective climate action.

Implementation Pathway

1. Form a community engagement committee around climate change to develop climate justice and civic engagement lens into student engagement initiatives within sustainability leadership programs (e.g. Student Sustainability Council, Sustainability Ambassadors programs, Sustainability Coordinator program, Sustainability Fellows, Sustainability Scholars) as well as health, wellbeing, equity, and Indigenous leadership programs [Potential leads: USI, C+CP, CCEL, Climate Hub, Student Health & Wellbeing, EIO, FNHL, UBCO]
2. Engage with climate justice focused researchers, academics, community activists and leaders to develop resources for students, staff and faculty to understand and apply climate justice to their work (e.g. Workshops, toolkits, publishing opportunities for taking action/volunteering) [Potential leads: Climate Hub, EIO, HR, VPS/AVPS]

3. Climate Hub 2.0: Social science shows that young people are suffering serious mental health issues in the face of the twinned crises of climate change and COVID-19. It also shows that the best way to address such mental health issues is to empower young people to have agency and take action. The Climate Hub at UBCV is a global leader in empowering students to lead on climate action at universities. To ensure the ongoing success and sustainability of the Climate Hub, UBC should:
 - o Establish a long-term governance model that secures the Climate Hub as a student-led, administration-supported research, policy, and action-oriented centre at UBC.
 - o Ensure long-term funding for the Climate Hub at UBCV so they can maintain existing staff positions and hire more students and recent graduates, expand their projects (e.g. Youth Climate Ambassador Program in high school and elementary schools), and offer micro-grants to enable, support and compensate student-led climate action.
 - o Support the expansion of the Climate Hub model, initially at UBCO and then other universities, increasing visibility and accessibility of spaces for community gathering and exchange around bold climate action.
 - o [Potential leads: Climate Hub, USI, UBC Wellbeing]
4. Publicizing opportunities for students, staff and faculty to get involved in climate action, including programs, events and volunteering [Potential leads: USI, UBC Communications].
5. Build opportunities for climate emergency awareness-building into first-year student orientations and transition programs through partnership with Imagine, Jump Start, Firstweek, Create, Collegia, Residences and Student Unions [Leads: VPS/AVPS, AMS, SUO, USI, Climate Hub].
6. Develop foundational climate literacy educational modules that could be widely accessed by students in leadership roles, and the broader student community. [Leads: USI, Climate Hub, VPS/AVPS, AMS/GSS, SUO]
7. Update staff and faculty recruitment, orientations, and management tools to incorporate climate action and climate justice language and capacity building. Possible partnership with student recruitment. [Lead: HR]
8. Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect community engagement and climate justice principles in climate action, including:
 - o UBC Student Plan [VPS – In development]
 - o Focus on People 2025 [Human Resources]
 - o Inclusion Action Plan [EIO]
 - o Indigenous Strategic Plan
 - o [Global Engagement Strategy](#) – theme of students as global citizens and programming focused on SDG's [Vice-Provost, International]
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o Climate Action 2030 [C+CP]
 - o 20-Year Sustainability Strategy [USI]

Quick Starts

- o Climate Hub 2.0: Develop long-term governance models, sustainability and capacity building for student-led Climate Hubs on both campuses. [Lead: Climate Hub]
- o Form a community engagement committee around climate change to develop climate justice and civic engagement lens into student engagement initiatives within sustainability leadership programs (e.g. Student Sustainability Council, Sustainability Ambassadors programs, Sustainability Coordinator program, Sustainability Fellows, Sustainability Scholars) as well as health, wellbeing, equity, and Indigenous leadership programs [Potential leads: USI, C+CP, CCEL, Climate Hub, Student Health & Wellbeing, EIO, FNHL, UBCO]

Description of Success

- o The UBC community reflects and promotes strong sustainability values related to human and environmental wellbeing.
- o The community proactively and collaboratively addresses climate change through mitigating and adaptive processes.
- o Students have equitable access to opportunities to engage in climate-related learning and research experiences.
- o All community members have opportunities, skills, capacity, and language to actively engage in conversations around supporting climate emergency.
- o Engagement principles support deep co-creation of solutions and embed advocacy, equity, justice, and Indigenous ways of knowing.
- o Aligns with [UC3 Strategies](#) 1.3 & 2.4.

Support Community Wellbeing in the Face of the Climate Crisis



Build Capacity for Mental Health, Resilience & Community Care Strategies

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

The effects of climate change on individual and community mental health and wellbeing are already taking place locally and globally. Climate change processes can increase and magnify risk of depression, anxiety, PTSD, fear, eco- grief, stress, irritability, anger, and the expression of emotional distress as physical pain, like stomach or headaches.

Climate impacts are also found to trigger feelings of existential dread, eco-despair, hopelessness and suicidal ideation. There is growing urgency and demand for climate-driven mental health and wellness impacts to be prioritized across community planning, policy, and decision making. When assessing climate change impacts on mental health, it is also important to acknowledge mental health does not merely mean the absence of disease. Mental health includes positive physical, mental, emotional, place-based, and holistic wellbeing. Communities that provide opportunities, services, and systems that promote individual and collective flourishing, situate themselves to be more resilient under ongoing pressures and impacts of climate change.

Building community resilience and support must encompass broad interventions. These services must be inclusive of peer support opportunities for grief and community organizing as well as skill development for clinical staff providing service to those experiencing significant impact related to climate change.

Implementation Pathway

1. Build capacity to support students experiencing climate-related worry and distress [Potential leads: VPS Student Health & Wellbeing; AVPS Health and Wellness (UBCO), ClimateHub]
2. Understand and prepare supports for students engaged in Global Education Experiences (e.g. when emergencies or natural disasters strike; students affected by resource extraction, environmental racism/injustice). Consult with students to determine what type of support they need (examples may include legal advice, emergency shelter, individual and group counselling, etc.). Go Global student safety abroad support program model on climate impacts preparation. [Potential leads: VP Academic & Provost, VPS/AVPS]
3. Develop strategies for peer support for coping with climate change and train students, staff and faculty in implementing these strategies in community spaces. The peer support framework should embed an anti-oppressive and intersectional approach in understanding individuals' relationships to climate change. This initiative would involve creating a research group to develop peer support strategies, constructing workshops to train people in peer support and resourcing staff to deliver workshops and facilitate peer support spaces. [Potential leads: Climate Hub, Peer Support Network (UBCO), Student Health Promotion & Education, Student Wellness Centre, Speakeasy]
4. Create group spaces for conversations around climate change for community members to process grief/anxiety/distress, reconcile with UBC's and their own complicity in climate injustice, and build community and become empowered to take action [Lead: Climate Hub]
5. Consider equitable academic accommodations for students facing impacts of climate change and resource extraction, with a focus on disproportionate impacts [Lead: Centre for Accessibility]

Quick Starts

- o Develop climate-change related mental health and resilience-focused priorities and actions with key UBC stakeholders. Develop a set of guiding resilience principles (Whole systems thinking, Cohesive Communities,

Community Engagement, Future Thinking, Mental Health and Outlook, Leadership, Flourishing, etc.) that inform how and where processes of resilience building will be fostered across the community. [Lead: UBC Wellbeing Mental Health & Resilience Committee]

- o Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect mental health, eco-anxiety, resilience, equity building, including:
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o UBC Health Strategic Plan [UBC Health – in process]
 - o UBC International Strategy [VPA & Provost – in process]

Description of Success

- UBC community members have a strong understanding of causal connections between climate emergency and the individual, community, and systems-level impacts on mental health and wellbeing.
- Addresses inequities and barriers across campus that may impede access to supports and weaken goals of equitable resilience building.
- Our community understands how climate change processes disproportionately impact racialized and marginalized groups.
- Individuals and communities as a whole possess skills to cope with these impacts, adequate and equitable services that meet the mental health needs generated by climate change, and the community is knowledgeable about how and where to access these services and supports.

Update Emergency Preparedness and Response Plans

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Vancouver and the Okanagan will continue to experience climate-related events and hazards every year. Fire: 2017 and 2018 were the worst fire seasons recorded in B.C. Flooding: By 2050, rainfall event intensity will increase 33–63 per cent in Vancouver and the Greater Vancouver region is at significant risk of flooding from the Fraser River and from coastal storm surge events. Kelowna has also experienced increased high water and flooding events. Heat: By 2050, hot days will be 4 C hotter and heat waves more frequent across Kelowna and Vancouver. UBC has emergency plans to support the majority of responses. However, as the frequency and severity of climate-related events increase, we must build community resilience and wellbeing more strongly into risk reduction and emergency preparedness to become proactive on magnified social, economic, and environmental-related climate impacts. UBC community members are already facing traumatic scenarios (such as evacuations) related to the climate emergency.

Implementation Pathway

1. Embed proactive and mitigating strategies into student health services, ensuring that adequate and culturally

appropriate mental health supports are readily accessible to most at-risk groups. [Potential Lead: UBC Student Health & Wellbeing, UBCO Health and Wellness]

2. Develop a community resilience and wellbeing definitional framework with guiding principles (e.g. whole systems, cohesive community, future thinking, mental outlook, adaptive) [Potential leads: UBC Student Health & Wellbeing, UBCO Health and Wellness, USI, UBC Wellbeing, C+CP]
3. Cultivate a resilient community by building diverse social connections and support networks [Potential leads: VPS/AVPS & HR]
4. Fund research to model climate event related impacts on UBC infrastructure and people (e.g. [CALP lab](#))
5. Update building design plans to consider cooling, drinking water access, air filtration, and refuge spaces to support community health. [Lead: C+CP]
6. Investigate climate-related food security issues and solutions. [Lead: UBC Wellbeing/C+CP: Food Security Initiative, Campus Health (UBCO)]
7. Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect public health impacts of climate change, including:
 - o UBC Green Building Plan [C+CP]
 - o UBC Climate Action Plan 2020 [C+CP]

Quick Start

- o Embed proactive and mitigating strategies into [UBC Emergency Preparedness toolkits and Emergency Response Plans](#) for climate events, particularly with community health and wellbeing in mind (e.g. identify safe sanctuaries on and off-campus in the event of climate events and disasters, particularly for at-risk groups) [Potential leads: Safety & Risk Services (UBCV), C+CP, Health, Safety and Environment (UBCO), Campus Operations and Risk Management (UBCO)]

Description of Success

- o UBC community members are proactively engaged and prepared to support our community's health and wellbeing in the event of climate change processes, impacts, events and emergencies.
- o Promotes community resilience through social equity and addresses the disproportionate impacts of climate change.
- o Proactive investments in infrastructure that prioritizes most vulnerable.

Collaborate to change the discourse around climate change and public health impacts

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Human-driven changes to land and ecosystems through activities like fossil fuel extraction, deforestation, and mono crop farming of products--like [tobacco](#)--are altering the climate and magnifying community risks. These processes and events increase risk of depression, suicide, anxiety, fear, existential dread, PTSD, trauma, feelings of isolation, loneliness, helplessness, hopelessness, loss of sense of place and purpose, higher rates of domestic abuse, asthma, lung disease, heart disease, heatstroke, anger, aggression, violence, cuts, broken bones, body trauma and death during and after disaster events. In light of the growing significance and spectrum of climate change impacts on mental, emotional, physical, social and economic wellbeing, it is critical to advance climate literacy and awareness through top-down, bottom-up, and horizontal messaging and community programs to highlight the critical intersections between climate change, food justice, public health and wellbeing. Our perception of climate change impacts need to move beyond abstract and disassociated contexts to a clear understanding of how our daily lives and whole communities are impacted by ongoing human-driven climate change processes. Resilience building is a key part of climate crisis awareness.

Implementation Pathway

1. UBC collaboration with Province, City of Vancouver, City of Kelowna, and Health Authorities on public engagement processes and programming to build equitable and mitigating actions, practices and systems. These actions must seek to address disproportionate impacts of past and current fossil fuel extraction and climate change effects on marginalized groups, including climate migrants and refugees, Indigenous, Black and People of Colour (IBPOC) communities, low-income people, women, LGBTQ+ people, people with disabilities and those on the frontline of environmental devastation (e.g. equity building, addressing community vulnerabilities, most at risk of climate harms) [Potential leads: USI, UBC Health, CCEL, Community Engagement]
2. UBC Health--Patient and Community Partnership Education (PCPE) embed climate impacts on public health into partnership programs with the public. Including how pre-existing inequities and systemic racism foster disproportionate public harms from climate change that weaken overall community resilience and wellbeing. [Potential lead: UBC Health]
3. Incorporate climate-related public health risks within first-year student orientations and processes [Potential leads: VPS, AVPS]
4. Promote UBC campuses as smoke free locations as a way to support mitigation of tobacco farming pressures on ecological systems and support public health and wellbeing." [Potential Leads: UBC Health, UBC School of Nursing, Campus Health, UBC Wellbeing]
5. Adopt and promote food system practices that reduce food insecurities by shifting toward sustainable, local food production processes and supply chains. This includes supporting actions that mitigate mono cropping impacts that degrade ecosystems of high risk regions and communities to impacts of climate

change. [Potential Leads: Food Security Initiative, UBC Food System Project, UBC Wellbeing]

6. UBC should bring a public health lens to UC3 (no current alignment in [UC3 Strategies](#)) [Potential leads: C+CP, USI, UBC Wellbeing].
7. UBCO: Leverage HCL and UBCO's involvement in the Interior Academic Health Sciences Consortium
8. Update [UBC Emergency Preparedness and Response Plans](#) to reflect pre-disaster proactive community engagement measures to mitigate a wide range of public health and wellbeing impacts of climate change. [Lead: UBC Safety and Risk Services]

Quick Start

- Review relevant strategic and mid-level plans to incorporate language, actions, and metrics to reflect public health impacts of climate change, including:
 - o UBC Health Strategic Plan [UBC Health] - in process
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o UBC International Strategy [VPA & Provost] – in process
 - o Climate Action Plan 2020 [C+CP]

Description of Success

- UBC leadership, researchers, UBC community members and the wider community are working together to mobilize and expand messaging related to climate impacts and public health.
- There is consistent and ongoing engagement with UBC community members and wider public (students, faculty, city partnerships, medical institution partnerships, regional school districts etc.) on the range of public health impacts from climate change.
- UBC infrastructure, systems, planning, and community actions will reflect proactive, equitable, and just mitigation and adaptation to these harms.
- Mitigates the impacts of current and future climate action and the energy transition on affected groups, especially systemically marginalized groups, so as not to exacerbate inequalities.

Expand Climate Education Opportunities and Resources for the
UBC Community and Broader Public



Advance Climate Education Opportunities Across Disciplines

Drafted by the Teaching & Learning and Community Engagement & Wellbeing Working Groups

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

High-level reports (IPCC, CDN Govt, UNEP) have noted a breakdown in the effective knowledge transfer and communication around climate research findings and climate change impacts to the general public. At the same time, research across several disciplines (environmental communications, Indigenous studies, etc) has questioned the 'scientific knowledge deficit' model and epistemic hierarchy assumed by such reports. Climate education curriculum rooted in interdisciplinary climate change and justice research can help individuals and communities acknowledge climate risks, and respond in culturally appropriate ways. Although this is most obviously relevant to students who intentionally chose to pursue a climate-focused degree, it is also important that students across all disciplines have access to this climate education. Additional capacity is required to make this content more accessible and to ensure that it emphasizes principles of climate justice, Indigenous and community engagement, and wellbeing. The lack of capacity is especially critical at UBC Okanagan and affects program development.

Implementation Pathway

- o Develop a set of UBC-wide Climate Learning Outcomes (CLOs)¹⁰ that articulate core competencies and embody UNDRIP principles. Courses employing the CLOs will prepare students to advance sustainable and just futures, from introductory (climate literate) to advanced (climate leader) levels.
 - o These CLOs will facilitate the embedding of climate learning within existing courses and degree programs, as well as the design of new learning opportunities.
 - o CLOs will emphasize principles of climate justice, Indigenous, Global South knowledge systems, and community engagement, and wellbeing.
- o Map out the extent to which existing disciplines and programs achieve CLOs. Develop action plans to create climate learning pathways in all disciplines, especially those with the biggest gaps (e.g. economics, engineering, as per community engagement feedback).
- o (UBC-V) Curate and promote existing courses and credentials focused on climate change and justice to increase student knowledge of, and access to, current offerings (e.g., develop a climate change course listing, host climate-themed sessions during the annual Advising Conference hosted at UBC-V, provide content to Faculty Advising offices for distribution in newsletters).
- o Develop new interdisciplinary for-credit climate change and justice credential pathways (e.g., certificates, minors) for undergraduate students. These will be campus-specific, but share resources where possible:
 - o (UBC-V) Create interdisciplinary climate change and justice credential(s) at UBC, ranging from 9 -12 credit certificates to an 18 credit minor.
 - o (UBC-O) Short-term: Commit to cluster hire recruitment for Climate Change and Justice concentration within Bachelor of Sustainability (BSust). Medium-term: ensure BSust climate literacy courses are accessible as electives. Long-term: build additional climate credentials to increase access at UBC-O. [Potential leads: BSust steering committee]
- o Develop certification that complements graduate research training programs, with cross-campus integration. Learn from and collaborate with models such as the Public Scholars Initiative and UBC Ocean Leaders

¹⁰ Aligns with UBC's Strategic Plan Strategy 12 - Program Redesign.

Program, which offer “value-added professional training and opportunities not available in existing disciplinary graduate programs,” to prepare the next generation of interdisciplinary, impact-focused climate research leaders. IBPOC climate justice perspectives to be required by certification framework.

- o Continue to support initiatives like the Climate Teaching Connector at UBCV, which provide guest lectures (upon request) by UBC grad students on topics relating to climate and climate justice for undergraduate classes across all disciplines [Leads: USI, ClimateHub]
- o Ensure there are deliberate feedback loops to evaluate effectiveness of programs.

Quick Start

- o Create an interdisciplinary committee tasked with developing University-wide Climate Learning Outcomes (CLO) and map level of CLO achievement across existing disciplines [Potential partners: TBD]
- o UBCV: promote existing courses and credentials focused on climate change and justice [Potential partners: USI]
- o UBCO: Commit to cluster hire recruitment for Climate Change and Justice concentration within Bachelor of Sustainability [Lead: TBD]

Description of Success

- o Student attainment of Climate Learning Outcomes (assessment of competencies pre and post program).
- o Growing student awareness of existing climate change course opportunities.
- o Interdisciplinary climate change credential pathways exist for undergraduate and graduate students at both campuses.

Use demographic breakdowns (discipline, program type, campus, gender, race, age, ability, international/domestic) of students who have obtained for-credit climate change and justice credentials to identify barriers and gaps

Support Climate Education Pedagogy and Curriculum Development

Drafted by the Teaching & Learning and Climate Justice Working Groups

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

Provide consistent cross-campus support for pedagogical and curriculum development initiatives to embed climate education within and across all disciplines, in alignment with existing efforts to support transformative learning experiences, with a focus on interdisciplinary education and approaches that emphasize climate justice.

Implementation Pathway

- o Coordinate institutional infrastructure on both campuses to ensure consistent support for faculty to renovate and create climate change courses and programs that employ transformative learning pedagogies (e.g., interdisciplinary, community engaged learning, and peer to peer learning) and center climate justice and

Indigenous perspectives:

- o Leverage existing teaching and learning supports to engage faculty interested in adding climate change and climate justice-themed elements to their courses. (e.g., a climate literacy theme within UBC-O CTL's annual conference, a climate education series within UBC-V CTLT's seasonal institutes).
- o Coordinate a network of climate educators from on and off campus able to provide guest lectures, workshops, or course activities on various climate themes at various levels. The network should include educators, especially IBPOC individuals, that can speak to lived experience, traditional and place-based knowledge, and civic engagement around climate, in addition to traditional academic viewpoints. Educators from beyond UBC should be adequately compensated for their time. Those from within UBC should have their efforts accounted for as part of their workload and promotion.
- o Provide specific funding and teaching releases for climate-related curriculum creation and renewal within existing structures like Teaching and Learning Enhancement Fund (UBC-V)/Aspire-2040 Learning Transformations (ALT-2040) Fund (UBC-O).
- o Develop a climate stream within an expanded USI Sustainability Fellows and associated curriculum grant program at UBC-V, and extend USI Sustainability Fellows and grants to UBC-O.
- o Recruit and support new faculty, including recently announced cluster hires (e.g. Restoring and Protecting Biodiversity: an interdisciplinary social-ecological cluster), in the development of discipline- specific and interdisciplinary climate-themed learning pathways.
- o Develop climate-themed open educational resources that can be shared or created in collaboration with educators at higher education institutions.
- o Embed climate change and justice education into the implementation of UBC's Interdisciplinary Education Strategy, Indigenous Strategic Plan, Wellbeing Strategic Framework, and Experiential Education Report recommendations.
- o Leverage commitments in UBC's Inclusion Action Plan to embed equity and inclusion education into curriculum and program requirements for all students that incorporates intercultural understanding, empathy and mutual respect (see Truth and Reconciliation Commission of Canada's Calls to Action (iii) and UBC's Indigenous Strategic Plan).
- o Medical training on health impacts of climate change including racialized and disproportionate impacts (e.g. NURS 290 Health Impacts of Climate Change – open to all students; e.g. Resilience curriculum developed by UBC Health for health faculties). Health initiatives should reflect an understanding of wellbeing grounded in a decolonial and intersectional approach, and support culturally appropriate forms of healing. [Potential leads: UBC Health, F. of Medicine, F. of Nursing, F. of Health & Social Development both campuses]
- o Leverage health literacy modules in development as an opportunity to embed climate literacy and climate justice content by seeking to partner medical and climate justice experts to develop these resources. [Potential leads: VPS/AVPS, CTLT, UBC Health, USI]
 - o Consider also embedding in UBCH's integrated curriculum and UBCO's HEAL courses
- o Expand opportunities for students to engage in place-based learning locally and abroad for academic credit, through increased funding and pedagogical support for instructors and academic programs. [Potential partners: CTLT, Go Global]
- o Support a cross-campus research group to develop teaching methodologies that support the development of capacity, stamina, and maturity for difficult conversations about complex, uncertain and painful issues related

to the climate emergency (such as recognition of complicity in harm; engagement with scientifically and politically divergent viewpoints; threats to lifestyles and livelihoods of climate policies; and the risks of social and ecological collapse)

- o Leverage Goal #2 of the Indigenous Strategic Plan, Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.
- o Potential Partners: USI, LFS, EDST, PW, Equity and Inclusion Office, UBCO Deliberation Initiative, Stamina for Sustainability
- o Leverage existing champions for transformative learning pedagogies (e.g., SEEDS, FNHL, UBC-V CCEL, UBC-O ICER) to expand student engagement in high value climate-related learning opportunities.
- o Potential Partners: VPS/AVPS, CTLT, UBC Health, USI

Quick Starts

- o Develop a climate stream within an expanded USI Sustainability Fellows program at UBCV [Lead: USI]
- o Add a climate education theme within UBCO CTL's annual conference, and within UBCV CTLT's seasonal institutes [Potential Lead: CTLT]

Description of Success

- o A new online repository of open-access teaching resources is a *go to* site for climate educators.
- o Faculty feel supported to develop and include climate-related content in courses.
- o Regular climate themed sessions within existing teaching support programs. Track attendance and feedback to identify needs, gaps, and overall engagement.
- o The Sustainability Fellows program includes a climate stream, UBC-O participation, and cross-campus collaboration.
- o Students are prepared to engage with a diverse range of climate change perspectives, in particular those that have been historically and systemically marginalized within mainstream sustainability efforts (e.g. Indigenous and Global South perspectives)
- o Students understand climate education to include humanities and social sciences and skills such as community partnerships to advance change.
- o Climate change and justice education at UBC becomes a testbed for innovative, evidence-based, and transformative teaching and learning approaches.

Expand Professional Development for UBC Community Members

Drafted by the Teaching & Learning Working Group

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

Expand climate-related professional development opportunities that are required for a just transition to a fossil free

economy that is aligned with a 1.5°C scenario for students, alumni, staff, faculty and the communities that UBC serves, while providing specific support for historically marginalized communities.

Implementation Pathway

- o Provide centralized support and leverage existing units such as co-op programs, Work-Learn, and professional development offices to ensure all students are aware of climate-related professional development, applied learning, and climate-related on campus job opportunities.
- o Provide a suite of professional development programs that enable students to develop and bring sustainability and climate-related skills to any workplace.
 - o Provide specific support programs to meet the needs and interests of historically marginalized communities, including IBPOC students.
 - o Support a range of disciplines, not only STEM-related fields, and support students in understanding how to apply climate-related skills in all fields.
- o Expand opportunities for students to engage with community partners and engage with real-world projects that address the climate crisis.
 - o Expand UBC Sustainability Scholars graduate student internship program
 - o Expand and develop student volunteer opportunities (e.g., UBC Climate Hub) and community based- projects and grants (e.g. CCEL)
 - o Expand and develop student mentorship and entrepreneurship programs (e@UBC/e@UBC-O, Hatch, CDL-WEST)
 - o Integrate community engaged learning into courses (e.g. SEEDS, CityStudio)
- o Provide continuing education, open educational resources, and certification opportunities that are free and accessible to students, staff, faculty, alumni, local communities, and the public.
 - o Leverage existing units such as UBC Extended learning to build climate literacy and climate-focused offerings into their priorities. This may look like seminar series, MOOCs, OERs, mentorship programs, or workshops, and could involve the development of new resources or the coordination of existing ones, making them more accessible.
 - o Incorporate climate literacy within health literacy and wellbeing workshops for staff and faculty [Lead: HR – with support of climate literacy content creation lead]
- o Connect undergraduates directly to UBC's globally recognized climate scholarship through funding of further undergraduate research opportunities focused on climate change, sustainability, and wellbeing. Existing successful programs such as Work Learn and SEEDS can be leveraged to add this additional focus, or used as a model. [Potential lead: Work Learn, Seeds]
- o Identify funding envelope to support increased student participation in climate research, place-based educational opportunities, and community-engaged learning with climate focus. [Leads: VPS/AVPS, USI, AMS/SUO, FNHL, CTLT]

Quick Start

- o Centralize the promotion of climate-related professional development and applied learning opportunities [Potential partners: Work-Learn, professional development offices, co-op programs]

Description of Success

- UBC graduates apply sustainability and climate-related skills in their workplace.
- Incoming students identify climate-related community engagement and professional development opportunities as a driver of choosing to enroll at UBC.
- UBC graduates are prepared to address the ways that climate change unevenly affects different communities and tends to exacerbate existing social inequalities
- UBC has internationally recognized continuing education programs and open education resources that allow non-students to access world-class climate education at a variety of levels.

Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency



Coordinate a Climate Knowledge to Action Central Contact

Drafted by the Research Working Group

Timeframe for implementation: Immediate (1-3 years)

Description

To connect the UBC community and strengthen external engagement, we recommend establishing staff resources to coordinate UBC's Climate Knowledge to Action. This unit will establish a strong external presence, build resilient and reciprocal partnerships with governments, assorted stakeholders, Indigenous, marginalized and international communities, to increase the visibility of UBC's climate efforts.

UBC's engagement efforts need to expand beyond those already invested in the climate and reach non-university members, particularly Indigenous, Black, racialized and other marginalized communities, both on and off campus, who are often less engaged in, have differing opinions regarding, and are impacted by climate change. The heavy workload of academics often leaves them with little time outside core teaching and research activities. Engaging with the broader community and responding to their demands and requests for support is crucial to achieve impact and implement ideas outside of academia, this includes making space for these communities to be heard even when the topic may be controversial or uncomfortable. Building relationships with the right stakeholders is far from trivial, time consuming, and often relies on a single key champion within an organization. Supporting these relationships in the context of climate research hasn't yet been an institutional priority. Dissemination of non-academic output, e.g. policy briefs and op-eds, is incredibly valuable to the community yet is difficult to find support for, especially for graduate students. A more effective Knowledge to Action pathway is needed to establish partnerships and impact people's behaviour.

Through collaborations with engagement centres on both campuses (Community Engagement, UBC Sustainability

Initiative, Centre for Community Engaged Learning, Institute for Community Engaged Research, Knowledge Exchange, Indigenous Research and Support Initiative, Learning Exchange, Public Humanities Hub, Public Scholars, Centre for Sustainable Food Systems, BRAES Institute [UBCO], Institute for Community Engaged Research [UBCO] etc.), the institute would serve the interests of off-campus community partners on issues of great importance and interest to regional communities, including climate behaviour, access and equitability in the climate movement, food security, arts engagement in climate action, community resiliency in the face of climate change. This would lean into areas where UBC resources are not already flowing but where there are strong relationships beyond campus in place and where action from UBC would show relevance and action from the perspective of engaged citizens. Specifically, partnering with UBC Community Engagement (VPER), UBC Knowledge Exchange (VPRI) UBC Sustainability Initiative, and the UBC Climate Hub to develop and fund an open call for proposals from sector and community organizations to submit specific research questions that arise from their work and support researchers at UBC to serve their sustainability research needs (successful program example from Ryerson).

These challenges and barriers can be well-addressed by adding climate-specific support for these activities. A centralized unit seems like an appropriate choice considering the broad scope of climate research and the interconnected networks. The recommended Climate Institute is a natural choice to house this unit.

This recommendation aligns closely with:

- UBC's Strategic Plan (Strategy 7: Research Support, Strategy 9: Knowledge Exchange)
- UBC President's Roundtable on Climate Action (Strengthen existing opportunities and identify new pathways to support research partnerships and knowledge mobilization)
- Community engagement findings that highlight the need to support the development and maintenance of partnerships and formalizing commitment to climate action

Implementation Pathway

- Dedicate staff resources to offer support to researchers trying to apply their research outside of academia. Support should be in place to facilitate community engagement, influence policy and policy makers, seek out the needs of external stakeholders, and build partnerships with public or private entities, and with Indigenous communities and IBPOC led climate organizations. These services are currently scattered between different units (UILO, Strategic Partnerships, UBC Sustainability Initiative, faculty-based resources) and fail to provide a united outward-facing strategy. Greater coordination of networks, key to building strong partnerships, will also be promoted by a centralized unit.
 - As a guide, a support team of 4 full-time staff (administrative support, relationship builder, science writer, communications manager) would already have a tremendous positive impact.
 - Rethink current allocations to house a diverse range of staff support under a central climate body (the proposed Climate Institute)
- Promote dissemination of climate justice research and ensure that partnered research projects broadly consider societal impact.
- Actively support research communication via non-academic publications (op-eds, blogs, documentaries, policy briefs, etc.) at an institutional level. Embed this in graduate programs to raise the level of engagement

and develop skilled trainees. Having a mandatory set of workshops for CEF trainees is an attractive starting point.

- o Develop new mechanisms to facilitate knowledge translation to stakeholders external to UBC.
- o Designated central UBC Climate Knowledge to Action contact group works with CoV staff to support select CoV accelerated actions identified in CoV Climate Emergency Response
- o Have better tools to find researchers or teams within UBC with appropriate expertise that align with the identified needs of external stakeholders.
- o Partners: VPRI
- o Potential Partners: VP Research, Innovation Partnerships Team

Description of Success

- o Brief summaries written or recorded for a popular audience would routinely be published on the Climate Institute's website.
- o Scholarly conferences and workshops hosted at UBC would regularly hold a public panel or keynote, with associated media outreach and video archiving on the Institute's website.
- o Policy-relevant research findings would be summarized in lay language and conveyed to policymakers (and their staffs) through established relationships.
- o Track the number of climate research partnerships active at UBC, external funding attracted and graduate student internships in other organizations
- o Track UBC scholars' engagement (e.g., testimony, service on advisory bodies, secondments) in policy development at the municipal, provincial, federal and international level
- o Track the research output of interdisciplinary and/or cross-campus collaborations within UBC
- o Survey Faculty and students about their experiences with engaging with external stakeholders

Scale Up Living Labs Research Collaborations with Diverse Partners Beyond Campus

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Medium Term (3-5 years)

Description

"Living Labs" (LLs) are physical spaces and human systems in which people design, test, study, and learn from social and technical innovations in real time and real world contexts. They are an effective model to increase the impact of university research by involving end-users and diverse participation from the start. Living Labs are increasingly used at many universities to approach diverse applied research projects and to tackle complex problems through co-creation and co-development, while learning from both successes and failures.

- o UBC was an early pioneer with the Campus as a Living Lab (CLL) initiative, which uses the campus buildings, landscape, infrastructure and operations as opportunities for research, teaching, learning and impact:
- o CLL has been applied to large-scale campus research, physical infrastructure and sustainability projects, as

well as experiential student education and training.

- o Many CLL projects align with climate action, such as the expansion of the Bioenergy Research and Demonstration Facility (BRDF), which will reduce the campus use of natural gas by 50% and eliminate an average of 14,500 tonnes of GHG emissions each year. UBC's
- o CLL projects are also used as precedents and have demonstrable policy impacts such as changes to the Vancouver bylaws, provincial legislation and national building codes to allow for use of mass timber in taller buildings, which were informed by the innovative Brock Commons Tallwood House and the associated research and knowledge dissemination program.

The university campus provides a unique testbed for piloting and studying new ideas and solutions for climate action. However, there is now an opportunity with the shared declarations of climate emergency at UBC and across the province, to expand the CLL model into off-campus contexts with a focus on climate action and justice.

CLL has always engaged non-academic partners in on-campus projects, there is considerable local interest and increasing opportunities for faculty, staff and students to work off-campus. Current examples include:

- o a partnership with the Zero Emissions Building Exchange (ZEBx), a collaborative platform that strengthens the public, private and civic capacities for zero emission buildings in Vancouver and British Columbia, and
- o collaboration with the City of Vancouver to explore the potential of a network of university-city partnerships to address regional challenges in Cascadia.

Successfully piloting, assessing, and scaling solutions is a critical component of how we will solve climate change. Living Labs provides an established and effective framework for engaging in this work off-campus, extending the reach and impact of UBC's research, and enriching student learning opportunities through 'real-world' experiential education.

This recommendations aligns with:

- o Strategy 1.1 of UC3's strategic plan: "Create and implement campus as a living lab initiatives, programs, and/or projects. Service-learning projects allow for the integration of academic and operational sustainability into the academic curriculum and offer students the opportunity to develop climate solutions that address real-world, campus challenges."
- o UBC Strategic Plan Strategies 3, 8, 9, 13, 14, 16, 17, 19, 20
 - o UBC Strategic Plan, Strategy 16: Public Relevance & Strategy 19: Global Networks & Strategy 3: Thriving Communities & Strategy 9: Knowledge Exchange
 - o *Living lab mandate and actions extend across:* Okanagan Charter; Zero Waste Food Ware Strategy; 20-Year Sustainability Strategy; Public Realm Plan; UBCO Campus Plan; UBCO Whole Systems Infrastructure Plan Sustainability Academic Strategy; & UBC Okanagan Integrated Rainwater Management Plan. CLL Expansion can support the goals of the Climate Action Plan 2030.

Implementation Pathway

Pillar #1: Campus as a Living Lab Supports for Work Beyond UBC's Campuses

As part of a renewed and climate impact-oriented Campus as a Living Lab initiative, support resources devoted to

greater engagement, partnerships and Living Labs projects off-campus.

- o Provide central UBC budget funding for staff capacity to build partnerships and initiate/manage programs to expand CLL into off campus Living Labs. The [Indigenous Research Support Network](#), provides a precedent and model. This would create capacity to:
 - o Build long-term partnerships, which requires a functional backbone organization to create/maintain relationships that go beyond single one-off projects.
 - o Provide an entry point, through a centralized and high-profile hub, for partner organizations, that can facilitate the involvement of resources and capabilities in other UBC units (Innovation Partnerships, Knowledge Exchange, UILO, CECL).
 - o Enable funded staff to collaborate with and support other initiatives recommended by Climate Emergency Task Force (e.g. Climate Institute).
 - o Align on-campus CLL projects and learnings with similar issues in other organizations and other locations, to enhance the value of both on-campus CLL projects and beyond-campus Living Lab projects.
 - o Support outreach, knowledge exchange and policy-development work across the entire Living Labs portfolios, rather than project-by project, increasing the program's impact in addressing the climate emergency.
- o Providing seed and matching funding to enable the off-campus Living Lab program to reach a broader range of partners, as well as internal researchers, in order to
 - o Support co-creation and collaborations with non-profits or community groups, with limited resources.
 - o Leverage funds to secure grants and other external funding.
 - o Reward new collaborations and successes (i.e., reward leaders who secure funding from other sources),
- o This pillar articulates the need for university-based funding and resources, particularly staff. The staff capacity is needed to undertake the activities in Pillar 2 and 3.

Quick Starts

- o CLL and USI program staff work with Communications, External Relations, and Knowledge Exchange to produce materials that document the successes and positive climate impacts of CLL projects to date to communicate and promote the program.
- o Engage Development Office in identifying potential external funding sources, donations and other support that could support a climate action Living Labs program and partnership network.

Pillar #2: Develop an ecosystem of strategic partners to identify climate action opportunities and co-create/co-develop off-campus Living Lab projects.

The scope of issues that Living Labs can address related to the climate emergency extends far beyond campus and requires the development of partnerships.

- o Increase university support and capacity for developing partnerships for off-campus Living Lab projects with strategic organizations such as (but not limited to) the City of Vancouver, *Musqueam*, *Squamish* and Tsleil- Waututh Nations, MST Development Corporation, other BC Indigenous governments, City of Kelowna, BC Hydro, BC Ministry of Environment and Climate Change Strategy, Environment and Climate Change Canada, Fisheries and Oceans Canada and Natural Resources Canada.

- o Identify and create new opportunities for Living Lab climate projects throughout the province through existing institutional partnerships, including identifying the appropriate enablers (who may not be the same people that have been involved in the partnership to date). Some existing examples include:
 - o a LL on [cognitive development](#) a partnership between Science World and UBC scientists who conduct research projects with children.
 - o BC Parks has a [Living Lab for Climate Change and Conservation](#) Program that provides funding to support public academic researchers to conduct climate change research in B.C.'s protected areas. UBC researchers have taken part.
- o Host and participate in regional events on climate change, climate action, climate justices, with strategic partner organizations. Align Living Labs work with other Climate Emergency partnership and engagement work.
- o Identify and build a network of UBC researchers to enable off-campus Living Labs research and assist external partners in navigating UBC.

Other universities are increasingly moving their CLL work into Living Labs beyond campus and UBC should reach out to institutional colleagues and partners to learn more about how these programs are organized and resourced.

Examples include:

- o Harvard's [Climate Solutions Living Lab](#): a course with demonstrable emissions reductions in which advanced students from graduate schools across Harvard University (law, business, engineering, design, public health, public policy, and education) collaboratively design projects to help universities, for-profit, and non-profit entities reduce their own climate impacts via off-campus actions and investments.
- o MITbigdata Living Lab is devoted to examining the [impacts and benefits of big data](#) with a plethora of new applications at the scale of campus, city, state and nation.
- o The European Network of Living Labs (EnoLL) provides a peer-based experience and knowledge exchange platform for organizations (universities, cities, NGOS, etc.) working with Living Labs.

Quick Starts

1. Include a climate focused Urban Living Labs program in the renewed MOU being developed with the City of Vancouver, to help coordinate climate emergency response and facilitate researcher opportunities to respond to local challenges.
2. Secure executive-level support for a formal Living Labs network with peer programs at SFU, BCIT and Emily Carr to advance knowledge exchange and collaborations between local academic institutions.
3. Endorse a review of peer institutions to solicit best practices examples for application at UBC.
4. Explore valuable international networks for UBC to join, such as ENoLL and others.

Pillar #3: Redefine what constitutes a Living Lab, in line with the principles of the Climate Emergency

- o Extend the Living Lab model to arts, humanities and social sciences to engage with these disciplines as

partners on climate solutions; this includes engagement with Indigenous ways of learning and supporting the creation of climate art and stories, particularly by marginalized voices.

- o For example, the UBC Climate Hub has been its own living lab model in demonstrating the impact that student and youth empowerment can have in a large institution. The Hub scales a model of social empowerment and advocacy which has been enormously successful in catalyzing ambitious action both within campus and beyond.
- o Build a Climate Justice lens into the off-campus climate focused Living Lab work to address the inequitable and inconsistent distribution of impacts and solutions within BC and Canada, and across the globe. Leverage climate justice criteria developed by UBC to ensure that all CLL projects consider justice implications of their projects as an essential component to collaborations with our local and extended communities.
- o Support public interest research as part of the living lab model. UBC should support research that focuses on understanding the political, social, legal, and economic side of climate change, including who benefits and who loses from various policies and practices. Additionally, investigating institutions to understand what is delaying action on climate change, such as research on the relationships between the fossil fuel sector and public institutions.

Quick Starts

1. Develop climate action and climate justice framing principles to guide Living Lab work, based on the principles outlined through the Climate Emergency work.
2. CLL and USI staff undertake activities to engage faculty from a broader range of disciplines and identify opportunities for research alignment with living labs.
 - o Leads: CLL & USI (UBCV)
 - o Partners: UBCO Sustainability; Vice-Principal Research (UBCO)
 - o Potential Partners: VP Research (UBCV); E@UBC; External Relations; Knowledge Exchange; DAE; PICS; UBC Climate Hub; Provost Office; Faculties; Deans.

Description of Success

- o Greater UBC impacts on regional policies and practices with demonstrable emission reductions, to accelerate the responses to the climate emergency locally and globally.
- o Dedicated resources to develop partnerships and Living Lab opportunities to engage more UBC researchers and students in co-creating equitable and just climate solutions for off-campus contexts.
- o Stronger and larger network of partner organizations engaged in collaborative applied research and demonstration projects, including training and post-grad employment pathways for students.
- o Increased and stronger collaborative relationships between faculty and students across different departments and disciplines at UBC.
- o Partnerships between UBC CLL and similar programs at other universities, to facilitate and coordinate larger projects with greater impacts.

Community Councils - Expand and Deepen External Engagements

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Short Term (1-3 years)

- o Kick-off in 2021

Description

Community Councils would build on the success of the 2018 President's Climate Roundtable by convening the local region to align priorities and coordinate action between cross-sectoral partners, including other regional universities. Topics could include all facets of climate mitigation and adaptation, including sea level rise, food security, and more. These councils need not be limited to BC and could include partners across Canada. The ongoing engagement of the councils would draw in and normalize the feedback of expert partners in university processes.

This recommendation aligns with:

- o Strategy 2.1 UC3's strategic plan: "Continue hosting local cross-sector climate forums that identify climate action goals in the community and establish potential opportunities for cross-sector collaborations."
- o UBC Strategic Plan, Strategy 20: Coordinated Engagement

Implementation Pathway

- o Provide centralized support to form "community councils" to advise on the activities of campus units in an ongoing manner. Championed and celebrated by the President, the councils would embed the community advisory role of the Roundtables into the ongoing work of individual administrative units or projects.
 - o Comes with structure, support and connection to the President. This is an evolution of the President's Community Roundtables (series run by UBC Community Engagement, co-led with community partners).
 - o Goal is to go beyond a single day of conversations (as the roundtables did) and establish the necessary structure and continuity for long-term conversations with off-campus partners.
 - o Embed diversity and racial equity as a requirement of the new program.
 - o The UBC Climate Hub, members of the CE Indigenous Engagement WG and members of the CE Climate Justice WG, EDI Office and others, would need to be engaged to ensure councils adequately reflect the perspectives of those most affected by the climate crisis; including Indigenous peoples, communities on the frontlines of climate disaster, vulnerable populations and international perspectives; as per the guidelines set out by the Climate Justice Sub-Committee.
- o Units supported to develop Community Councils would receive financial support from the PO and administrative support and guidance from UBC Community Engagement for their first year of operation, with an understanding that the council becomes self-sustaining beyond that time.
- o UBC Office of Community Engagement, UBC Sustainability Initiative & UBCO Sustainability need to all be engaged to identify member lists for community councils. This includes pulling from past participants of the President's Roundtables and other community engagement events hosted by UBC's Sustainability departments.

Quick Starts

- o Up to three units per year self-nominate (unit must have a clear purpose for and commitment to guidance from communities), with endorsement from the President's Office.
- o Regula Criteria for endorsement TBD, but would at least require units to demonstrate how their work or activity is relevant to a pressing issue facing the region (i.e. climate change, systemic racism).
- o Both PO and individual units bring matching funds to support compensation (where appropriate) for advisory members.
- o President Ono and relevant VPs (during COVID) host the first of annual virtual gatherings and share welcome letters to participants or (post-COVID) host an annual dinner/celebration to recognize the work of partners and provide an opportunity for face-to-face relations.
- o Diversity and racial equity is centered as a requirement of the new program.
- o Leads: President's Office, UBC Community Engagement.

Description of Success

- o Diverse and reflective of the community's concerns and interests;
- o Establish long-term structure to maximize the potential of conversations with partners;
- o Be committed to supporting cross-sectoral partners with meeting the challenge of decarbonizing to meet our collective 1.5C target; and more.

Develop a Strategic Partnership Framework

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Medium Term (3-5 years)

Description

Build on existing MOUs with City of Vancouver, Metro Vancouver, City of Kelowna, Musqueam Nation, Okanagan Nation Alliance, City Studio and other relevant regional and international community partners to create a Strategic Partnership Framework, and implement recommendations from, for example, the 2018 President's Community Roundtable on Regional Climate Action and other community engagements, to develop an evaluation framework to measure impact of the Framework.

The concurrent crises of climate change and COVID-19 means the need for collaboration between partners across Metro Vancouver and the Okanagan is more important than ever. Our response to this collective challenge needs to place universities as a primary mechanism for regional convenings where we can work together in support of just climate action, green recovery and renewal. We all have a stake in the economic prosperity, educational opportunity, environmental sustainability and health and well-being of our local areas.

This recommendation is linked to [Strategy 2.3](#) of UC3's strategic plan: "Co-develop university-community research projects with cross-sector partners."

- o Alignment with UBC Strategic Plan, Strategy 20: Coordinated Engagement

Implementation Pathway

The first stage of this recommendation, building on aforementioned pre-existing MOUs and regional agreements and the President's Roundtable, would see undertaking a joint impact study to benchmark contributions made to local regions by UBC. The aim of this exercise is to identify those areas where, if we worked in collaboration, there might be a bigger impact on the lives of local people. Drawing on the recommendations, we would then use this work as the foundation for a program of renewed, focused and impactful collaborative work with regional partners. A process of co-curation and consultation would lead to the formation of an agreement for collaboration on main areas.

Importantly, there needs to be receptor sites and mechanisms to enable both regional partners and UBC staff, faculty and students to engage in the collaboration on these main areas. Major regional capital investment projects (e.g. transit expansion) and the pressing immediate responses required at a regional scale to guide sustainable recovery and renewal from COVID-19 offer natural grounding places and focus so meaningful collaboration to occur.

At UBC, support for these action areas could be offered through existing programs (CLL/LL, Sustainability Scholars, Collaboratory, course offerings, Research Clusters, President's Community Roundtables, etc.) and spearheaded by the new recommended UBC Climate Institute. Faculty buy-outs, merit and credit given to this work, and incentive programs would be necessary to make sure this form of engagement work is not done off the side of anyone's desk but is core to the university's academic mission.

- o Leads: USI; UBC Community Engagement
- o Partners: UBCO Sustainability
- o Potential Partners: VP External; VPRI; VP Research; Faculties

Description of Success

- o A robust framework that allows for consistent and ambitious partnerships with regional partners that align with the ambition of the climate emergency declaration.

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030



Taking strong action to reduce emissions from UBC's operations across its two campuses is critical to demonstrate genuine climate leadership. The university has a history of ambitious actions, with Vancouver GHG reductions goals of 67% by 2020 (below 2007) and 100% by 2050. To date, UBC performance has received international acclaim, and is ranked number one in the world for taking strong action. With UBC's adoption of the Climate Emergency Declaration, it's become clear that even more needs to be done, leading to the establishment of the Climate Action Plan 2030 (CAP2030) process at both campuses.

The Climate Action Plan 2030 (CAP2030) mandate is to:

- o Identify new interim targets
- o Chart out pathways to achieve these targets
- o Broaden the scope to include Scope 3 emissions for the first time, including business air travel, upstream emissions from food consumed on campuses, commuting to and from UBC campuses, and embodied carbon in UBC's buildings.

Over summer 2020, eight working groups were set up to identify key recommendations that line up with the 1.5°C Paris climate target identified by the Climate Emergency Declaration. In addition, the working groups were asked to consider other key priorities identified by the Climate Emergency Task Force. For example, working group leads were asked to consider a climate justice lens in their work, wherever applicable. Considerations for the 1.5°C target and climate justice were highlighted in the Terms of References that the working groups agreed to. The working groups are summarized in the table below.

Summary of CAP2030 Working Groups

CAP 2030 Working Group	Emissions scope	Sub groups
Energy Supply and Buildings	1 & 2 (scope 3 for Embodied Carbon group)	Energy Supply & Carbon Capture; New Buildings; Existing Buildings; Embodied Carbon
Commuting	3	NA
Low carbon food	3	NA
Business air travel	3	NA
Communications and Engagement	1,2, 3	NA
Financial Tools	1,2, 3	NA
Waste, Material and Paper	3	NA
Fleets	1 & 2	NA

- o Interim recommendations identified by the Working Groups will be presented to the Board of Governors in

February 2021, with final adoption of the CAP2030 planned for spring to summer 2021. At the time of writing, the first phase of the working group stakeholder engagement process is coming to a close and several emerging directions are beginning to crystalize. These include:

- o The UBC Vancouver District Energy System (DES) should be 100% low carbon energy by 2030
- o No new fossil fuel equipment should be installed in UBC's buildings and energy supply after 2022
- o All new fleet vehicles should be zero emissions vehicles (e.g., battery electric vehicles and hydrogen vehicles)
- o Significant opportunity lies in reducing Scope 3 emissions, and that those emissions should be reduced by 45- 50% by 2030.
- o UBC should implement an internal carbon price in its decision making process around energy supply projects, energy conservation projects, building renewals, and infrastructure planning. The recommendations from the working group is that it should be a proxy price, which is a price of carbon on paper applied in financial decision making comparing different options. The proxy price effectively includes the externalities of carbon, while no money is changing hands, simplifying the policy from an administrative perspective. In the absence of an internal carbon price, many of the actions identified by the CAP2030 working groups will not present a compelling business case and UBC will risk failing to take the strong action needed to accelerate decarbonization.
- o The CAP project team is working with UBC Strategy and Decision Support to develop a comprehensive resourcing strategy to enable the implementation of the CAP2030 plan.
- o The UBC Okanagan campus is rapidly advancing a strategy to identify decarbonization pathways and targets for its low carbon district energy supply system, alongside a strategic energy management plan for existing buildings. The largest source of Scope 3 emissions is being tackled through the development of the UBC Okanagan Transportation Plan, which will accelerate targets and actions to reduce commuting emissions.

In addition to these emerging directions, further study has been identified to answer key outstanding questions. This is especially relevant in context of the Energy Supply and Buildings Working group. Due to past action, UBC has mostly eliminated low hanging fruit in this sector. Taking the next bold step to move to a near zero carbon energy supply system is not easy. While promising technology solutions exist, implementation of these is not straightforward and requires addressing multiple inter-dependent complexities between the energy supply options and how the buildings consume energy. To better understand opportunities and barriers to these technology solutions, several technical working groups have been identified that will study the emerging solutions in more detail in order to help choose the best low carbon energy system for UBC.

Appendix C

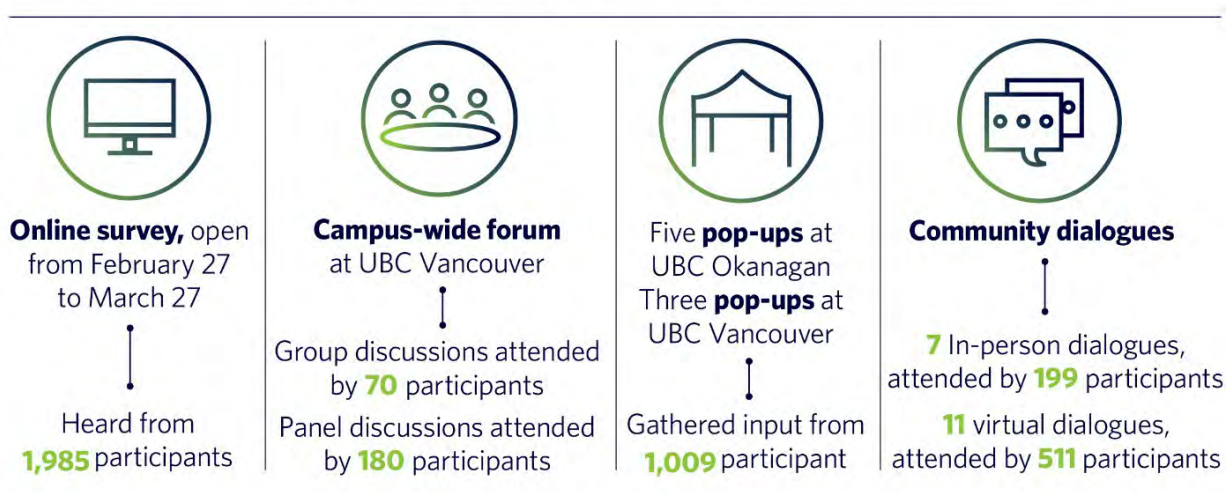
Final Consultation Report

Executive Summary

On December 5, 2019, the University of British Columbia (UBC) endorsed and declared a climate emergency, driven by the leadership of its students.

Within this declaration, UBC committed to conducting a climate emergency engagement process to hear from members of the UBC community across its campuses to inform its role and actions to enact the declaration. **This engagement report summarizes the resulting findings and themes from this process** and was used as one of the inputs to the development of the Task Force's recommendations to the Board of Governors.

About **3,954** participants from UBC's communities provided their input through our community engagement activities:



There was a strong university-wide participation in the engagement activities, with significant response in particular from faculty and staff.

Note: Participant counts are not unique. Participants were welcome to engage in multiple formats.

Throughout this engagement, we gathered input through a variety of in-person and virtual activities regarding UBC's communities' concerns about climate change and ways UBC could take action. Key insights include:

- While we heard participants have not severely felt climate change impacts to date, they felt these impacts will become significant within the next five decades, and to a higher degree among Okanagan participants.
- We heard participants from UBC Vancouver and Okanagan were largely aligned in their concern about climate change and focus areas for climate action, particularly supporting divestment, facilitating interdisciplinary and climate research, and greening campus operations.
- Participants from UBC Vancouver and Okanagan were also aligned in suggesting immediate priorities for UBC, specifically around plans to increase the climate resiliency of UBC's buildings and infrastructure, and accelerating GHG reductions related to the energy supply to heat and power UBC campuses and commuting to and from UBC.
- Unique needs raised by Okanagan participants included improvements in waste reduction, compost infrastructure,

campus green spaces, advocacy for sustainable transportation, and opportunities for climate research and programming.

- Discussing how to create a new normal in terms of a lifestyle and practice that incorporates climate action into all facets of campus life.

Overall, we heard the following emerging themes speaking to UBC's role and action in the climate emergency, categorized within the following focus areas:



Teaching, learning and research: Within UBC's strategic core and mandate areas, we heard strong support for enabling climate-focused research, and facilitating work across departments, campuses, and institutions to fuel this research. We also heard the importance of experiential and interdisciplinary approaches to teaching, learning and researching, and expanding them to include lenses of climate justice and voices beyond.



Administration and investment: We heard recurring requests for shifting UBC policies to disincentivize air travel frequency and commitments toward divesting and disconnecting from unsustainable companies. Additionally, many participants expressed the need for a centralized body to connect students, staff and faculty on climate-related research and campus action, jobs, student activity and knowledge exchange.



Community engagement and wellbeing: Participants frequently spoke to UBC's role in education, engagement, capacity building and supporting participation in climate activities. Within these roles, we heard UBC should work within its campuses to build shared understanding in an inclusive way and enable collective action. We also heard many requests for various types of mental health support for those working to fight climate change and groups facing its disproportionate burdens.



Campus operations: Within UBC's services and infrastructure, we heard strong support for waste reduction measures, managing campus growth, and managing energy use while investing in energy renewables for UBC buildings. Participants also spoke to affordable and accessible sustainable food options, and the wider importance of food systems as it relates to climate change.



Commuting: We heard strong support for more sustainable modes of getting to, from and around UBC. Ideas include active transportation, public transit and other decarbonized modes. There was strong support for the UBC Skytrain in Vancouver. Further, participants challenged the need for commuting with COVID-19 enabling remote learning and work.



Leadership beyond campus: We heard support for external roles in partnerships, advocacy and public engagement that UBC could play as a climate leader and in advancing climate justice. This ranges from advocating politically, advancing its commitments towards reconciliation with Indigenous peoples, working with marginalized communities on climate solutions, and sharing its climate research and learnings beyond academic boundaries.

COVID-19 and heightened awareness of systemic racism against Black, Indigenous and People of Colour (BIPOC) have deeply shaped participant input, with the following insights:

- Throughout the engagement we heard concerns and increasing requests from participants for accountability from UBC in taking climate action.
- UBC's response to COVID-19 demonstrated how it can successfully and quickly pivot its policies in ways that help reduce emissions and support wellbeing - such as working remotely.
- Participants expressed that advocating for climate action and justice can be difficult through the lens of UBC's power dynamics, hierarchy, bureaucracy and structural barriers. Many emphasized how UBC should and can support BIPOC and marginalized communities on and beyond campus, and learn from the knowledge and expertise they bring to climate solutions.

"Given COVID, it's very possible for us to take significant action on things and challenge institutional norms."

- Participant quote

It is recognized that this emergency requires quick and collective action. Building on UBC and its communities' climate leadership to date, UBC's climate emergency response is the next necessary step, as demonstrated and inspired by the youth and students who quickly mobilized on our campus and worldwide.

Who are we referring to when speaking about marginalized communities?

- Groups that bear harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis, including lower-income communities and those in and from the Global South (as defined in UBC's Declaration on the Climate Emergency declaration, which includes Indigenous communities)
- Groups who have been historically, persistently, or systemically marginalized in ways that have excluded them from conversations, and should be included in conversations and solutions on climate.

Acknowledgement

The University of British Columbia acknowledges the presence of its Point Grey Vancouver campus on the traditional, ancestral and unceded territory of the xwməŋkwəy'əm (Musqueam), its Robson Square and VGH campuses on the traditional and unceded territories of the xwməŋkwəy'əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səl' ilwətaʔɬ (Tsleil-Waututh) peoples, and the Okanagan campus situated on the territory of the Syilx Okanagan Nation.

About this report

This final engagement report has been prepared by Argyle for the UBC Board of Governors and the UBC Community. It is meant to provide a summary of what was heard from the climate emergency engagement process and be a supportive document to the final Climate Emergency Engagement report and recommendations.

The report development was supported by the UBC Climate Emergency Project Team with input from the Climate Emergency Task Force. Further information on the role of the Project Team and Task Force can be found below. Learn more about Argyle on their website.

Project and Engagement Overview

Why we did this

In December 2020, UBC [declared a climate emergency](#) and its commitment to climate leadership, endorsed by the UBC Board of Governors and the President's Office. This declaration was prompted by a [student-mobilized open letter](#) signed by 1,500 students, staff, faculty and campus organizations and the participation of 5,000 UBC students, faculty and staff members in the Global Climate Strike.

From this, UBC acknowledges the climate emergency is one of the most pressing issues of our time. Guided by the direction within the declaration, UBC launched a community engagement process with the following goals:

- Provide information on UBC's climate emergency engagement process
- Drive participation from different groups at UBC through online and in-person engagement opportunities
- Gather input and ideas from its community members on UBC's climate action, particularly in areas of reducing emissions, aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), ensuring climate justice, amplifying marginalized communities, and enabling its community to take action
- Inform UBC's collective response, decisions and actions on the climate emergency

UBC has made significant strides and progress, and has been a leader and partner in climate action and cross-sector collaboration, from the International Sustainable Campus Network (ISCN), to the University Climate Change Coalition (UC3).

This climate emergency provides an opportunity for UBC to accelerate its climate action, scale its innovation and demonstrate leadership within and beyond its boundaries. It can also shape a more integrated approach to executing its existing climate-related actions and identifying new areas of focus.

Who was involved

A transdisciplinary team, which included UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to collaborate on, lead and advise the engagement process and outcomes in a way that achieves the spirit and intent of the declaration.

Climate Emergency Task Force (Task Force): UBC established a Task Force to oversee and advise on the engagement process and interim report. They are accountable for delivering final recommendations in the climate emergency response, as well as providing recommendations for the continuing oversight and delivery of these actions.

With the interdisciplinary and multifaceted nature of the climate crisis, the intergenerational Task Force membership aimed at representing the variety of perspectives needed to learn from and address this complex crisis. Membership ranges from Indigenous students and faculty to executive members to student government, from faculty to political advocates, from experts in climate science and solutions, to seldomly-represented members bringing crucial lenses of equity, climate justice and lived experience with the climate crisis.

UBC Project Team: UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team to design, execute and oversee the contracted reporting on the engagement process.

The project team is managed and advised by the President and Provost offices, and reports to and works in collaboration with the Task Force. Team members include staff from Campus and Community Planning and UBC Communications, and the offices of the Vice-Presidents Students and Research and Innovation.

The project team also includes staff from the UBC Climate Hub, a student-driven initiative funded by UBC administration. These team members supported the strategic development, communication, and implementation of the engagement process, including information available on their website to equip participants before having their say. After the onset of COVID-19, the Climate Hub spearheaded the virtual dialogues and facilitated the Task Force Working Groups.

Task Force Working Groups: In June, six working groups were created to develop draft recommendations for review by the Task Force. This ensured recommendations incorporated the wealth of expertise within the UBC community. Working group membership includes faculty, staff and student experts, including Task Force representatives. Each group focused on one of the following topics:

- Indigenous engagement
- Research
- Climate Action Plans for UBCO and UBCV
- Teaching and learning
- Community engagement and wellbeing
- Engagement beyond campus (partnerships, advocacy and public engagement)

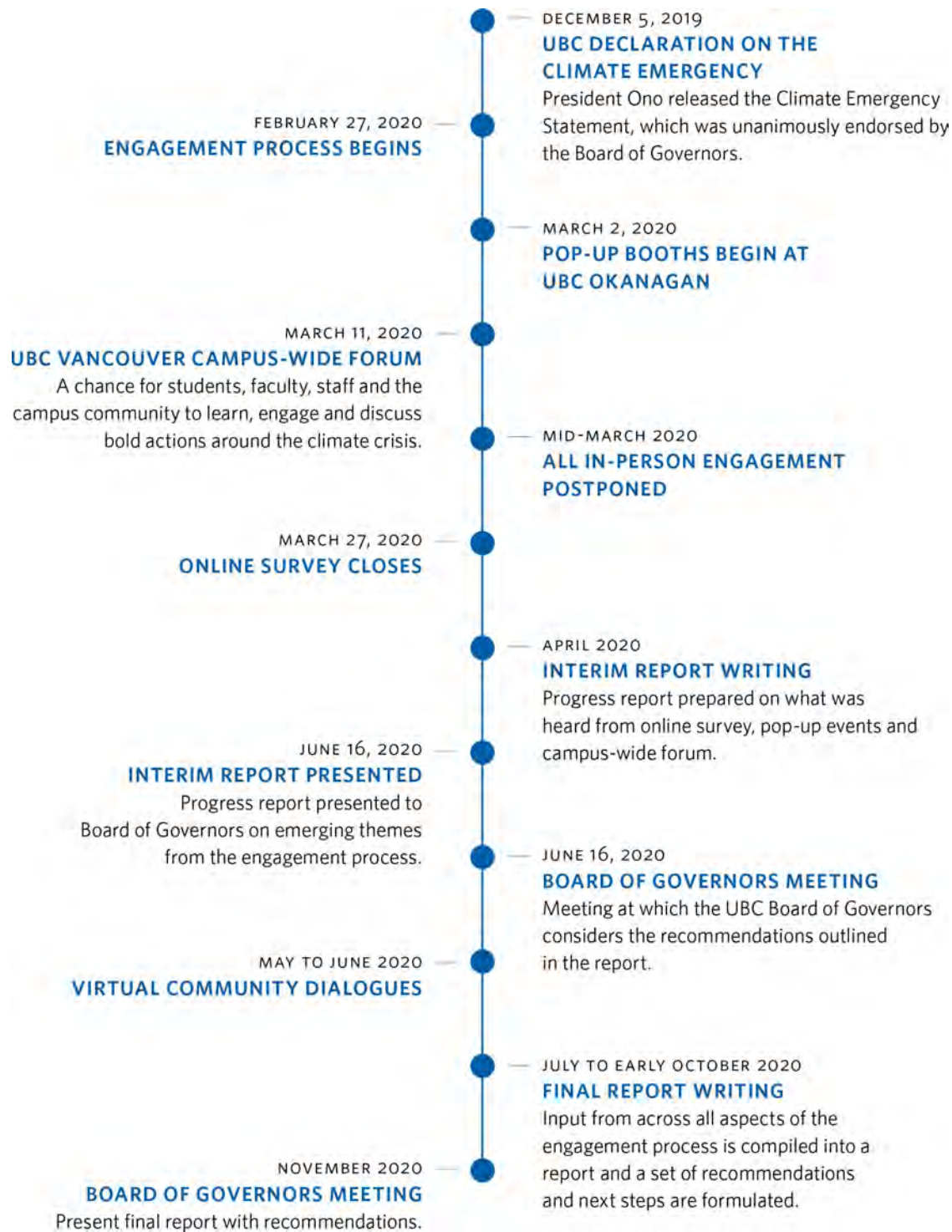
What we did

The engagement process, illustrated on the following page, included a number of opportunities for UBC community members to provide input.

To build awareness of the engagement and to drive participation to these opportunities, the project team executed an extensive and multi-faced communications plan. The plan included a central online resource and website (climateemergency.ubc.ca), digital and print advertising in social media, campus-wide mechanisms like the UBC Broadcast, UBC Bulletin and Santa's Blog, campus publications and radio, poster and signage, and communications toolkits for faculty, department and students to amplify within their networks.

With the realities and impacts of COVID-19 setting in mid-way through the engagement period, the engagement process' timeline was extended to include virtual community dialogues that focused on hearing from Indigenous and marginalized voices. These virtual dialogues were promoted through direct outreach and invitations, and through UBC and UBC Climate Hub's distinct social media and communication channels.

Overview of the Climate Emergency engagement process



Who we heard from

The engagement process gathered input from **3,954** participants through the online survey, campus-wide forum, pop-up events and community dialogues.



Online survey, open from February 27 to March 27

Heard from **1,985** participants



Campus-wide forum at UBC Vancouver

Group discussions attended by **70** participants
Panel discussions attended by **180** participants



Five **pop-ups** at UBC Okanagan
Three **pop-ups** at UBC Vancouver

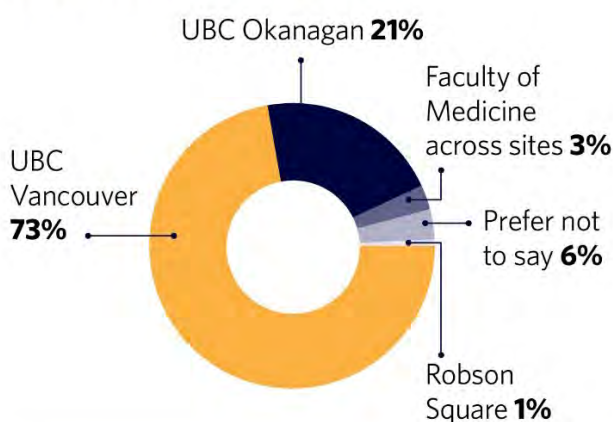
Gathered input from **1,009** participant



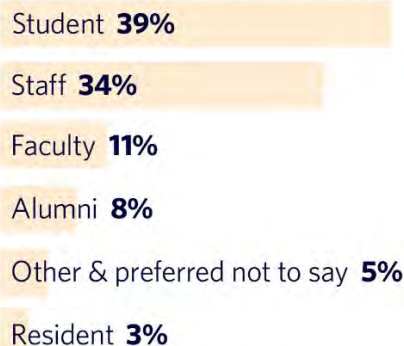
Community dialogues

7 In-person dialogues, attended by **199** participants
11 virtual dialogues, attended by **511** participants

UBC Campus and Sites



Connection to UBC



Note: Some participants may have more than one connection to UBC. This data was collected from the online survey and virtual dialogues.

Approximately **70%** of online survey participants provided their affiliated role with UBC (student, staff, faculty, resident).

UBC staff and faculty were both overrepresented in the online survey and community dialogues. Self-identified staff participation was **33%** (compared to around **13%** of the overall UBC population). However, as some respondents belong to multiple groups, a portion of participants may identify as being both a student and UBC staff member.

At the campus-wide form, about one-third were students (**31%**), nearly half were staff (**46%**), and faculty represented around **13%** of participants. The remaining **10%** were residents and alumni participants.

More than **1,300** participants registered to attend a community dialogue (virtual and in-person). Of those who registered, **710 (56%)** participated in providing input into **18** different topic areas. Of those who chose to self-identify, **52%** of the participants identified as women and a quarter belonged to a member of a racialized group. More than **70%** of participants were based out of the Vancouver campus.

Note: Counts do not align with the total number of participant responses and percentages may not precisely reflect overall respondent demographics. Due to the varied datasets collected from each engagement activity, data presented in this report is not exhaustive.

A note about participation

The resulting themes and findings are reflective of those UBC community members who elected to participate in the engagement process and opportunities from the end of February to the end of June 2020. Therefore the themes do not reflect the views of UBC's population as a whole.

The online survey and virtual community dialogue registration process posed more detailed demographic questions to understand the representativeness of input, and to help glean insights and unique needs among the different campus locations. As the demographic questions were elective, the sums and percentages will not equal the overall total number of participants. These questions included:

- Which UBC campus or site are you on?
- What is your connection to UBC?
- How old are you?
- Whether participants belonged to a specific UBC department or faculty, club, student residence, neighbourhood or other UBC group
- Whether participants self-identified among groups who have been historically, persistently, or systemically marginalized

Participants self-identifying as historically, persistently, or systemically marginalized

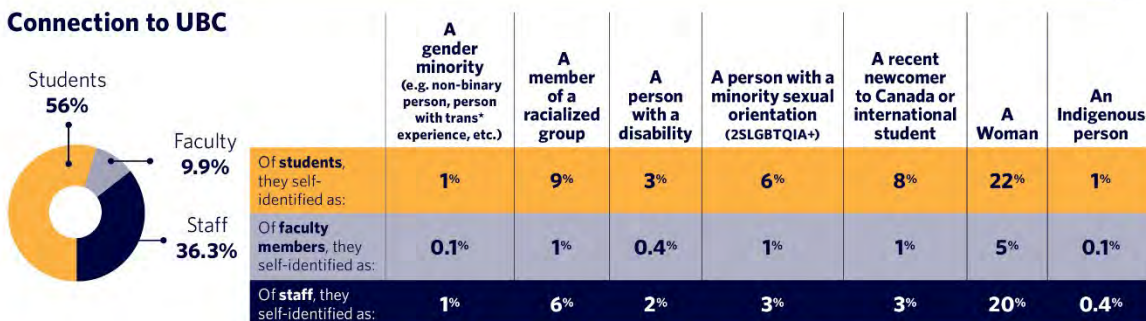
Approximately 60% of online engagement and community dialogue participants responded to the elective self-identification question. Respondents could select more than one option.

The data and charts below are based only on those who chose to self-identify.

Overall

A woman	53%	A recent newcomer to Canada or international student	12%
A member of a racialized group	18%	A gender minority	2%
A person with a disability	5%	An Indigenous person	1%
A person with a minority sexual orientation	11%		

Connection to UBC



Note: The numbers have been corrected and updated since the interim report. This is the overall breakdown of students, faculty, staff, alumni and residents who identify as belonging to a marginalized group. Due to the rounding of numbers, the total exceeds 100%. Intersectional identities listed as 0% range from 2-10 participants.

What we heard from the UBC community

This section puts forward the resulting findings and themes heard from the Climate Emergency engagement process.

Part 1 first defines the severity of the problem and the impacts of climate change on UBC community members. Part 2 then introduces specific areas for UBC action before broadening in Part 3 to the range of themes and ideas heard.

Part 1. Understanding our community's concerns

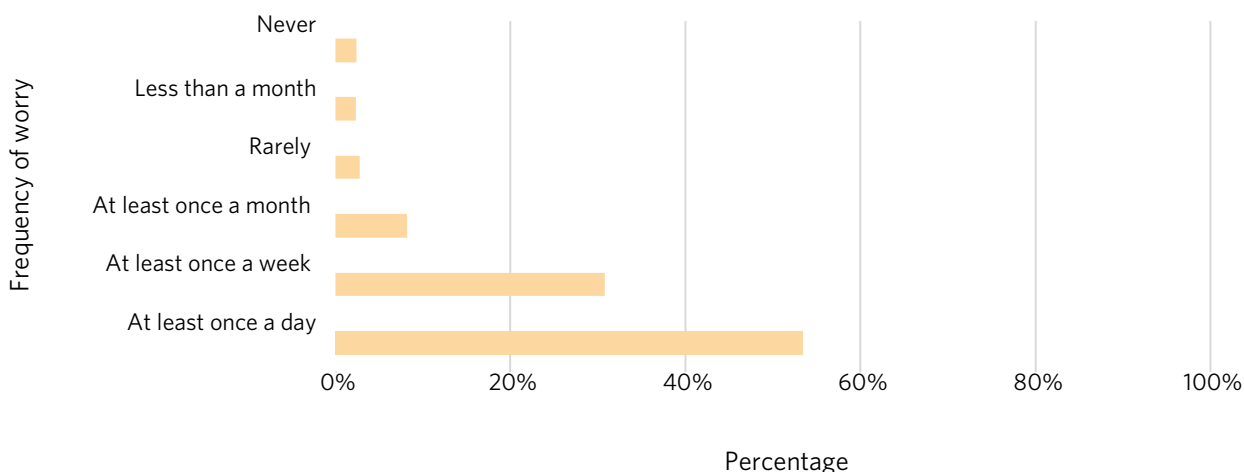
Through the online survey and pop-up events, we sought to acknowledge and understand the effects of climate change on community members.

Worry about potential climate change impacts

We heard the UBC community is grappling with a high average level of concern about climate change and its effects among UBC's population (see Figure 1). The majority of online survey and pop-up participants (53 per cent) shared that they worry about climate change at least once per day, and more than a third (31 per cent) said that they worry about it at least once per week. At 54 per cent and 52 per cent respectively, both UBCV and UBCO participants worried about climate change daily.

In contrast, we did hear from a margin of participants (about 3.6% of online survey comments) who flagged the 'alarmist' language used by UBC regarding the climate emergency and disputed the severity of concerns around and impacts of climate change.

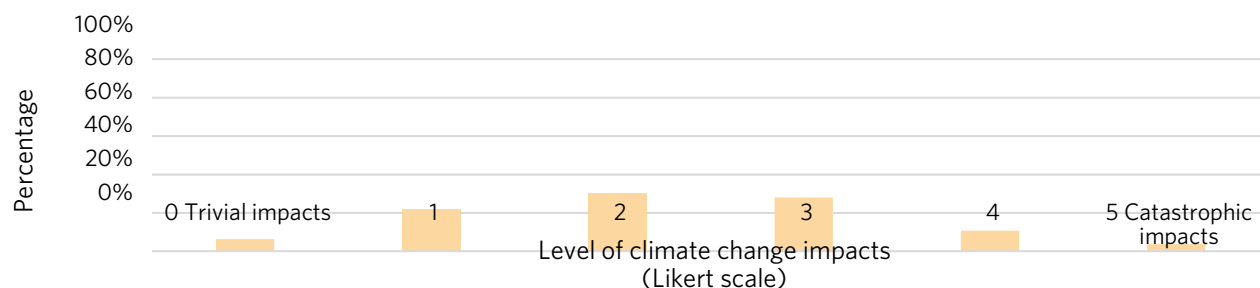
Figure 1: How often do you worry about the potential impacts of climate change? (Select which one best applies)



Severity of climate change impacts to date

The results in Figure 2 below speak to how the UBC community has felt relatively minor impacts of climate change to this point (average 2.3 out of five, where 0 is trivial and 5 is catastrophic). When comparing the two campuses, participants shared a similar average level of impact (2.4 for UBC Okanagan and 2.2 for UBC Vancouver). However, a greater percentage of UBCO participants selected a higher level of impact compared to UBC Vancouver respondents.

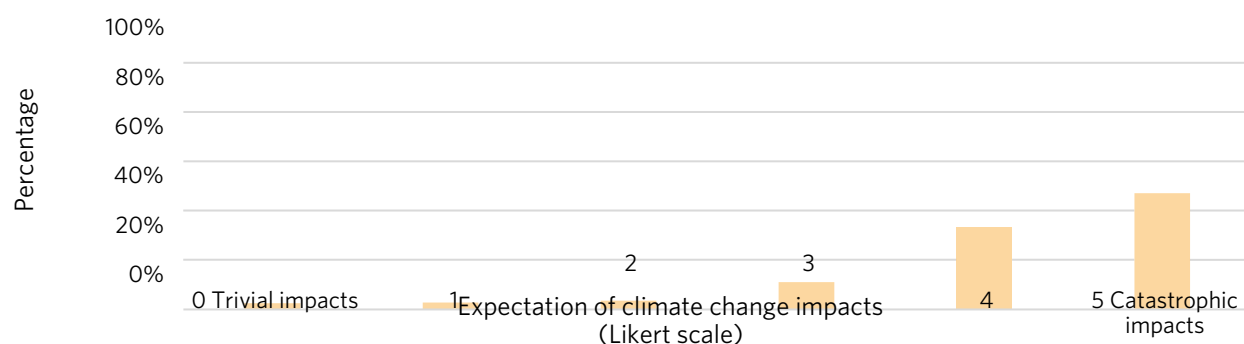
Figure 2: How severely have you felt the impacts of climate change to date?



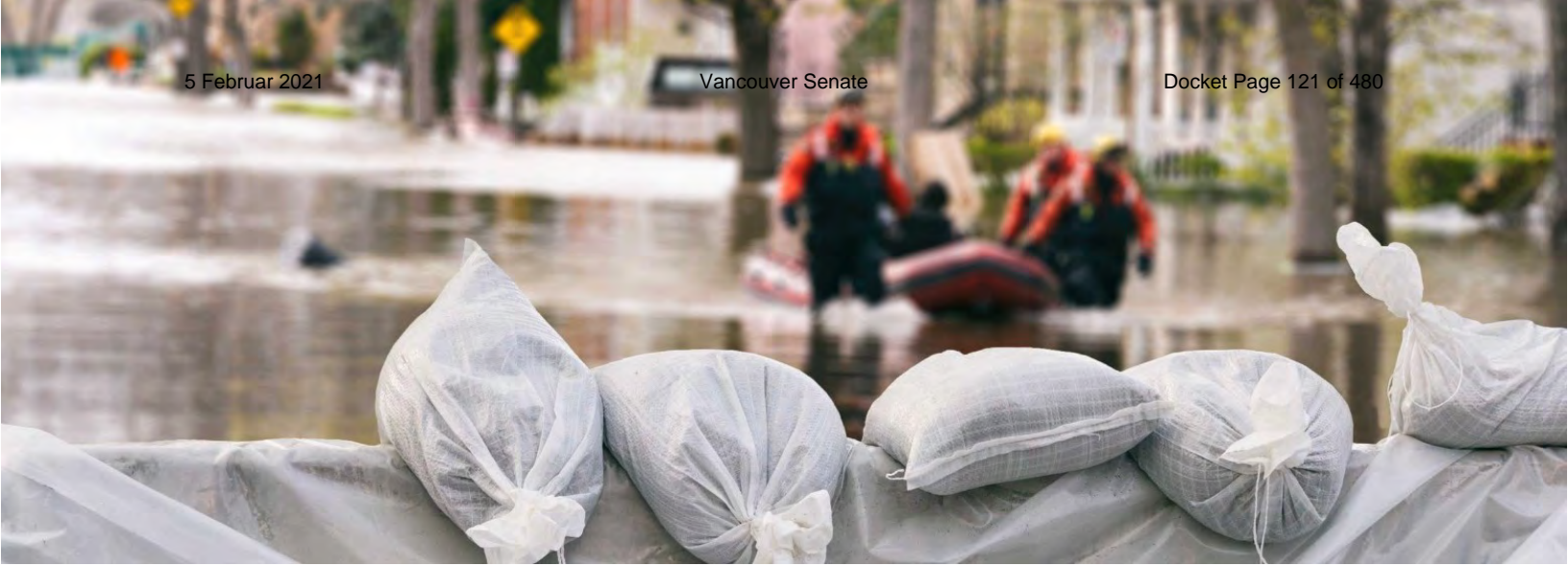
Severity of climate change impacts over the next 50 years

While respondents have not experienced severe impacts of climate change to date, they believe they will become very significant within the next five decades (increasing from an average of 2.3 to 4.1 out of five, where 5 is catastrophic). Figure 3 shows nearly half of all respondents said that they expect to feel catastrophic impacts of climate change over the next 50 years.

Figure 3: How severely do you expect to feel the impacts of climate change over the next 50 years?



The average frequency with which UBC Okanagan and UBC Vancouver respondents worry about climate change were nearly identical. The data also reveals that participants from the Okanagan campus experienced climate change impacts that are closer to being catastrophic (median of 3) than those experiences of respondents from the Vancouver campus (median of 2). This could reflect the impacts the wildfires have had in the Okanagan area in recent years.



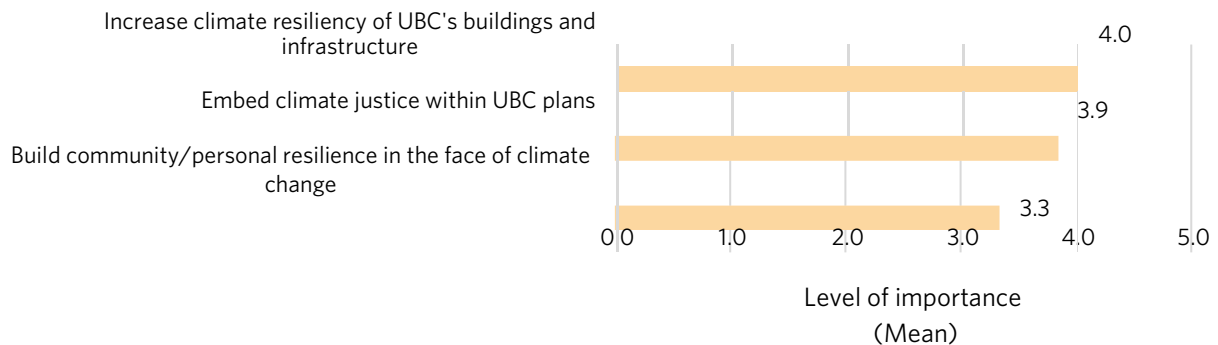
Part 2. Identifying immediate actions for UBC

The online survey also aimed to understand where community members wanted UBC to focus its immediate action within its planning, programming and projects. A scale where 1 denotes 'Not at all Important' and 5 indicates 'Extremely Important' was used for participant ratings for both questions.

Developing plans and requirements for climate action

Participants were asked to rate the level of importance for three options related to UBC's plans, shown in Figure 4. Respondents rated all three options as being of high to very high importance, with *Increasing the climate resiliency of UBC's buildings and infrastructure* as the highest average level of importance (mean of 4.0). Both UBC Vancouver and Okanagan respondents rated each category similarly, with the difference in level of importance being less than 5 per cent for each area.

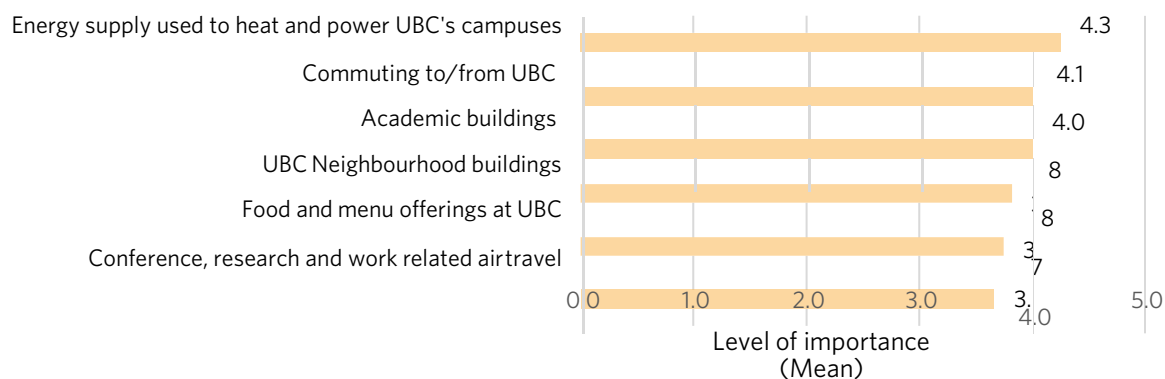
Figure 4: How important do you think it is for UBC to develop plans and requirements to:



Investing in programs and projects that accelerate greenhouse gas (GHG) reductions

Participants were also asked to rate different projects and program areas to reduce greenhouse gases, shown in Figure 5.

Figure 5: How important do you think it is for UBC to invest in programs and projects that accelerate GHG reductions associated with:



Actions related explicitly to reducing emissions associated with the *energy supply to heat and power UBC campuses* and *commuting to and from UBC* were among the highest levels of importance for participants (4.3 and 4.1, respectively). However, all options were deemed as important to respondents with fairly high ratings, with a difference of just over 15 per cent between the lowest and highest rated options. UBC Okanagan and Vancouver participants were again aligned in their responses, although *conference, research and work-related* air travel was slightly less important for the UBC Okanagan participants (more than a 5 per cent difference).



Part 3. Gathering ideas for UBC's climate action

The project team did a deeper dive through the online survey, Vancouver campus-wide forum, and in-person and virtual community dialogues to understand ways UBC could take climate action and support people and communities in taking their own action. The following two open-ended questions probed these conversations and input:

- **For UBC to lead:** What would you like to see UBC do to address the climate emergency? (Both on and off campus)
- **For UBC to enable/empower:** How can UBC support its community members in responding to the climate crisis? What barriers exist right now for UBC community members to take action?

This section reports back on the themes we have gleaned to date. The themes have been grouped within the following focus areas and are summarized in the following pages:



Teaching, learning and research:

Themes within UBC's strategic core and mandate areas



Campus operations: Themes related to UBC's buildings, infrastructure and services on campus



Administration and investment:

Themes relating to UBC's administrative processes and policies



Commuting: Themes relating to getting to and around UBC campus locations in sustainable ways



Community engagement and wellbeing:

Themes regarding UBC's role in supporting its community to take climate action



Leadership beyond campus: Themes speaking to UBC's partnerships, advocacy and engagement as a climate leader and in advancing climate justice

Please refer to Appendix A for a more detailed overview of these themes.

We received 2,038 online comments in the individual surveys, 219 comments through the Okanagan pop-ups, 294 comments through the Vancouver pop-ups, and two email submissions from the Department of Geography and individuals from the Institute for Resources Environment & Sustainability. We also gathered a total of 96 online feedback forms that summarize input gathered on the two open-ended questions above from the 710 participants who attended the in-person and virtual community dialogues. Please refer to Appendix B for the campus-wide and community dialogue summaries and for all verbatim and transcribed input from the online surveys.



This symbol represents themes from the engagement activities that took place in March that had a strong and recurring number of supporting individual comments, particularly from online survey participants.



This symbol represents themes that emerged or were emphasized during the community dialogues.

Focus area 1: Teaching, learning and research



UBC's core areas are primarily those within its mandate as a public university. A margin of comments (about 2% of total online survey comments received) expressed that climate action is not within UBC's jurisdiction, and that it should only focus on its mandate and not on issues where it has no power or control.

Participants across engagement activities reiterated strong and recurring support for integrating and requiring more climate-focused research and learning at UBC. There was particular interest for community-based and interdisciplinary approaches.

Theme: Climate-focused research



This was one of the strongest themes in the online survey. Comments supported climate research areas, from green technology to clean energy alternatives, and ways to incentivize this for students and faculty, from simplified approval processes, research partnerships, awards and credits. Comments from the virtual dialogues suggested more funding and research opportunities for studies led by or focused on supporting those disproportionately impacted by climate change, particularly BIPOC communities. Some also suggested proposals to include details on how the research itself will mitigate climate impacts or support climate solutions.

Theme: Interdisciplinary research and learning

We heard support for interdisciplinary research and teaching that incorporate technical, social, economic, and justice lenses. Participants also shared the desire for expanding opportunities to work across UBC campuses and externally with other public and non-profit organizations. We heard actions like removing administrative and funding silos between departments and registration restrictions could enable and remove barriers for students, researchers and faculty. This theme emerged during the March engagement and was strongly reiterated throughout the virtual dialogues.

Theme: Climate-related curriculum and learning

This theme also garnered strong support for embedding more content on the environment, sustainability, climate education, Indigenous history, rights and culture into existing curriculums and adding new courses like ecological economics. Many spoke to incentivizing and requiring students to take climate-related courses, and facilitating a process for faculty to incorporate climate content in curriculums. Participants suggested curriculum and professional development support to build climate literacy among students, staff and faculty to help with this shift.

Theme: Training and learning for a green economy

Many participants spoke to supporting job preparedness through climate-related curriculums and learning opportunities that are practical and solutions-focused. Many ideas suggested ways UBC could facilitate this, from promoting sustainable job and work placement opportunities through its Career Centre, providing credits and structural support for BIPOC students, to offering job transition programs or certifications for those shifting from the oil and gas industry.

Theme: Experiential and community-based learning and research

This theme emerged particularly in the virtual dialogues, where participants valued and wanted recognition for community-based and experiential learning in courses, certificates and credits. Some suggested UBC's natural spaces (beach, forests, farm) as underutilized and ideal places for learning, teaching, research and demonstration. Many expressed support for existing programs like Social Ecological Economic Development Studies (SEEDS), UBC's Sustainability Initiative's Sustainability Scholars and CityStudio as opportunities. We also heard suggestions for more applied learning and research opportunities grounded in the personal, local and regional community (e.g. flood and wildfire impacted communities in BC).

Focus area 2: Administration and investment



Emerging themes within this section speak to changes in UBC's structures, processes and strategic investment decisions that could enable and sustain short- and long-term action and progress on the climate emergency.

Theme: Air travel frequency and carbon emissions



Participants expressed many concerns of air travel being a significant carbon emitter for the University. We heard support for ways to discourage and disincentivize air travel. Ideas included separating faculty promotion from conference attendance to promoting local and remote conferences and knowledge sharing opportunities rather than our current focus on national and international travel. Participants also expressed a desire for UBC to rethink the culture and prestige around travelling to conferences. Participants identified that improving IT systems and access to video conferencing programs could reduce the need for travel.

Theme: Divestment and sustainable investment



This theme builds on the long-time and ongoing work of student-led initiatives like UBCC350. We heard wide support for divestment, ceasing financial support for companies associated with climate degradation (particularly at the Okanagan pop-ups). Participants expressed that funds should be used to offset carbon emissions or invest in local, long-term and impactful sustainable initiatives that are grounded in justice. We also heard strong support for UBC to demonstrate leadership transparency and accountability through measurable and widely recognized performance indicators. Participants also shared desires for transparency in disclosing investments and investing policies.

Theme: Long-term and tangible commitment on climate action



Participants at both campuses expressed concern and suggestions for UBC to truly 'walk the talk' through concrete actions to make long-term systemic change. Comments suggested prioritizing time, attention, financial and non-financial investment, staff resources and regularly and transparently reporting on progress updates as ways for UBC to demonstrate its commitment to the climate emergency. Participants also shared ideas to overcome bureaucratic challenges and the need for UBC to work with other higher education institutions to enact ambitious systemic change in academia.

Theme: Accountable and transparent governance

Participants spoke to holding UBC's leadership and governing bodies accountable in order to advance climate action. These ideas, which extend beyond the climate emergency alone, included involving the wider UBC community in shaping the institution's governance structure and creating climate justice and anti-racism mandates and policies.

Theme: Centralized and coordinated climate action

Participants shared examples of UBC's many climate change initiatives and opportunities. However, participants expressed challenges to identifying opportunities and connecting with others on the topic of climate change. Respondents shared their frustrations and experiences with inefficiencies. Particularly in the virtual dialogues, participants shared that there is a need for a centralized body to connect and unite the many efforts. Ideas included: investing resources and staff to coordinate climate efforts, creating a body to consolidate activities, programs, policies, initiatives, research, courses, clubs and knowledge sharing opportunities.

Focus area 3: Community engagement and wellbeing

Themes within this focus area speak to actions UBC can take around building awareness and promoting dialogue to support individual, institutional and systemic change, within and beyond the campus.

Theme: Climate education and engagement opportunities

There was strong participant support, particularly from the online survey, for inclusive, accessible, creative, multilingual ways to build shared understanding and dialogue on climate change impacts and sustainable practices among students, faculty and staff. Many spoke to the challenge of having climate-related conversations that can be polarizing and have negative repercussions professionally. Participants suggested education through art and communication campaigns as low-barrier ways to educate, and the importance of recognizing and inviting those with lived experiences, like Indigenous and guest speakers, to give lectures (not just academics). Education, as well as enabling student, staff, and faculty participation in climate advocacy, were among the top ways participants felt UBC could enable its community to take action and leadership roles in the climate emergency.

Theme: Student-led climate initiatives and involvement

We heard the importance of student involvement in leading climate action, particularly as they will experience greater

impacts within their lifetime. Key barriers and concerns for student action included balancing workload, and many asked for more student incentives, credits, flexibility and opportunities for climate courses, extracurricular activities and research. Some suggested funding, support and space for student-led organizations and initiatives, especially those that are BIPOC-led. This would help with concerns around lack of shared understanding and different levels of exposure to learning about climate issues and impacts among the student body.

Theme: Community wellbeing and resiliency



Participants expressed a desire for UBC to provide support to its community, particularly students and BIPOC members, to manage their mental health and climate anxiety. This emerged in particular at the virtual dialogues, with participants drawing parallels to COVID-19, and the need to increase mental health literacy and make climate anxiety relevant and recognized. Comments offered different types of supports that could help the UBC community, including mental health facilitators and counselling professionals (and those representative of UBC's BIPOC community members), peer supports, seminars, art and nature therapy. Other comments spoke to supporting community resilience more broadly through disaster contingency planning and investing in community mobilization and leadership for emergency response.

Focus area 4: Campus operations



Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to the UBC's Climate Action Plan 2020 for Vancouver and the Okanagan's first Climate Action Plan. This focus area garnered strong interest across all engagement activities, with a dedicated conversation on campus operations hosted at the campus-wide forum and virtual dialogues.

Theme: Community and campus growth



We heard many individuals requesting UBC manage, or even reduce, its overall campus footprint and maximizing existing space (which could be facilitated with more remote working in light of COVID-19). Suggestions included curbing construction and development, and leveraging land-use planning, engineering and climate impact analysis to assess and ensure climate resiliency in new projects. Participants also spoke to emergency management and adaptation plans for its campuses, some specifically referring to UBCO's opportunity with the new property in downtown Kelowna. Many spoke to managing UBC's land to encourage food security (such as the UBC Farm) and protecting campus biodiversity (with the Okanagan requesting for more gardens and trees).

Theme: Carbon neutrality

Participants spoke to UBC committing to and taking measures to become carbon neutral, including eliminating dependence on natural gas, and tracking and monitoring GHG emissions across UBC as a whole, across departments, or across its community. Ideas included engaging researchers to look at UBC's impact on climate through its investments and decisions.

Theme: UBC buildings and energy



As seen in Part 2, reducing building-related greenhouse gas emissions was, on average, one of the participants' most important actions for UBC's focus. Many comments spoke to managing, auditing, and reducing current building energy and resource use. Several other comments spoke to renovating and retrofitting old buildings before building new ones, transitioning to electricity for heat, and moving to passive and renewable energy sources, with particular interest in solar from the Okanagan campus. In light of COVID-19, participants also spoke to needing resilient buildings that can adapt to rare weather events and environmental and health emergencies (such as COVID-19). Some identified the opportunity to connect with UBC's community and beyond campus to learn and incorporate sustainable research findings and ideas into its buildings.

Theme: Waste management



This theme also garnered strong support, where many comments spoke to waste management as a way to empower individuals to make choices for their environment. Participants spoke to reducing single-use items, plastic, and free giveaways on campus, and instead, having incentives for reusable items and having digital over printed materials. We heard requests for promoting, auditing, educating on waste and recycling facilities, reducing food waste, and for the Okanagan, improving composting systems in residences. Virtual dialogue participants suggested promoting a circular food system and having policies and targets to reduce food and package waste.

Theme: Campus food accessibility



As seen in Part 2, this area was an emerging theme to inform UBC's climate action. Where the interim engagement spoke primarily to sustainable food offerings on campus, the community dialogues broadened the conversation around the importance of food security and affordable sustainable food options to support climate action. Participants requested more affordable healthy and plant-based campus and catering food offerings with limited meat options, and suggested locally sourced, grown or ethical vendors. Comments spoke to more education around the importance and impact of food in climate change, and ways to enable this through supporting the community food hub project, UBC rooftop gardens (like at the NEST) and on-campus farmers markets.

Focus area 5: Commuting



Recommendations within this focus area speak to more sustainable and less carbon-intensive ways of getting to and from campus, and within UBC campuses.



Theme: Active and public transportation

Reduced congestion was among the top transportation-related comments heard from participants. Participants spoke to active, rapid and public transportation options to, from, and around campus as a way for its community - particularly in the Okanagan - to reduce car dependency. Suggestions included U-pass subsidies, more pedestrian and bikeways, more bike sharing, parking and shower facilities.

We also heard strong support in Vancouver for rapid transit to UBC, particularly the Skytrain, and UBC's role in advocating and lobbying for this as a means of sustainable transportation.

Theme: Fossil-fuelled vehicles

Many participants raised ideas to disincentivize fossil-fuelled vehicle use through car bans, carpool, parking lot reductions and taxes. We also heard support for electric vehicles and charging facilities, as well as advocacy for electric bus fleets coming into and around campus.

Theme: Commuting to campus

As seen in Part 2, endorsing and promoting policies and tools to reduce emissions was rated second highest among the actions that UBC could take to reduce GHG emissions. To reduce commuting, we heard suggestions to enable flexible or remote work arrangements and schedules for staff and faculty, and more remote online learning and exam options for students, facilitated by advanced tools and technology. With COVID-19 demonstrating the ability for students, faculty and staff to work remotely, this became an increasingly popular suggestion to help reduce commuting-related emissions and support mental wellbeing. Participants also suggested offering more campus housing for students or more satellite campuses location for staff, students and faculty.

Focus area 6: Leadership beyond campus



Emerging themes within this focus area speak to the influence, leadership and external roles UBC could play in partnerships, advocacy and public engagement on local to global platforms.

Many themes within this focus area, emerging particularly from the virtual dialogues, speak to UBC's role in advancing

climate and overall social justice by enabling and showing solidarity with Indigenous and marginalized communities. Key themes also spoke to UBC's advocacy and knowledge sharing role among communities, non-profit organizations, corporations, and the varying levels of governing bodies (municipal, provincial, and federal).

Theme: Political advocacy



This theme reflects participants' desire for UBC to use its power and privilege to be a climate leader, and amplify leadership opportunities for communities and its staff, students and faculty. Participants also spoke to ways UBC could seek funding from, advocate and partner with local and international non-profit organizations, TransLink and BC Transit, and government levels on initiatives like a national Green New Deal or the City of Vancouver's Greenest City Action Plan. From the virtual dialogues, participants wanted to see UBC advocating at a political level, from making positional statements on projects that counter climate action to supporting climate strikes.

Theme: Indigenous solidarity



Many participants across engagement activities spoke to UBC's role and voice in supporting Indigenous self-determination and rights. This looked like acknowledging UBC is on unceded land and building relationship with neighbouring First Nations, building awareness and understanding of colonial history, and committing to meaningful reconciliation and Indigenous self-determination (like adopting UNDRIP).

Theme: Climate justice



Comments, particularly from the campus-wide forum and virtual dialogues, often spoke to how climate justice intersects with racial justice given the disproportionate impacts of climate change faced by BIPOC communities, and how these communities have been excluded from environmental action and movements.

Comments suggested including and ensuring Indigenous and marginalized voices have a strong and permanent voice on climate issues, hiring and fairly compensating BIPOC staff, faculty and research students who are working in climate research, education, mental health support, and building awareness around the importance of climate justice. Participants also examined how UBC's local and global research or operations may be oppressive locally and globally, and suggested weaving climate justice through all UBC plans to continue fueling change.

Theme: Indigenous-led climate solutions



Participant comments spoke to listening and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land, and looking to Indigenous governments, communities, and artists as leaders in the climate emergency. Some spoke to recognizing how Indigenous knowledge has been erased or excluded from climate solutions, and could be supported by UBC by offering more education on Indigenous rights to better and more respectfully

collaborate with Indigenous peoples on climate change, and supporting and investing in Indigenous-led climate initiatives, students and scholars.

Theme: Marginalized community support and empowerment

This theme spoke to inclusive and non-paternalistic ways to reach, hear from and that would benefit marginalized groups that are often left out of climate change conversations. Participants spoke to involving and learning from the lived experiences and expertise of individuals, like international students, that have or will be most impacted by climate change to create climate solutions. Comments also suggested collaborating with and sharing innovations to help local and global communities grow their economies and live sustainably.



Theme: External knowledge exchange and collaboration

Some participants suggested ways to share climate research, lessons learned and successes, and innovations beyond UBC's boundaries. Many spoke to UBC as a testing ground for new technologies from its own or other research, and partnering with organizations who would like to take advantage of the UBC's living lab approach. A recurring suggestion heard was sharing findings and experiences outside of academic circles, like with institutions, government, and through the media or centres like the UBC Knowledge Exchange and Public Scholars. Participants also suggested partnerships and grants with local businesses or non-profit organizations to pilot research findings or work together on climate-related projects.



Theme: Engagement and education beyond campus

Participants suggested targeting and educating the public, youth, and community members surrounding the campuses in accessible and creative ways on climate issues and action. Some suggested having a welcoming physical space, like the new downtown campus at UBCO, to connect and share UBC progress and learnings with non-university communities and that could be used by climate organizations.



Theme: Partnership alignment

Participants spoke to demonstrating UBC's commitment to climate action by partnering selectively and only with those who share values of climate action and justice. This could look like supporting local or global initiatives led by nonprofits, Indigenous and community groups and leaders, and small businesses. Many questioned UBC's existing partnerships, programs, and funding from organizations who underperform in areas of the environment and/or justice. Some also recognized UBC offices, and courses that have worked hard to develop meaningful partnerships, from the Indigenous Research Support Initiative, the X̱wi7x̱wa Library, to the Equity and Inclusion Office, and suggested

continued support for these programs.

Next steps

UBC continues to be a leading university committed to climate action through teaching and learning, research, engagement and operations. There are 80,000 within the UBC community who are its strength, particularly its students who pushed UBC to take a bold step further in this climate emergency.

Given the scale of the climate emergency, we are not expecting to find all the answers immediately. This is the beginning of a conversation with its community, drawing on your collective expertise, knowledge and lived experiences, to understand what UBC's role as a climate leader, locally and globally, should look like in action.

This engagement report is part of the final Climate Emergency Engagement report being presented in February 2021 to the Sustainability and Climate Action Committee, a subcommittee within the UBC Board of Governors. The findings from this report have been one input into shaping recommendations on how UBC can enact its declaration on the climate emergency, put forward within the final report. From there, UBC will be accountable in deciding and reporting back on how the recommendations will be resourced, implemented and monitored through the emerging and existing plans and processes.

You can stay in the loop about updates and engagement opportunities for the climate emergency engagement by signing up at climate.emergency@ubc.ca.



A group of students are sitting around a wooden table outdoors, engaged in a study session. In the center, a young man with glasses and a denim jacket looks at a laptop. To his right, a young woman with glasses and a scarf looks on. To his left, another young man with glasses is looking at a book. The background shows trees with yellow autumn leaves and a building. The text 'Final engagement report appendices' is overlaid in white at the bottom left.

Final engagement report appendices

Appendices

Appendix A. Detailed themes

This appendix provides more detailed summaries of the themes and ideas emerging from the Climate Emergency Engagement process, categorized within the six focus areas.

Focus area 1: Teaching, learning and research



UBC's core areas are primarily those within its mandate as a public university. A margin of comments

(about 2% of total online survey comments received) expressed that climate action is not within UBC's jurisdiction, and that it should only focus on its mandate and not on issues where it has no power or control.

Participants across engagement activities reiterated strong and recurring support for integrating and requiring more climate-focused research and learning at UBC. There was particular interest for community-based and interdisciplinary approaches.

Theme: Climate-focused research

This was one of the strongest emerging themes emerging from the online survey and UBC pop-ups in particular, where ideas included:

- Researching different climate-related areas, like: clean energy and alternatives, impactful solutions, climate change threats and issues, carbon capture and mitigation, climate adaptation, alternative materials, and transitioning to a green economy
- Researching advancements in green and renewable technology, with particular interest at the Vancouver pop-ups suggesting a wide spectrum from community-oriented learning to geo-engineering initiatives
- Piloting new practices or research findings, potentially through partnerships with small, local and tech businesses
- Mitigating research's impacts on climate, where proposals should include and be evaluated on how they're mitigating climate impacts or supporting climate solutions
- Shifting to more publicly funded research and remodeling the Intellectual Property (IP) approach to accomplish broader climate goals that aren't influenced or incentivized due to business or industry motives (like researching sustainable agriculture rather than higher and profitable agriculture yields)
- Allocating funding and supporting research for studies and technology through a justice lens, such as those that identify and help the disproportionate impacts of climate change born by Indigenous and marginalized communities

Participants provided suggestions for UBC to enable student-led, faculty and globally-oriented climate research along with research that supports authentic, systemic change, including:

- Increasing and broadening funding, incentives and awards
- For faculty, this could look like reducing approval lag times for climate-related proposals and research, reducing barriers to access climate research, and supporting administrative workload and complicated government funding processes

- For students, this could look like offering structural support like credits and research partnerships, and reallocating some funding for faculty travel to provide and engage students in climate and interdisciplinary research and learning, allowing for more current and diverse flow of ideas
- From the virtual dialogues, providing focused and dedicated support in the context of hierarchy, structural barriers and power dynamics within research and UBC, such as:
 - o Ensuring structural supports were provided to Indigenous and marginalized communities so they are more included and empowered to lead climate research, where participants noted academia currently does not adequately represent these communities
 - o Ensuring climate-oriented behaviours and leadership are encouraged at all scales and levels, where it can be difficult to persuade more senior researchers to take more environmental action

Theme: Interdisciplinary research and learning

Given the interdisciplinary nature of climate change and climate action, this theme emerged during the interim engagement and was strongly reiterated throughout various virtual dialogues. Ideas included:

- Ensuring climate action research is interdisciplinary so advancements and solutions are holistic and incorporate technical, social, economic, and justice lenses
- Shifting approaches to teaching to incorporate more climate and social justice, sociopolitical, ethics/morals, civic engagement lenses and critical thinking skills into science programs

Participants provided suggestions for UBC to enable more interdisciplinarity and integration, including:

- For students, removing barriers and facilitating ways to get involved in interdisciplinary learning, like offering credits, removing registration restrictions and offering more elective freedom for climate courses
- Making interdisciplinary climate research more accessible by addressing administrative challenges, like breaking down silos, empowering efforts between departments, advancing and facilitating interdisciplinary climate networks and encouraging research labs from different faculties within UBC and across all campuses
- Developing processes and structures to remove administrative barriers and streamline interdisciplinary teaching and accreditation (e.g. cross-listing courses, budget, teaching loads, team-teaching courses, linking two or more courses, and developing universal interdisciplinary course codes). This could allow for more teaching and learning with other departments, as currently departments are being pitted against each other for funding opportunities.
- Creating a minor in climate change studies or similar specialization that unites arts and sciences to address the many intersections of climate change including migration, energy transitions, labour, water, food security and Indigenous sovereignty
- Fostering a student community that extends beyond disciplines and facilitating peer-to-peer learning
- Building climate literacy among students, staff and faculty to build understanding why this interdisciplinary approach is important, including:
 - o Building sustainable financial literacy across disciplines and curriculums, including how financial decisions and transparency can impact communities and investors (as a capacity building exercise relating to sustainable investing and divesting)

- o Making climate science and its impacts accessible and relevant to all to by enhancing climate change literacy - particularly faculty members. This could look like dedicated professional development that is backed by funding

Theme: Climate-related curriculum and learning

This theme also garnered strong support across activities, where ideas included:

- Requiring students to take mandatory climate-related courses, by incorporating climate education, justice, environmental and sustainability components into curriculums across all departments. The design of these courses should also thoughtfully thread these courses and competencies throughout the degree pathway.
- Ensuring climate research is integrated into degree curriculums
- Creating and examining courses, curriculums and programs to include and expand climate knowledge, for example:
 - o Continually incorporate and educate on Indigenous rights, content, history and culture, learning from Indigenous scholars and communities, and involving equity-seeking and marginalized groups
 - o Expanding and recognizing definitions of 'research' and 'knowledge' beyond Western, colonial approaches to science, but to include Indigenous and community traditional knowledge and 'authorship'
 - o Partnering with global universities to expand non-Western and colonial-centric paradigms
 - o Building knowledge, awareness, and skills around the relationship between climate change and the food systems into curriculums so students are empowered to get involved with its impacts
 - o Adding new courses (such as ecological economics) and embedding climate in existing programs (such as climate-related mental health learning in UBC's medicine programs)
 - o Involving students in the curriculum building process
- Re-evaluating and updating existing programs to include intersections of climate change, like environmental studies programs
- Addressing sessional dependency that is causing loss of knowledge retention and transfer Participants provided suggestions for UBC to enable climate in teaching and learning, including:
- Offering grants and adjusting faculty policies and performance criteria to reward incorporating climate content in curriculums, with guidance from a UBC-wide set of Climate Learning Objectives
- Creating a support system (e.g. through Teaching and Learning Centre) to develop climate emergency themed curriculum, which is particularly needed at UBCO. This could be enabled by:
 - o Lowering barriers and providing recognition and incentives to reform, create or redesign courses
 - o Ensuring curriculum changes do not increase student and faculty workload
- Building climate literacy among students, staff and faculty
 - o For faculty, this could look like a dedicated professional development program or fund
 - o Hosting teach-ins with incentives for all departments and students to attend

Theme: Training and learning for a green economy

The virtual dialogues hosted a focused conversation on actions UBC can take to prepare students for a changing economy. From this dialogue, ideas for UBC's action included:

- Empowering and equipping students through career centres and other programs to find opportunities and careers that lead and create change (e.g. Accelerator X at UW in Seattle, specifically at the Okanagan campus E@UBCO and CDL).
- Offering curriculum content that is solutions-focused, offers practical student involvement, supports students' job preparedness and encourages a transition to a green economy
- Requiring students to incorporate climate education, justice, environmental and sustainability components into work placements
- Offering structural support like credits and opportunities for internship placements, community work, in particular for BIPOC students
- Adopting a holistic definition of 'green jobs' by acknowledging a range of skills and values that are required for a just transition, like aligning and supporting social justice
- Offering programs and certifications to workers who have lost jobs in the extractive industries as a part of the transition, and supporting those working in these industries by providing security and transition plans
- Increasing institutional support for BIPOC students, diverting funds (i.e. from reduced travel) and reporting on funding to support those interested in studying and working in the climate sector
- Offering support from the UBC career centre such as:
 - Identifying and promoting green jobs that offer financial security (acknowledging that resource jobs tend to have higher wages to pay off student debt), which could be supported and mitigated by offering financial assistance
 - Equipping the UBC career centre and staff to harness passions for green jobs
 - Requiring the career centre to learn more about green jobs and to be able to identify, centralize, and promote these opportunities (e.g. UBC Farm internships, Sustainability Scholars, Work Learn placements)
 - Further build on existing career and research partnerships with organizations such as MITACS and strengthening internal programs such as Engineering's CAPstone

Theme: Experiential and community-based learning and research

The theme of experiential and community-based involvement, learning and research was frequently identified and valued by virtual dialogue participants. This theme speaks to extending learning about climate change and its impacts outside of the classroom. Ideas included:

- Recognizing and valuing community initiatives and involvement in tenure and promotions for faculty members
- Enabling, recognizing and integrating out-of-classroom and experiential learning in coursework, certificates and credits.
- Leveraging UBC's natural spaces (beach, forests, farm) for learning, teaching, research and demonstration, which could include establishing a UBC green infrastructure network that identifies underutilized areas and open spaces

- Creating more experiential programs like Social Ecological Economic Development Studies (SEEDS)
- Learning from successes of First Nations University and rural colleges for different models of learning
- Involving, collaborating and building partnerships with local communities to conduct research and case studies to operationalize what climate action should look like from their lenses
- Having more applied learning opportunities grounded in the personal, local and regional community (e.g. flood and wildfire impacted communities in BC), which could look like:
 - o Grounding learning and research with and for communities (transdisciplinary)
 - o Bringing in non-academic expertise and people from diverse backgrounds and lived experiences to attend or speak at classes
 - o Inviting frontline communities to participate in developing teaching and learning resources (e.g. Community Engaged Learning)
 - o Expanding and publicizing existing programs and work like UBC's Sustainability Initiative's Sustainability Scholars and CityStudio to build relationships and research opportunities with government entities

Focus area 2: Administration and investment



Emerging themes within this section speak to changes in UBC's structures, processes and strategic

investment decisions that could enable and sustain short- and long-term action and progress on the climate emergency.

Theme: Air travel frequency and carbon emissions

Participants spoke to how air travel is built into the incentives of academia, research and promotions. Many shared ideas on how UBC's could be a global leader by shifting policies that currently enable and encourage air travel.

Suggestions included:

- Revisiting tenure, promotion and career progression criteria to not require or reward international conferences
- Reducing funding for air travel
- Rewarding and incentivizing the reduction of air travel which could include tying compensation to carbon reductions
- Considering air travel in recruitment and the international exchange program
- Incentivizing ways to share and disseminate research (for UBC faculty and visitors) with minimized or shared air travel among departments
- Recognizing and prioritizing local, regional and remote gatherings and conferences, enabling this through grants, funding and formal agreements with other leading universities. This opens up opportunities for those who typically cannot not attend these gatherings due to travel costs and further advances access for marginalized communities.
- Providing an in-house UBC or departmental aviation/carbon credit offsets bank for those who do need to travel by air. In addition to these systemic changes, participants also suggested ways for UBC to enable and empower its community to reduce air travel:
- Combating the culture, prestige and expectations regarding travelling for work and in-person attendance at events

and conferences

- Investing in sophisticated and free video conferencing facilities, leveraging IT and Communications teams at UBC to build capacity for hosting online events
- Reinforcing the limited need for air travel in the long term, leveraging COVID-19 barriers for air travel and encouraging other staff to commit to this behaviour

Theme: Divestment and sustainable investment

This theme builds upon the long-time and ongoing work of student-led initiatives like UBCC350, and dedicated sessions on this theme were held at the campus-wide forum and virtual dialogues. We heard wide support for divestment, speaking to UBC's fiduciary responsibility to consider climate change, with requested actions from UBC for accountability, leadership and transparency in this area. Ideas include:

- Identifying targets and expedited timelines for divestment
- Reallocating and/or increasing investments and carbon offsets through a dedicated UBC fund for climate action, where:
 - o This fund could be used to invest in technology and solutions, socially equitable programs, BIPOC-owned and - led enterprises and initiatives, local projects and non-profits, and marginalized groups who have been disproportionately impacted by climate change
 - o This could be a test model for effective and sustainable investing, where UBC community members could invest and have funds matched by UBC
 - o References and examples included the Hawaiian Feminist Recovery Plan and Vancity Community Investment Bank's CoPower
- Allocating to local and long-term initiatives that would have longer-term and innovative impacts, from net-zero buildings, to carbon offset programs, to transportation projects
- Thinking innovatively to make sustainable investment more powerful
- Being audited or certified by a financial third party that can demonstrate UBC is making progress and aligning with standards like the UN Principles on Responsible Investing (UNPRI)
- Being transparent about the decision-making processes and reasons behind investments and divestment commitments and policies:
 - o This could signal and create blueprints for others based on these criteria and considerations (i.e. fund managers' climate emergency and action statements, criteria on anti-racism or Indigenous rights)
 - o This should include the tradeoffs (i.e. possible lower returns) from divesting
 - o This could include engaging the UBC community in co-creating these investment policies to ensure they are values-driven
- Releasing holdings annually from UBC Investment Management Trust
- Disclosing the different kinds of investments held by UBC, from the UBC Properties and Trust to student scholarships, for transparency

Theme: Long-term and tangible commitment on climate action

Participants expressed recurring concern and suggestions for UBC to truly 'walk the talk' through concrete actions and accountability, and suggested UBC could do the following to demonstrate its commitment:

- Investing the time, attention and priority (beyond just financial) required to make long-term systemic progress on the climate emergency
- Demonstrating UBC's committed investment and funding, even if it means losses in capital gains and corporate sponsorship, and/or steep upfront investment
- Monitoring and transparently sharing updates on climate action, including having mechanisms in place to measure change and progress on targets and having public-facing, visual dashboards to demonstrate progress
- Overcoming bureaucracy that may impact action, with some participants acknowledging that:
 - o Some metrics are also difficult to measure, like the success of programs equipping students to contribute to society and climate action.
 - o UBC's goal-oriented approach is exclusive with competing key performance indicators and metrics
 - o Having bold targets means there is room to make mistakes, learn and adapt to keep moving forward
- Spearheading innovation and efforts that are sustainable and productive for long-term actions against climate change, which could include leading and signing on to more international coalitions and consortiums with other higher education institutions to hold each other accountable to ambitious climate-related goals
- Investing more in sustainability departments (i.e. UBCO is an eighth the size of UBC but carries the same workload in sustainability department)

Theme: Accountable and transparent governance

Participants, particularly from the virtual dialogues, spoke to keeping UBC's leadership and governing bodies accountable to advance climate action at UBC. These ideas, which extend beyond the climate emergency alone, included:

- Seeking leadership from the Board of Governors and senior leaders to model sustainability, including creating climate justice and anti-racism mandates, priorities and key indicators
- Involving the UBC community in being part of and shaping UBC's governance, including:
 - Having a democratized appointment process
 - Appointing a community advisory group for governing bodies
 - o Ensuring that students are part of governance, advisory and decision-making bodies or committees and can enact change, like the UBC Senate
 - o Ensuring Indigenous and marginalized voices have a strong and permanent voice in UBC's decision-making bodies, which could include reviewing and reporting on UBC's internal practices and progress towards equity and inclusion

Theme: Centralized and coordinated climate action

Participants spoke to UBC's many leaders, initiatives and opportunities that address climate change. With that, they spoke to the challenges of identifying and connecting with others, therefore limiting opportunities and creating inefficiencies.

Particularly in the virtual dialogues, participants expressed a need for a centralized space and function to connect and unite the many efforts. Ideas included:

- Investing in leadership roles to advance climate action that can coordinate efforts to maximize efficiencies
- Creating an overarching, UBC-wide and cross-campus umbrella to fit all climate programs, activities, clubs, initiatives and policies under.
 - o This should offer mechanisms and ways to map projects, activities and conversations on climate action for students, staff and faculty to connect and get involved
 - o This could also help inform and amplify within UBC what climate research, actions and solutions are progressing and emerging around campus
- Centralizing a body or function could help:
 - o Pitch and seek support on research initiatives to reduce duplicative, piecemeal or divorced initiatives, including finding ways to connect fragmented research and teams across departments
 - o Centralize green jobs and research opportunities for students, which exist but are often siloed and limited to certain departments
 - o Create and offer a repository of sustainability-related programs and research
 - o Facilitate and fund interdisciplinary climate partnerships externally with other public and non-profit agencies, universities and institutions locally and globally
 - o UBC and UBCO become better integrated to collaborate on initiatives and connect better with other community organizations
 - o Communicate and disseminate emerging climate news and information
- Hosting cross-faculty events like climate change-focused conferences to share, connect and collaborate on climate research, as faculty find it difficult on how to navigate and connect with others efficiently

Focus area 3: Community engagement and wellbeing



Themes within this focus area speak to actions UBC can take around building awareness and promoting dialogue to support individual, institutional and systemic change, within and beyond the campus.

Theme: Climate education and engagement opportunities

This theme garnered strong participant support for capacity building, engagement and education as one of the top

ways UBC can enable its community in taking climate action.

Participants raised the need for education to be done in an inclusive and daily way to build a more shared understanding among students, faculty and staff around climate change, local and global impacts, and sustainable practices. Virtual dialogue participants highlighted that UBCO as a region is more conservative, and as a result, engagement opportunities need to reflect regional differences. Ideas included:

- Enabling open dialogue, larger discussions and opportunities for engagement to discuss how people from different backgrounds and intersections (gender, race, social status, culture) are or could be affected by climate change and action
- Developing and using art and communications to lead their own or support other awareness campaigns that educate and promote engagement opportunities on campus sustainability and climate issues
- Offering simple and non-English resources on climate action and sustainable campus practices to build understanding and education, and ensuring these are easily findable and accessible
- Offering lectures and inviting guest speakers, particularly at the Okanagan campus
- Offering free, non-academic, non-partisan and centralized online information and courses for the UBC community and public
- Enabling student, staff and faculty participation and time in climate advocacy and activities, mitigating barriers such as workload and lengthy application processes for climate-related volunteer opportunities (like roof gardens)
- Hosting engagements where lived experiences are recognized and equal to academic knowledge
- Encouraging and tracking UBC campaigns that make its community more conscious of energy use (i.e. Cool Campus campaign)
- Engaging with alumni
- Bringing in low-barrier entry points of education to communities with tangible topics such as waste reduction and transportation mode shift
- At UBCO, there are opportunities to further engage with Kelowna's residents and the wider Okanagan region through initiatives and programs on climate change

Participants, particularly at the campus-wide forum and virtual dialogues, also spoke to ways UBC could target, enable and empower underrepresented communities to learn more and have their say. Ideas included:

- Understanding the diversity in histories and backgrounds of groups and individuals, and how these impacts how they engage
- Creating safe spaces for different groups and perspectives to engage and have challenging conversations that may be polarizing without negative professional repercussions
- Creating opportunities for community members to step into leadership roles

Theme: Student-led climate initiatives and involvement

We heard the successes of and continued importance of meaningfully listening to and involving students in leading climate action, particularly as they will experience greater impacts within their lifetime. Key barriers and concerns for

student action included balancing workload and the lack of shared understanding among the student body around climate education, issues, impacts and action. Many suggested more learning for those who have had less exposure and opportunity to climate education.

Ideas particularly heard at the campus-wide forum and virtual dialogues highlighted how UBC's support for students and student-led initiatives, particularly those who are Black, Indigenous and People of Colour, can enable them to become more involved in climate leadership and activism, including:

- Providing additional support and space for student- and BIPOC-led enterprises like clubs, organizations or other areas in need of monetary support
- Funding student-led initiatives that create opportunities for deeper dialogue, like Climate Hub, particularly needed at UBCO
- Providing credits or flexibility on coursework to students who take extra-curricular action on climate change
- Developing more resources for students like toolkits
- Better resourcing departments such as the Centre for Community Engaged Learning to support student and community involvement
- Better engaging and utilizing student representatives at the department level

Theme: Community wellbeing and resiliency

Participants expressed a desire for UBC to provide support to its community, particularly students and BIPOC members, to manage their mental health and climate anxiety. This was particularly illuminating with parallels to COVID-19, and the support and attention for mental wellbeing during this life- and routine-changing time. This included providing mental health and emotional support for anxiety, grief and trauma related to climate issues, including increasing access to these resources.

Ideas emerged particularly from the campus-wide forum and dedicated virtual dialogue on this topic, and included:

- Developing disaster contingency plans, funding and resource strategies, as well as trained disaster response groups (which could be led or supported by UBC Safety & Risk Services)
- Fostering community-based responses through being present in and investing in communities, their activists, funds and knowledge, sharing transparent communications, and encouraging staff and faculty involvement
- Funding and offering different types of mental health support, including:
 - o Mental health facilitators and professionals, including those representative of UBC's BIPOC community members, to help cope with climate anxiety, acknowledging the injustice of climate issues, movements and impacts on these communities
 - o Accessible, judgment-free, and traditional and alternative ways to support wellbeing, including community care and peer support groups, art therapy, forest therapy (i.e. at Pacific Spirit Regional Park), individual counselling, activities, wellbeing seminars, community gardens. Participants shared that many support resources are volunteer based

- Leading an approach to supporting wellbeing that accounts for: eco anxiety as a risk factor for mental health disorders; effects of other compounding socioeconomic challenges; and generational factors that can lead to differences in understanding and managing the climate crisis
- Expanding UBC's Sustainability Initiative's Sustainability Scholars program to include resilience
- Embedding climate grief in syllabuses so that resources and knowledge are readily available
- Sharing success stories and progress made on the climate emergency, which can help bring communities together and have a sense of some control
- Offering more teaching, learning and communication supports to increase mental health literacy and make climate anxiety relevant and recognized.
- Following this engagement, continue surveying UBC community members on how climate change is impacting their mental health, and what programs and services are needed to support

Focus area 4: Campus operations



Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to the UBC's Climate Action Plan 2020 for Vancouver and the Okanagan's first Climate Action Plan. This focus area garnered strong interest across all engagement activities, with a dedicated conversation on campus operations hosted at the campus-wide forum and virtual dialogues.

Theme: Community and campus growth

- We heard many individuals requesting UBC building its campus resiliency through managing (and for some participants, reducing) the growth of its overall footprint, with suggestions including:
- Curbing construction and condo development and maximizing existing space (which could be facilitated with more remote working in light of COVID-19)
- Providing more staff and student housing to enable less commuting
- Protecting and reallocating more land from spaces like parking lots to campus nature, its forestry and greenery and biodiversity, with several comments at the Okanagan requesting for more gardens and trees
- Leveraging practices like land-use planning processes, climate impact analysis and engineering assessments for new projects and climate adaptation
- Managing and using UBC land and its Farm, building roofs and existing gardens to encourage food security and grow food and pollinator gardens
- Ensuring UBCO's dramatic growth (including new property in downtown Kelowna) is being ambitious with sustainability, climate planning and adaptation
- Creating emergency management and adaptation plans and scenarios for how UBCO and UBCV campuses will function with onset of 1.5 degree temperature increase (e.g. climate refugees, capital planning, physical growth of campuses)
- Incorporating Indigenous knowledge systems into campus biodiversity and campus land use planning

Theme: Carbon neutrality

Participants spoke to UBC committing to and taking measures to become carbon neutral, including eliminating dependence on natural gas. Ideas included:

- Providing programs and mechanisms to calculate carbon emissions at varying levels, including UBC as a whole, across departments, or between individuals
- Understanding and sharing where GHG emissions were being produced by UBC
- Decreasing UBC's fuel-based fleet, switching to electricity and tracking carbon footprints so they could be monitored
- Inviting and sponsoring researchers to look at UBC's impact on climate through its investments and decisions

Theme: UBC buildings and energy

As seen in Part 2, reducing building-related greenhouse gas emissions was, on average, one of the participants' most important actions for UBC's focus. Key suggestions for UBC included:

- Advancing sustainable building policies to manage and reduce current building energy, water, and resource use. Ideas ranged from switching off lights, changeable thermostats, rainwater management, no auto-flushing toilets, to auditing buildings, to implementing metering to monitor water and energy use
- Continuing to advance passive energy, heating, ventilation (if air pollution rises) and keeping the grid as a backup
- Renovating and retrofitting old buildings before building new ones
- Designing buildings with hydrogen-fueled components and renewable energy sources, with particularly interest in solar from the Okanagan campus
- Designing resilient buildings that can adapt to rare weather events and environmental and health emergencies (in light of COVID-19)
- Generating on-site electricity (leveraging the Bioenergy Research Demonstration Facility) and transitioning to electricity for heat
- Providing storage for responsibly sourced biomass

Ways for UBC to enable and empower its community to support this theme included:

- Connecting with community to learn and incorporate sustainable research findings, ideas and priorities (i.e. to make assembling solar panels more accessible)
- Leveraging communications to create messaging and checklists to help promote individual actions (i.e. turn off computers and lights at end of day)

Theme: Waste management

This theme also garnered strong support across the online and in-person engagement, and was recurring for both Vancouver and Okanagan participants. Many comments spoke to waste management as a way to empower individuals

to make choices for their environment. Ideas included:

- Reducing single-use items available on campus, such as banning plastic single-use items and bottled beverages, incentivizing digital over printed materials, and reducing free giveaway 'swag' items
- Investing in better tap water infrastructure
- Providing waste management and special recycling options, where comments from UBCO pop-ups specifically spoke to promoting and improving recycling facilities or composting systems in residence
- Addressing organic and food waste through reduction, recovery and prevention, such as promoting a circular food system and economies
- Amending policies and targets to reduce food and packaging waste
- Incentivizing climate-friendly food practices for businesses on campus (i.e. financial benefit) and providing more dry goods storage
- Ensuring supplies for printing and other suppliers are more sustainable even if more expensive
- Educating and auditing how current waste and sorting facilities are being used
- Encouraging students, staff and faculty to bring their own dishes or mug-sharing initiatives

Theme: Campus food accessibility

As seen in Part 2, this area was an emerging theme to inform UBC's climate action. Where the interim engagement spoke primarily to sustainable food offerings on campus, the community dialogues broadened the conversation around the importance of food security and affordable sustainable food options to support climate action. Participants spoke to:

- Shifting campus food options to local, vegetarian, vegan and seasonal options and menus
- Limiting, disincentivizing or not serving red meat or animal product
- Campus-wide forum participants spoke to ensuring culturally diverse foods that are also plant-based
- Offering only plant-based catering options for university meetings and events
- Procuring locally sourced or grown campus food, including partnering with vendors that buy ethically and those with waste reduction measures
- Embedding targets to track and report on emissions related to UBC food services through existing plans and frameworks (like the Land Use Plan, UBC Food Services Food Values, etc.)
- Collaborating with Indigenous Elders to create a food forest
- Assessing beverage companies to leverage more fees for climate-related activities Ways for UBC to enable and empower community included:
- Providing more education around the importance of food in climate change, which could include providing estimates of carbon impacts on menus
- Creating a cross campus Food System Resilience Strategy and committing to a community-driven consultation process

- Making healthy and plant-based food choices more affordable through incentives or discounts
- Promoting a “pay-it-forward” program or meal gift cards to help students facing food insecurity
- Supporting the current build of the community food hub project
- Reducing bureaucratic barriers to managing UBC rooftop gardens, hosting on-campus farmers markets, and food basket subscription services

Focus area 5: Commuting



Recommendations within this focus area speak to more sustainable and less carbon-intensive ways of getting to and from campus, and within UBC campuses.

Theme: Active and public transportation

Participants saw UBC's role in promoting and advocating for active and public transportation as a way to reduce car dependency, where ideas included:

- Supporting and advocating for rapid transit to UBC Vancouver and transit options around or within the campus, including better night-time services
- For UBC Okanagan, advocating to improve the reach and infrastructure of BC Transit to increase access across Kelowna and reduce car dependency
- Facilitating active transportation on and around campus, through better walkability, bike parking, bikeways, e-bike sharing, and shower facilities
- Providing subsidized U-passes for students, staff and faculty or other ways
- Closing parking and roads to make the campus pedestrian-only, an idea raised at the campus-wide forum
- Reduced congestion was among the top transportation-related comments heard from participants. To enable this, participants expressed support for a Skytrain, train or rapid transit to UBC, and UBC's role in advocating and lobbying for this as a means of sustainable transportation.

Theme: Fossil-fueled vehicles

Many participants raised ideas to move away from fossil fuels and disincentivize vehicle use through car bans, promoting carpool, decreasing parking lots and implementing taxes. Participants instead encouraged:

- Incentivizing electric vehicles by lowering or offering free electricity, more charging stations, and advocating for electric bus fleets coming into and around UBC
- Incentivizing or subsidizing travel to ensure zero carbon emissions from vehicles

Theme: Commuting to campus

As seen in Part 2, endorsing and promoting policies and tools to reduce emissions was rated second highest among the actions that UBC could take to reduce greenhouse gas emissions. Participant ideas included:

- Implementing policies to enable flexible work arrangements, such as working remotely or adjusting working schedules off-peak hours.
 - With COVID-19 demonstrating the ability for students, faculty and staff to work remotely, this became an increasingly popular suggestion to keep these policy changes in place to help reduce commuting-related emissions and support mental wellbeing. To enable this, participants spoke to UBC leading a greater cultural

shift, greater trust, funding and support for transitioning to remote work options.

- Implementing more remote learning options for students, including allowing exams to be taken online, and providing learning resources online
- Partnering with media and tech firms to invest in classroom learning technology (such as holographic presence and videoconferencing)
- Reducing the need for faculty to be physically present for grant evaluations or external review process
- Quantifying the impact of telecommuting on emissions in strategic planning
- Offering more campus housing for students or more satellite campuses location for staff, students and faculty

Focus area 6: Leadership beyond campus



Emerging themes within this focus area speak to the influence, leadership and external roles UBC could play in partnerships, advocacy and public engagement on local to global platforms.

Many themes within this focus area, emerging particularly from the virtual dialogues, speak to UBC's role in advancing climate and overall social justice by enabling and showing solidarity with Indigenous and marginalized communities. Key themes also spoke to UBC's advocacy and knowledge sharing role among communities, non-profit organizations, corporations, and the varying levels of governing bodies (municipal, provincial, and federal).

Theme: Political advocacy

This theme reflects participants' desire for UBC to use its power and privilege to be a climate leader, and amplify leadership opportunities for communities and its staff, students and faculty. Participants also spoke to leading through action on structural change and progress, where ideas included:

- Proposing and advocating for governmental legislation policy changes, including moving away from a carbon economy as suggested in the campus-wide forum
- Advocating for greener cities and futures to other levels of government and agencies, from TransLink and BC Transit in the Okanagan, to encouraging the Green New Deal at the federal level to promoting and partnering with the City of Vancouver's Greenest City Action Plan
- Leveraging UBC's global reach and networks to create change on a wider scale, including partnering with international non-profit agencies
- Supporting climate-related strikes and protests, which could include cancelling classes
- Taking political positions and making statements related to projects that counter climate action (like the Trans Mountain Pipeline Expansion project)
- Advocating for federal and provincial funding to better accelerate development and efficiencies in climate research and work

Theme: Indigenous solidarity

Many participants across engagement activities spoke to UBC's role and voice in supporting Indigenous self-determination and rights, including:

- UBC acknowledging that as an institution it is on unceded land, and building awareness and understanding of colonial history
- Continue working on and emphasizing UBC's relationship with its neighbouring First Nations whose land UBC is on
- Committing to and being vocal about meaningful reconciliation, such as adopting and aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and recommendations from the Truth and Reconciliation Commission (TRC)

Theme: Climate justice

The campus-wide forum and virtual dialogues hosted focused conversations on how to support and empower vulnerable communities through a climate justice lens. Comments often spoke to how climate justice intersects with racial justice, given the disproportionate impacts of climate change on and systemic barriers faced by BIPOC communities. While many points from this dialogue are woven throughout other themes, overarching ideas for UBC's action included:

- Acknowledging that injustice exists in climate and environmental issues and movements, and working towards earning trust and building relationships with communities
- Including and ensuring Indigenous and marginalized voices have a strong and permanent voice on climate issues
- Examining, accounting and paying for UBC's externalities and impacts that disproportionately impact, cost or oppress Indigenous and marginalized communities locally and globally, from its buildings, operations and research (like extraction policies on Indigenous Peoples)
- Ensuring climate justice is woven through all UBC plans to continue fueling change (like having Indigenous engagement as a pillar in UBC's Strategic Plan)

Suggestions for UBC to reduce barriers for its BIPOC community members and enable its community in advancing climate justice included:

- Hiring and fairly compensating BIPOC staff, faculty and research students who are working in research, education, mental health support, and advocacy on climate and racial justice
- Being and creating a culture that is open, honest and vulnerable to learn, lead and be led
- Allocating resources needed to build awareness, support and capacity for students, staff and faculty on climate justice. This can enable them to better create spaces for complex and challenging conversations on injustice and reconciliation, and incorporate climate justice into teaching.

Theme: Indigenous-led climate solutions

Participant comments spoke to UBC recognizing and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land, and being an advocate and partner in creating climate solutions that are grounded in Indigenous empowerment and self-determination. While many points from this theme are woven throughout others, specific ideas included:

- Recognizing the erasure of Indigenous knowledge and equalizing it as expertise in climate solutions
- Looking to Indigenous governments, communities, and artists as leaders in the climate emergency to listen, exchange knowledge and share technologies
- Learning about resilience from Indigenous Communities as an institution
- Continually educating on Indigenous rights and the Truth and Reconciliation Commission to better and more respectfully collaborate with Indigenous peoples on climate change
- Learning from successes of First Nations University and rural colleges for different models of learning
- Increasing access and opportunity for Indigenous students through scholarships and resources
- Investing in Indigenous-led climate initiatives and scholars

Theme: Marginalized community support and empowerment

This theme spoke to involving individuals that will be most impacted by the effects of climate change. Many comments spoke to a need to create intersectional and equity-seeking approaches to reach, hear from and that would benefit marginalized groups that are often left out of climate change activism. Other thoughts spoke to:

- Sharing technologies and innovations with underrepresented communities (i.e. communities of color, rural, differently-abled communities) and working with them to grow economies and lives sustainably
- Ensuring marginalized communities are involved as partners in climate ideas and solutions, given their expertise and lived experiences (including in areas that have been already impacted by climate change)
- Targeting international students in climate conversations, research and solutions, which includes providing them support they need if they come from a jurisdiction more impacted by climate change

Theme: External knowledge exchange and collaboration

Some participants suggested ways to share climate research and information beyond its boundaries, including:

- Engaging with external UBC networks to innovate on climate solutions
- Building awareness of and amplifying UBC's climate research and findings outside of UBC's community and academic circles in the media or centres like UBC Knowledge Exchange and Public Scholars
- Using UBC as a testing ground for new technologies emerging from its own or other research from other organizations or countries (like UBC's bioenergy research facility), and ensuring it shares its findings and experiences with other institutions
- Using expertise and research (Clean Energy Research Centre) to advance sustainable energy generation, including

increasing scope for solar energy

- Ensuring climate research is shared, bridged and applied to address systemic change, like supporting industries to shift from adaptation plans to mitigation plan
- Leveraging UBC's global reach and networks to create change on a wider scale, including partnering with international non-profit agencies
- Share climate related knowledge with industries and government (e.g. green building advancements)
- Creating grants to allow students and local non-profit organizations partner to work together on climate-related projects (e.g. Chapman Grant)
- Establishing a UBC Food Policy Council Committee and a Food System Resilience Coalition & Research Hub with other campuses, municipalities and industries to co-develop research and collective actions (e.g. cool food pledge, local food distribution model)

Theme: Engagement and education beyond campus

The virtual dialogues hosted a focused conversation on UBC's climate action beyond campus to demonstrate leadership and engage and share knowledge in ways that are accessible and understandable. From this dialogue, participants spoke to:

- Supporting more interdisciplinary and youth-focused (Kindergarten to Grade 12) climate education using simpler language and art (like illustrating children's books, raised by Okanagan participants)
- Targeting engagement with non-university members who often less engaged in, have differing opinions regarding, and are impacted by climate change and these conversations (less 'preaching to the choir')
- Having an inclusive, non-hierarchical and welcoming physical space, like the new downtown campus at UBCO, to connect with and engage university and non-university communities on UBC progress and learnings (from initiatives like the new Bachelor of Sustainability at UBCO)
- Supporting climate-focused open education for the public
- Supporting climate organizations by offering physical gathering space, networking opportunities and funding
- At UBCO, there are opportunities to further engage with Kelowna's residents and the wider Okanagan region through initiatives and programs on climate change

Theme: Partnership alignment

Participants, particularly from the virtual dialogue, spoke to UBC's action in using its partnerships to build awareness for the climate emergency and demonstrate its commitment to climate action by selectively partnering only with those who share values of climate action and justice. Ideas for UBC's action include:

- Creating and vetting partnerships through a common values-based framework including metrics such as climate leadership, transparency, justice, reputation, and reconciliation, which includes:
 - o Reviewing and assessing UBC's existing partnerships with companies and organizations

- o Reviewing UBC curriculums, operations, buildings, or programs named after, linked, funded, or supported by resource companies or industry who underperform, lobby against, or have poor reputations in areas of sustainability, the environment and/or justice
- o UBC's Industry Liaison Office and other industry-facing departments should have formalized commitment to climate action stated in their policies
- Amplifying and supporting work (including funding) already being done by non-profits, community groups and leaders, and small and medium enterprises
- Focusing, strengthening and funding partnerships with the following:
 - o Smaller communities, especially those most affected by climate crisis, both locally and globally
 - o Indigenous initiatives, like the UBC School of Law with Indigenous clinics
 - o Innovation hubs such as Accelerate Okanagan and coLab with climate focus
 - o UBC programs, offices, and courses that have worked hard to develop meaningful partnerships (i.e. Indigenous community planning in SCARP, Indigenous Research Support Initiative - IRIS, Xw̓i7x̓w̓a Library, student groups, Equity and Inclusion Office)
 - o Organizations who would like to take advantage of campus as a living model approach
- Attracting innovative green technologies and holistic projects to partner with UBC
- Leverage big data to improve climate action partnerships and initiatives

Appendix B: Verbatim, transcribed and summarized input

Transcribed and summarized comments gathered from the UBC Vancouver campus-wide forum, virtual and in-person dialogues, pop-up events and online survey can be found at <https://climateemergency.ubc.ca/>.

Appendix D

Climate Justice Backgrounder

The following backgrounder document was prepared by the Task Force's Climate Justice sub-working group to support the other working groups in embedding a climate justice lens through their recommendation development.

Defining Climate Justice

Climate justice refers to the inequities associated with the causes, impacts and solutions to climate change.

The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor. The degradation of our climate is a direct result of the systems of racism, colonialism and classism that neglect to value and care for these people.

Our economic system prioritizes profit over the wellbeing of people and the environment, allowing a small number of individuals to amass immense wealth at the expense of the many. By devaluing the lives of people of colour, racism has enabled corporations to inflict severe social and environmental damage because the impacts of natural resource extraction and extreme weather events primarily fall on Black and Brown communities. Colonialism has enabled climate catastrophe through the dispossession of Indigenous territories for extractive industries. In order to truly mitigate the climate crisis, we must work on undoing these systems of oppression that enable exploitation to occur.

Climate change has a "[multiplier effect](#)," meaning that its impacts, such as extreme weather, famine, forced migration and armed conflict, will exacerbate existing injustices and inequalities. The costs of climate change are unevenly distributed with already marginalized groups bearing the burdens while having contributed the least to the crisis. Climate justice must be considered within today's context of multiple intersecting crises - the pandemic, racial injustice and massive wealth inequality - which make certain populations increasingly vulnerable.

Climate solutions often threaten the same communities that are exploited by extractive industries and made vulnerable by climate impacts. Because of existing power imbalances, solutions will inevitably cause further harm to marginalized peoples if justice is not prioritized. Corporations seeking to profit from the climate crisis endanger these communities with "false solutions" and greenwashing. For example, carbon offset schemes often involve acquiring Indigenous land without consent so that companies can continue emitting carbon pollution. Another example of a climate solution with social consequences is carbon taxes. Without adjusting for inequities, carbon taxes disproportionately burden the poor because energy is a bigger proportion of their budget. Further, the extraction of minerals for renewable energy and battery production is often plagued with human rights issues, such as poor working conditions, health hazards, environmental degradation and violence towards local people opposing the extraction.

While the transition to new energy systems is already underway, justice is not guaranteed. Whether or not justice is prioritized will determine if climate action reduces or amplifies existing inequalities - a matter of life and death for more than a billion people.

Climate justice can be broken down into three components:

1. Distributive justice concerns the equitable distribution of the burdens and benefits of climate change and climate action. This includes:

- o Addressing the disproportionate impact of past and current fossil fuel extraction and climate change effects on marginalized groups, including climate migrants and refugees, Indigenous, Black and People of Colour (BIPOC) communities, low income people, [women](#), [LGBTQ+ people](#), people with disabilities and those on the frontline of environmental devastation.
 - o Mitigating the impacts of current and future climate action and the energy transition on affected groups, especially systemically marginalized groups, so as not to exacerbate inequalities. This includes ensuring that no one is left behind during the transition away from the fossil fuel economy and that climate action does not lead to further exploitation of communities during the development of new projects. Climate solutions must respect communities' rights to free, prior and informed consent and ensure human rights and working conditions are respected across the supply chain. The biggest impacts will naturally fall on those already most vulnerable; this must be avoided.
 - o Assigning costs of climate mitigation, adaptation and loss and damage to the countries and groups that have contributed to and profited most from the crisis, including Global North countries, corporations and the wealthy.
2. Procedural justice highlights the right to a fair process for stakeholders to take part equitably in the decision-making process. Those most impacted by climate change and climate action should participate in decision-making, especially around issues that affect them directly. Decision-making processes should be representative of marginalized communities.

Procedural justice also requires preventing interests that run counter to the community's interests from influencing decisions. Corporations should be removed from decision-making relating to the public interest.

It is important to recognize that representation can cause much harm if it is disingenuous. Procedural justice is not just about giving communities a seat at the table. The process must give communities actual power over decisions made. If done improperly, representation can be tokenizing, insulting and exclusive of critical voices and can create a false sense of legitimacy. Real procedural justice requires:

- o Willingness from the beginning to truly listen and make significant changes as needed.
- o Not sidelining perspectives that are contrary to the status quo or raise challenging questions and demands.
- o Accountability mechanisms to follow up on points raised and commitments made.
- o Adequately compensating people for their time and contributions.

We must understand that building reciprocal relationships built on trust with Indigenous communities will take time given the ongoing and violent history of colonialism. We need to be prepared to take the time to build trust and be open to engaging in complex and, at times, uncomfortable conversations. We must create space for the heterogeneity of Indigenous perspectives, which may in some cases conflict with one another. Part of the role of the Indigenous Engagement working group will be to provide guidance to UBC on how to appropriately engage Indigenous communities around climate change and climate action. Working Groups should consider how to incorporate opportunities for

Indigenous engagement into recommendations and allow flexibility in recommendations to ensure this engagement can be integrated.

Procedural justice will also need to be considered in the long-term implementation of the Climate Emergency recommendations.

3. Restorative justice aims to repair the harm done to individuals and groups by undoing existing inequalities and existing systems of oppression. Climate solutions can simultaneously reduce emissions and contribute to:
 - o Transferring power and autonomy to local communities over corporations, including respecting self-determination for Indigenous peoples and supporting community ownership of climate solutions.
 - o Ensuring peoples' basic needs are met, including food, water, housing, healthcare and education.
 - o Addressing existing wealth inequalities (e.g. redistributing wealth) and racial inequalities (e.g. reparations to BIPOC communities and the Global South).
 - o Addressing flaws in the dominant economic system by prioritizing the needs of people and planet over profit and moving towards a more democratic, regenerative and sustainable economy.
 - o Amplifying BIPOC leaders and communities.
 - o Respecting Indigenous knowledge systems and supporting Indigenous solutions.
 - o Contributing to collective health and wellbeing.
 - o Improving inclusion and accessibility for disadvantaged groups, such as immigrants and people with physical and mental disabilities.
 - o Creating opportunities for decent work with livable wages, including historically undervalued work such as care work.

Just climate solutions must also align with the science of a 1.5°C world. Keeping warming within 1.5°C is necessary to prevent tipping points that will lead to irreversible warming and mitigate widespread drought, flooding and resource depletion which would make many parts of the global South uninhabitable. This requires:

- o Drastic emissions reductions across all economic sectors: Globally, the 1.5°C pathway means we need a 45% reduction in net global emissions by 2030 and to achieve net-zero emissions by 2050; all relative to a 2010 baseline. Below 1.5°C is possible but requires radical action now to avoid reliance on risky technology. Staying below 1.5°C requires rapid and far-reaching transitions in energy, land, urban, infrastructure, and industrial systems. These transitions are unprecedented in terms of scale, but not necessarily speed, and imply deep emissions reductions in all sectors.
- o A transition to a fossil free economy: Current policies related to fossil fuel extraction and production place the world on a trajectory to [more than double](#) the allowable emissions that would be compatible with a 1.5°C scenario in 2030 (see the [Production Gap Report](#)). Climate leadership requires an end to the exploration and expansion of fossil fuel projects, a managed wind-down of fossil fuel production and a just transition that puts workers and marginalized communities first as we move towards alternative energy sources. [Research](#) shows that the carbon embedded in existing fossil fuel reserves will take us far beyond safe climate limits. Not only is new exploration and production incompatible with limiting warming to well below 2°C and 1.5°C, but much existing fossil fuel infrastructure will need to be phased-out long before the end of its lifespan. In order to allow a transition to a fossil free economy, fossil fuel companies must be stripped of their lobbying power and influence over policy decisions.

A note on complexity: We want to acknowledge that climate justice is more complex and multifaceted than can fit into any one document. The information we have presented above derives from a Western framework, and we must be open to other frameworks that challenge our thinking. In order to truly practice climate justice, we need to support peoples' capacity to understand and critically engage with its complexity. Throughout the process, we will need to preserve space to dive deeper into these complexities and paradoxes with integrity, so that the discussions do not settle in simplistic solutions.

Climate Justice at UBC

At UBC, climate justice cannot be limited to campus populations but must extend to all communities impacted by our activities. UBC is not isolated from the world around us; what we do on campus has far-reaching impacts on broader society. Some examples of this include the way in which UBC's public communications influence societal discourse, the sourcing of materials and products used on campus, UBC's approach towards engagement with external communities and partners, the University's investments and donor relationships and the application of research findings.

Climate justice needs to be integrated across all aspects of the university, from how decisions are made to how research and teaching is conducted and how students, staff and faculty are treated, as well as how the University presents itself to the world and its external partners. Climate justice must be embedded within operations, integrated across academic disciplines and championed by community members with diverse roles and backgrounds.

Support for climate justice must go beyond education, towards personal understanding and action. It requires equipping people with the capacity to recognize their own complicity and to engage in difficult conversations that challenge existing structures, as well as learning how to enact change and shift power dynamics within society.

Climate justice cannot be limited to supporting new projects but must also involve phasing out harmful initiatives. This will involve uncomfortable conversations and decisions around ending relationships with exploitative institutions such as fossil fuel and mining companies.

UBC can advance climate justice by supporting students, staff and faculty already working on climate justice; encouraging and supporting more people to understand and work on climate justice; mandating climate justice to be considered in relevant policies and processes; and building relationships with climate justice experts and organizations beyond campus.

All Climate Emergency Working Groups should incorporate into their recommendations as many of the following strategies as possible:

- o Giving license to student, staff, faculty and departments to work on climate justice projects, activism, advocacy and community engagement. This requires ensuring community members are supported rather than silenced for speaking out about controversial issues and creating space for difficult conversations about UBC's complicity in climate injustice.
- o Adequately compensating students, staff and faculty working on climate justice - especially BIPOC individuals - through appropriate compensation, such as honoraria, course credit, reductions in other duties and consideration

in tenure and promotion processes.

- o Resourcing climate justice research, education and engagement projects through funding opportunities and awards with a focus on projects that have BIPOC leadership.
- o Providing resources for students, staff and faculty to develop the capacity to apply a climate justice lens through training resources and learning modules.
- o Embedding requirements to use a climate justice lens into existing structures and processes such as applications for research and teaching grants, curriculum approvals, performance reviews, partnership agreements and decision-making frameworks.
- o Hiring climate justice experts, with expertise being understood to include traditional knowledge, lived experience and community engaged scholarship; priority to BIPOC folks.
- o Listening to Indigenous, Black, racialized and other marginalized communities, both on and off campus, and responding to their demands and requests for support. This includes making space for these communities to be heard even when the topic may be controversial or uncomfortable.

Guiding Questions for Working Groups

Research

- o How can our research with BIPOC communities be reciprocal rather than extractive of their knowledge and labour?
- o What resources or training can be developed to support faculty in applying a climate justice lens to their research?
- o How can a climate justice lens be integrated into applications for research funding?
- o How can we increase funding and support for climate justice research projects?
- o How can we prioritize climate justice research in tenure, promotion and hiring processes?
- o How should we approach existing research projects that are counter to climate justice? (e.g. projects in partnership with fossil fuel companies and other extractive industries)
- o How can we better support research based on traditional knowledge and community engaged scholarship?

Teaching and Learning

- o How can we integrate climate justice into the curriculum across all disciplines? How can we better prepare students for careers that contribute towards a just and sustainable future?
- o What resources or training can be developed to support faculty in teaching students about climate justice and civic engagement?
- o How can a climate justice lens be integrated into applications for educational grants and curriculum proposals?
- o How can we increase funding and support for climate justice education projects?
- o How can we prioritize climate justice education in tenure, promotion and hiring processes?
- o How should we approach courses and programs that are counter to climate justice? (e.g. mining and geological engineering programs)
- o How can we incorporate traditional knowledge and lived experiences into education as a valid form of knowledge? (e.g. hosting guest lectures)
- o How can we give students course credit for community engagement and climate justice activism?

Community Engagement and Wellbeing

- o How can our community engagement move towards reciprocity and relationshipbuilding?
- o How can we work towards an understanding of wellbeing that is grounded in a decolonial and intersectional approach to health? How can we support culturally appropriate forms of healing?
- o How can we shift our focus from the individual towards collective health and wellbeing?
- o How can we amplify the leadership of communities we are engaging with in ways that aren't tokenizing?
- o How can we ensure students, faculty and staff - especially BIPOC individuals - are adequately compensated for climate justice work?
- o What type of resources can be developed to support students, staff, faculty and departments in understanding climate justice (including its complexities) and being empowered to take action? How can we hire or partner with climate justice experts to develop these resources?
- o How can we support civic engagement and activism?
- o How can UBC support community members impacted by climate events?
- o How can we empower community members to engage in climate justice? How can we create incentives and give license for students, faculty and staff to engage in climate justice?
- o How can we create space for community members to engage in conversation with one another to process climate grief, reconcile with UBC's and their own complicity in climate injustice, and explore ways to take action?
- o How can we support grassroots climate solutions and community involvement in decision-making?

Beyond Campus

- o How can we ensure UBC's partnerships beyond campus align with climate justice?
- o Do UBC's current partnerships embody the principles we need to enact for a climate just future? What partnerships do we need to end?
- o What partnerships can we build to move us quickly towards a just and sustainable fossil fuel free economy? How can we work with Indigenous communities, non-profit organizations and community organizing groups?
- o How can we mobilize our community to take action on advocacy issues related to climate and justice beyond our campus? How can we support the translation of climate justice research to policy?
- o How can UBC influence social and political discourse around climate justice through its external communications?
- o How can UBC advocate for policy change to support climate justice?
- o How can UBC share its research and teaching materials (and other resources) with communities beyond campus?

Operations (Climate Action Plan)

- o How can we ensure construction and building materials are ethically sourced? (e.g. respecting human rights, good working conditions and community consent)
- o How can we ensure any carbon offsets respect local/Indigenous communities' consent?
- o How can we procure alternative energy from community- and Indigenous-owned sources?
- o How can we support affordable housing at/near UBC as a strategy for low carbon transportation?
- o How can we move towards a 100% fossil free campus?

How Does the Climate Emergency Declaration relate to Climate Justice?

- o Aligning with the science: “The need for drastic emissions reductions and a decisive shift away from fossil fuels toward alternative energy sources, as laid out by the science of the Intergovernmental Panel on Climate Change (IPCC), the UN Production Gap Report and the Paris Agreement, to be achieved via rapid and far-reaching transformations across all economic sectors.”
- o Indigenous rights: “That meaningful climate action must take active steps to support and amplify Indigenous Peoples’ human rights. This includes respecting Indigenous self-determination and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). British Columbia has become the first province to adopt and commit to implementing UNDRIP, which outlines the minimum standards for the survival, dignity, and well-being of Indigenous Peoples. As an institution located within BC on the traditional, ancestral, and unceded territory of the xwməθkwəy’ əm (Musqueam) and Syilx (Okanagan) Peoples, the University has a responsibility to align its policies, actions, and investments with UNDRIP and the BC Declaration on the Rights of Indigenous Peoples Act.”
- o Disproportionate impacts on marginalized communities: “That Indigenous and marginalized communities bear the harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis.”
- o Ongoing and far-reaching impacts: “Therefore, we join with other universities and communities in declaring a climate emergency, while recognizing that this emergency has been experienced for decades by communities around the world, in particular by Indigenous Peoples. UBC acknowledges the urgency of the climate crisis and will directly face its challenges. At this pivotal moment, the decisions and actions we take today will reverberate beyond our own borders and lifetimes.”
- o Scope of the consultation: “The purpose of this consultation will be to provide the UBC community with opportunities to come together to consider the full scope of our impact and align UBC’s emissions reductions plans with 1.5oC; to embrace the need for a managed decline of fossil fuel use and a rapid and just transition to a sustainable economy that also aligns with UNDRIP; to infuse climate justice throughout our activities, priorities, and decision-making frameworks; and to support community coping and adaptation in the face of climate crisis.”
- o Procedural justice: “The process must exemplify dignity, justice, and equity. In doing so, we will create intentional spaces for UBC’s marginalized communities on campus and centre their voices in the development of recommendations.”
- o Integration into policies: “Embedding climate justice into other UBC wide policies and plans that have not previously used a climate justice lens, such as policies related to health and wellbeing and investments.”
- o Restorative justice: “Enacting climate solutions that reflect our commitment to UNDRIP and the human rights of Indigenous Peoples,” and “Building just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities.”

Additional Resources

- o <https://ubccclimatehub.ca/project/climate-justice-101/>
- o <https://climatejusticealliance.org>
- o <https://www.peoplesdemands.org/>
- o <https://decolonialfutures.net/>

<https://justrecoveryforall.ca/>

Appendix E

Indigenous Engagement Working Group Themes and Recommendations

Introduction

The UBC's Climate Emergency Report recognizes that Indigenous peoples are stewards and knowledge keepers of the lands, territories, and waters, however; they remain disproportionately affected by the climate crisis. Responses from Indigenous people to the UBC's Climate Emergency Survey indicated that out of 35 participants, 48.57% worry about the potential impact of climate change on a daily basis. In order to embed Indigenous perspectives in UBC's response to the climate emergency, leveraging UBC's Indigenous Strategic Plan (ISP) and Inclusion Action Plan (IAP) in the development and implementation of UBC's Climate Emergency Response recommendations can only serve as initial steps.

It is the collective responsibility of the University and each of its members to play an active role in supporting the process of reconciliation with Indigenous communities, and the Indigenization of our institution. Robust, ongoing engagement and consultation is crucial for UBC to fulfill its stated commitments to uphold its responsibilities to Indigenous peoples. Going forward, it is important for the university to identify Indigenous engagement opportunities and to approach these engagements in alignment with its commitment to support the Calls to Action of the Truth and Reconciliation Commission (TRC), and to uphold the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Further, these efforts must occur in the context of ongoing relationships with Indigenous communities that are premised on trust, respect, reciprocity, accountability, and consent.

Long-term, sustainable relationships and partnerships with IBPOC communities must be central to UBC's climate emergency response, and adequately resourced in consideration of both staffing and funding needs. At the micro-level, faculties and departments must also shape a response to further support UBC's plan to uphold both UNDRIP and the TRC Calls to Action, which are both supported by the implementation of institutional plans, like the ISP.

This need for these considerations are further complemented by themes that emerged during the Virtual Community Dialogue (VCD) responses, as discussed in Part C of the appendix. These responses indicated the importance of five major themes related to UBC's responsibilities to Indigenous communities: funding and research, meaningful consultation, diversifying the climate justice lens, shifting the narrative to focus on support, and addressing institutional barriers. In order to create effective change in these areas, traditional Indigenous knowledge must be incorporated to restore the stewardship, community, and bonding that these nations have with their land and the relationships that have been severed for many years.

Gaps

UBC's Climate Emergency Report (page 3) acknowledges that UBC's initial engagement process did not reach all of UBC's community members, particularly IBPOC members, to further shape the direction of the recommendations and their implementation. It has been observed that from the beginning of the formation of the UBC Climate Emergency Task Force, both Indigenous and non-Indigenous members of the task force and participants in UBC community consultations expressed concern about the lack of attention and care dedicated to the question of Indigenous community involvement and accountability throughout the consultation and development process. Although the persistence of these critiques ultimately resulted in some elements of the report gesturing toward consideration of Indigenous, Black, and people of colour (IBPOC) communities and their concerns, as well as the establishment of the Indigenous Engagement Working Group (IEWG) that produced this analysis, overall a more fulsome engagement approach is recommended in order to align with the guiding elements of UNDRIP shaping UBC's commitments to Indigenous communities. This will allow for consultation in meaningful ways with Indigenous communities to garner input on decisions that affect them and their traditional, ancestral lands and territories. Various responses from the ISP engagement sessions also highlighted the need for institutional climate action to prioritize Indigenous community partnerships and partnerships with environmental organizations that work with Indigenous groups. For UBC to remain deeply committed to the principles of equity, diversity, inclusion, and maintaining a respectful environment, the considerations to champion IBPOC voices at all levels must exist.

Appendix Background

The following appendix includes two types of analyses that aim to diversify UBC's climate emergency response. Diversifying the climate justice lens was an area of strong importance to respondents in various climate emergency engagement sessions, including the UBC Climate Hub's VCD. These sessions revealed a need to focus on the cross-cultural competencies of healing and climate injustice for IBPOC communities, and the consideration of how gender, race, social status, and culture intersect to identify how the climate emergency disproportionately affects these underrepresented groups. The first analysis draws attention to areas where UBC's Climate Emergency report has implications for the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). This work examines each recommendation from the report separately, and assesses how various UNDRIP Articles can be applied to honour and uphold the rights of Indigenous Peoples. It further provides recommendations to close the gaps and enhance UBC's position as a leader in both climate justice and fostering partnerships with Musqueam, Squamish, Tsleil-Waututh, and Sylix First Nations.

The second analysis includes a general literature review and an environmental scan of existing climate action plans and practices among post-secondary institutions with regards to IBPOC considerations, specifically Indigenous communities. As there is an unequal divide between Indigenous communities and institutions globally, this analysis highlights the need for constant learning at all levels to reduce this divide through meaningful engagement. Approximately 32 post-secondary institutions from four countries (Canada, Australia, New Zealand, USA) were studied. The main focus was to assess whether these institutions have implemented programs or policies to consult Indigenous groups in relation to the climate crisis. Of the institutions scanned, only 4 had independent strategies or TRC Action Plans that included climate justice. The research also looked at several Indigenous communities with Climate Action Plans, including the Yukon First Nations, Blackfoot Nation, and Te Tāruke-ā-Tāwhiri: (Maori-Auckland's Climate Plan) in New Zealand. Finally, data from various UBC engagement sessions like the Climate Hub's VCD, ISP engagement sessions, and UBC Climate Emergency Engagement Consultation Interim Report were analyzed to establish common themes and further inform the draft report's recommendations.

Both of these analyses provide information that support UBC's commitment, as indicated on page 12 of the draft Emergency Engagement Final Report, to advance "just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities".

APPENDIX

PART A: UNDRIP Analysis of the UBC Climate Emergency Task Force Draft Final Report and Recommendations

The following analysis of the Draft Final Report and Recommendations from the UBC Climate Emergency Task Force seeks to draw attention to areas where the report has implications for the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). The Province of British Columbia has passed legislation to implement UNDRIP, and in its recently launched Indigenous Strategic Plan, as well as in the Draft Final Report itself, UBC has expressed its commitment to UNDRIP and its intention to comply with the responsibilities implied therein. In his opening message in the UBC Indigenous Strategic Plan, UBC President Santa Ono writes, "With this Plan, we are responding to this mandate [from the province to implement UNDRIP] and want to set a positive example for other universities across Canada, and the world, on how to continue to uphold our responsibilities to Indigenous peoples."

If UBC seeks to align its actions with its stated commitments to Indigenous communities, and to truly serve as a leader amongst its institutional peers, then it is important to identify areas where the current Draft Report has implications for UNDRIP, including areas where priorities and recommendations might need to be reframed or supplemented in order to better align with both the spirit and the letter of UNDRIP.

A primary guiding element of UNDRIP is the imperative to consult and confer in good faith with Indigenous communities about decisions that affect them and their traditional, ancestral lands and territories. If such consultation is not to be selective or

tokenistic but rather substantive, such that Indigenous perspectives and concerns have a tangible impact on the actual outcomes of the processes and proposals at hand, then it must happen in the context of long-term, sustainable relationships with Indigenous communities. In other words, Indigenous consultation can only happen in a meaningful way if it is undertaken in the context of an ongoing commitment to building and sustaining relationships premised that are premised on trust, respect, reciprocity, consent, and accountability (Whyte, 2020).

This analysis identifies several areas where the university's commitments to uphold UNDRIP could be included or amplified among the report and its recommendations, based on an initial draft of the report. Developing respectful relationships with and deepening accountabilities to Indigenous communities cannot be mere 'add-ons' to the university's response to the climate emergency; it rather must be a central pillar and guiding orientation of its response. The process of drafting the UBC Climate Emergency Engagement Report and Recommendations has demonstrated that significant learning still needs to happen among UBC staff, faculty, students, and leadership in order to ensure that UBC is meeting its commitments to uphold not only UNDRIP but also the TRC Calls to Action, and its own Indigenous Strategic Plan. The following analysis can support this learning, along with other analyses and elements created and submitted by the IEWG. However, proof of UBC's commitment will only be made clear in the actions it takes moving forward regarding the difficult but vital task of building and sustaining relationships.

Finally, it is important to note that many issues raised below are not specific to UBC but rather exemplify common patterns in university-Indigenous engagement, or lack of engagement, at institutions across what is currently known as Canada. These patterns are rooted in the ongoing, uneven relationships between universities and Indigenous communities. These uneven patterns of relationship are historically conditioned, but are either reproduced or reimagined in ongoing ways. Any genuine effort by UBC to interrupt these patterns and remake relationships must therefore be intentional, continuous, and financially supported.

Strategic Priorities	Recommendations
Operationalize UBC's Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black, and People of Colour	<ol style="list-style-type: none"> 1. Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives 2. Support Off-Campus IBPOC-led Climate Initiatives 3. Engage Further with Indigenous Communities 4. Engage Further with Black and POC Communities

The introductory text of this strategic priority area of the report explicitly names a commitment to align and commit to UNDRIP in UBC's climate emergency response.

It also commits "to centre long-term engagement with Indigenous communities," which would need to be adequately funded in order to ensure that there is support and resources for developing and sustaining relationships between the university and Indigenous communities, grounded in "respect, reciprocity, trust and consent." For instance, UBC might need to hire or dedicate the time of an existing staff person to work with Indigenous communities on the issue of climate change. The university would also need to clarify how, and by what means, these engagements with Indigenous communities would ultimately inform institutional decisions and practices related to climate change and the climate emergency. UBC would also need to consider what constitutes reciprocity with the communities in relation to the issue of climate change (for more on this, see below).

This priority also commits "to accountability structures that embed Indigenous perspectives into the Climate Emergency recommendations." As currently written, the plan arguably does not embed these perspectives in each of its recommendations, and these perspectives were not adequately consulted or considered during the Climate Emergency process, despite repeated concerns around this matter. Some of this can be remedied by including the perspectives that emerged during general consultation sessions, but further consultation is required (see above).

Article 18 of UNDRIP indicates "Indigenous peoples have the right to participate in decision-making in matters that would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions." Article 19 indicates, "States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them." One way of meaningfully translating these articles to a higher education context in relation to the climate emergency would be for UBC to establish a standing Indigenous climate advisory committee made up of representatives of both local and relevant international Indigenous communities. Such a committee would need to provide compensation for its members, and would need to be clear about where and how the recommendations of the committee would be received and operationalized by the university so that this does not become a tokenistic exercise but rather ensures substantive participation and decision-making power.

This priority also indicates commitments to "Extend resources to IBPOC communities off-campus to advance climate change and climate justice. Support grassroots initiatives and amplify their work; formalize more partnerships with IBPOC-led climate organizations; expand research capacity for IBPOC communities off-campus." Returning to the issue of long-term engagement, these partnerships, support, and capacity building would need to be collaboratively developed through thoughtful conversation with communities, rooted in substantive, long-term relationships. This kind of work indicates the imperative to have UBC staff dedicated to fulfilling this commitment as part of their regular, ongoing duties; and a standing budget line for supporting the financial dimensions of this work. This commitment can be understood as related to several articles in UNDRIP. For instance, Article 39 indicates, "Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration." As Article 3 of UNDRIP indicates, "Indigenous peoples have the right to self-determination," including in relation to determining their responses to climate change. However, it can be difficult to realize climate responses without adequate resources. UBC's support for Indigenous community-led *and* community-based climate change/climate justice efforts can be understood as part of the university's commitment to reciprocity, redress, and to supporting the rights of Indigenous people in general. In other words, UBC's commitment to support Indigenous communities should extend beyond what happens within its own walls, and its own agendas. UNDRIP in fact enshrines Indigenous peoples' "right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions" (Article 23).

Finally, UNDRIP also supports in spirit and principle the element of this strategic priority area not directly related to Indigenous communities, "Engage Further with Black and POC Communities," including the stated commitment to "supporting structures of accountability that embed Black and POC perspectives into the Climate Emergency recommendations." This support can be found in the introductory text of UNDRIP, which indicates a recognition of "the right of peoples to be different, to be different, to consider themselves different, and to be respected as such..."

Demonstrate Institutional Leadership on Climate Justice	<ol style="list-style-type: none">1. Establish Climate Justice Standards for the University's Activities2. Demonstrate and Advocate for Justice-Based Climate Action3. Enact Commitments to Divestment and Sustainable Investment
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If it follows through on its stated commitments to align with UNDRIP and substantively engage and consult with Indigenous communities in relation to their perspectives, needs, and desired outcomes related to the climate emergency, UBC would be positioned as not just a national but also a global leader in the area of climate justice, specifically with relation to Indigenous concerns. Conversely, if it fails to follow through with these commitments in practice, UBC will be treated as a case study in failed, tokenistic institutional commitments to climate justice.

This priority area emphasizes that climate crises are rooted in the “long-standing and ongoing exploitation of the planet and the world’s marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor.” Further, it explicitly acknowledges UBC’s own role in contributing to the climate crisis; in turn, this requires not only that UBC lead efforts toward social and ecological change, but also that UBC identify, interrupt, and enact redress for its own institutional complicity in harm. This harm includes historical and ongoing engagements with Indigenous communities that are extractive and paternalistic, as well as the production of knowledge that rationalizes the ongoing occupation of and extraction in Indigenous lands, the ongoing political colonization of Indigenous communities, and the ongoing assimilation of Indigenous youth.

The introductory “Annex” of UNDRIP is deeply connected to the climate justice framework recommendation of this priority area, indicating concern “that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests.”

UNDRIP Article 11, part 2, emphasizes the importance of redress for these historical and ongoing injustices. The text refers to States, but we can apply this to higher education institutions: “States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.” This includes but is not limited to the question of mechanisms for redress related to UBC’s occupation of unceded xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō, Səl̓íl̓wəṭəʔ/Selilwitulh (Tsleil- Waututh), and Syilx (Okanagan) lands in its various physical locations.

The recommendation to establish a framework for Climate Justice Standards to guide university decisions is an important opportunity for embedding UNDRIP into university climate activities. If the principles of UNDRIP, especially those that are relevant to the higher education context, are incorporated into such a framework, this would be an important initial step toward actualizing UBC’s stated commitment to climate justice. Further, these standards should be developed in consultation with Indigenous as well as Black and other racialized communities. This is again where creating a standing Indigenous advisory committee on the climate emergency would be important.

In relation to demonstrating and advocating for justice-based climate action, UBC has an opportunity to develop deepened relational rigour with regard to the issue of accountability to Indigenous and other marginalized communities, and to set an example for other institutions contemplating or already engaged in efforts to address the climate emergency. Climate justice relates to many dimensions of UNDRIP, including Indigenous peoples’ “right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources” (Article 29, part 1), and the right to Indigenous health (Article 29, part 3).

In relation to the recommendation to divest from fossil fuels, and invest in sustainable investments: in order to be aligned with UNDRIP, UBC must consider that not all sustainable investments are necessarily aligned with the principles of climate justice, and indeed several Indigenous scholars and Indigenous community activists have noted that green/“sustainable” projects, such as carbon trading (e.g. UN REDD) and geoengineering, often further entrench colonial relationships and dispossess Indigenous peoples of their lands (see e.g. Whyte, 2018). Thus, to align with UNDRIP, UBC’s investment strategy should not narrowly focus on divesting from fossil fuels and investing in sustainable investments, but also consider whether and how its investments might be contributing to forms of ongoing colonial violence. This is rooted in various imperatives of UNDRIP, including the need to prevent and provide redress for “Any action which has the aim or effect of dispossessing [Indigenous peoples] of their lands, territories or resources” (Article 8, part 2b), and the general imperative that “Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied, or otherwise used or acquired” (Article 26)

Expand, Strengthen and Coordinate Climate Research at UBC	<ol style="list-style-type: none"> 1. Establish a Body for Climate Research 2. Start a Climate Emergency Fellows Program 3. Conduct Climate Focused Faculty Hiring 4. Recognize and Reward Community Engaged Scholarship
<p>Any newly developed institute or centre dedicated to facilitating climate research, supporting climate literacy, and facilitating climate advocacy, especially one that seeks to involve off-campus partners, should from the beginning have developed a thoughtful framework and strategy for ensuring that it is founded on the principles of climate justice, UNDRIP, and in particular, Indigenous perspectives on climate change. The creation of a new institute or centre offers a clear opportunity for the priorities and perspectives of Indigenous communities to be woven into the fabric of the institute or centre from the beginning, rather than treated as an add-on consideration. In addition to being integrated into the overall plan of the institute or centre, there might be opportunities to dedicate specific financial resources or hiring lines in this institute or centre to supporting Indigenous research, literacy about Indigenous perspectives on climate change, and Indigenous community engagement around climate change.</p> <p>Development of a Climate Emergency Fellows program should include specific recognition of the validity and value of research/researchers committed to engagements with Indigenous knowledges, experiences, and community engagements. This commitment is already indicated in the draft report, and this focus should be sustained with implementation. As UNDRIP Article 15 notes, "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information." Further, such a program should emphasize the recruitment of Indigenous PhD students and postdoctoral researchers who are engaged in climate research. Indeed, it is important (per UNDRIP Article 23), that Indigenous peoples be actively involved in developing and determining the priorities and programs that affect them, including through research – rather than have these developed and determined by non-Indigenous peoples in their name. The draft report already emphasizes a commitment to granting "priority to IBPOC individuals". An additional possibility to consider would be opening up the fellowship program to community members who are knowledge holders in their own traditions, but not otherwise affiliated with UBC as students or researchers.</p> <p>The recommendation for climate focused faculty hiring already indicates the prioritized hiring of IBPOC individuals. It will be important to hire IBPOC individuals <i>across all disciplines</i> of the institution, and to commit to expansive notions of what constitutes "climate-focused" research. Much as is the case with the proposed Climate Emergency Fellows Program, faculty hiring strategies should include specific recognition of the importance of hiring researchers with lived experiences of traditional Indigenous knowledges and practices, those that work closely with Indigenous communities. This is closely related to the next recommendation, to recognize and reward community engaged scholarship in student admissions, tenure, promotion, and hiring. Support for community engaged scholarship is crucial to any effort to uphold institutional responsibilities to Indigenous communities. To implement this recommendation will require thoughtful, thorough engagement and education across every faculty in the university so as to affect a reconsideration and reframing of existing standards for admissions, tenure, promotion, and hiring.</p> <p>Development of both the hiring strategy and the commitment to reward community engaged scholarship in alignment with the spirit of UNDRIP might be fruitfully informed by the Canadian Association of University Teachers' (CAUT) document, "Bargaining for Indigenization of the Academy" (2020), which offers specific recommendations for how to expand and Indigenize existing, euro-centric notions of scholarly value, validity, rigour, and impact in hiring, tenure, and promotion processes, among other things (available at: https://www.caut.ca/sites/default/files/caut-bargaining-advisory-bargaining-for-indigenization-of-the-academy_2020-01.pdf)</p>	
Foster a Culture of Engagement and Advocacy on Climate Action	<ol style="list-style-type: none"> 1. Encourage Civic Engagement 2. Increase Capacity and Resources for Engagement

Of particular relevance for UNDRIP in relation to this strategic priority is the notion that the fostering a culture of engagement “must also come with the recognition that particular emphasis, time and resources must be allocated to engaging systemically marginalized communities, with commitments to uphold space for difficult conversations, investing in rebuilding relationships that are already damaged, and creating spaces for the University to receive critical feedback.” This priority recognizes, in other words, that engagement is not happening with a “blank slate” or in the context of equal power relations, but rather must be negotiated with reference to both histories of harm and ongoing systemic inequalities. This means that systemically marginalized communities, in particular Indigenous communities, must be engaged with the appropriate “time and resources”.

Further, this engagement must be undertaken in ways that recognize that some of what emerges from these engagements might be critical and uncomfortable for (non-Indigenous) members of the university community to hear – and that, in some cases, (non-Indigenous) members of the university community might be in some ways “unable” to hear because they are coming from perspectives they have not previously considered or to which they had not previously granted legitimacy. This means that the university community as a whole, but especially those who will be most closely engaged with Indigenous communities, will require carefully developed and delivered “tools, resources and support” in order to be able to engage in more generative and generous ways, so that these engagements lead to “rebuilding” damaged relationships, rather than further damaging them.

The university must also consider that some modes of empowerment, global citizenship, and activism – for students, staff, and faculty alike – can actually reproduce rather than interrupt colonial patterns of engagement, especially when these take on paternalistic, celebratory, extractive, or self-promoting qualities. Rather than simply advocate for empowerment, global citizenship education, and activism, the university should also commit to robust forms of education and preparation so as to equip people with the critical literacies and self-reflexivity that can support them to undertake action in more socially and ecologically accountable ways that do not reproduce further harm. In fact, incorporating commitments like UNDRIP more thoroughly into documents like the Climate Emergency Report offers one possible means through which to make the UBC campus community more aware of these accountabilities.

It may ultimately be that while the question of Indigenous engagement is related to this priority area, and should be more clearly articulated within it, what is also needed is a separate, clearly articulated priority area that identifies and outlines the particular considerations and commitments that will be necessary in order to ensure that engagement with Indigenous communities is respectful, reciprocal, accountable, and sustainable.

Support Community Wellbeing in the Face of the Climate Crisis

1. Build Capacity for Mental Health, Resilience and Community Care Strategies
2. Update Emergency Preparedness and Response Plans
3. Collaborate to Expand Public Discourse Around Climate Change and Public Health Impacts

Currently, the report notes that commitments to build capacity for mental health, resilience, and community care strategies should be implemented “through a lens of climate and racial justice.” While this is an important statement, its implications could be further developed and articulated. For instance, it is important to recognize that the negative health impacts of climate change disproportionately affect Indigenous as well as racialized and other marginalized populations. Although UNDRIP Article 24, part 2 indicates “Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health,” Indigenous peoples’ health outcomes are consistently poorer than those of non-Indigenous people. Thus, any intervention that seeks to improve wellbeing must take into consideration the ways that peoples’ experiences of climate change are affected by systemic inequalities and harms that long predate the present climate emergency. Efforts to address Indigenous peoples’ well-being in the current moment should not only be informed by the impacts of ongoing colonial legacies, but they should also attend to the fact that Indigenous communities often have their own strategies, practices, and traditions for supporting wellbeing and healing from individual and systemic harm.

Most Canadian universities approach mental health and wellbeing within the frame of mainstream Western psychology, which may or not be experienced as culturally relevant by Indigenous staff, students, and faculty. As UNDRIP Article 24 notes, “Indigenous peoples have the right to their traditional medicines and to maintain their health practices...Indigenous individuals also have the right to access, without any discrimination, to all social and health services.” UBC must take into thoughtful consideration the cultural origins and relevance of different interventions related to well-being in order to provide more culturally appropriate support to Indigenous students, staff, and faculty, as well as to the Indigenous communities with whom it is in relation. This may very well require the allocation of further financial resources, for instance, more funding for Indigenous counselors as well as for Indigenous elders to provide support for Indigenous well-being on campus situated in their own knowledge systems. Further, if UBC seeks to integrate certain Indigenous forms of well-being into its general approach to well-being, it must ensure that this is done through appropriate consultation and respectful ways so as not to be extractive or appropriative. As UNDRIP notes, in Article 31, “Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

As it follows the recommendation to update its Emergency Preparedness and Response Plans, UBC might consider what its obligations are to provide shelter, refuge, and other forms of support to local Indigenous communities in instances of acute emergencies. Such considerations can be part of the consultation with Indigenous communities.

Finally, in following the recommendation to expand public discourse around climate change and public health to include considerations of climate justice, especially impacts on systemically marginalized communities, UBC should also look internally to determine to what extent its own health services as well as curriculum/coursework and training in this area are attentive to these considerations. UBC can hardly become a leader in the area of expanding public discourse around climate change and public health if it has not done its own internal work in this area. Again, seeking respectful, authentic consultation with Indigenous communities could be a means through which UBC can continue self-examining and learning about its own shortcomings as well as successes in this area.

Expand Climate Education Opportunities and Resources for the UBC Community and Broader Public	<ol style="list-style-type: none"> 1. Advance Climate Education Opportunities Across Disciplines 2. Support Climate Education Pedagogy and Curriculum Development 3. Expand Climate Education and Professional Development for UBC Community Members and UBC Partners
<p>The priority of expanding climate education opportunities relates to UNDRIP through the imperative to include questions of how both climate change itself as well as responses to climate change affect Indigenous communities in specific ways. This should entail both engagements with Indigenous perspectives on climate change, as well as deepened education about the ways that colonization is deeply entangled with climate change and thus the ways that climate change disproportionately affects Indigenous communities. This priority must balance the imperative to better integrate, curate, and expand existing educational offerings about climate change while ensuring that students are exposed to a range of different perspectives on these matters – some of which might be contradictory – and are equipped to make their own critically informed, socially and ecologically accountable decisions. Regardless, students should be made aware that both the province of BC and the university are committed to upholding UNDRIP, and be invited to consider how this commitment shapes their individual and collective responsibilities as UBC students.</p> <p>Related to the specific recommendation to advance climate education opportunities across disciplines, it is particularly important that climate justice principles and questions of how climate change specifically affects Indigenous communities be carefully integrated into the educational offerings of disciplines that have not traditionally engaged deeply with these questions, and which might not see the immediate relevance to their work.</p> <p>Related to the above recommendation, the recommendation to support climate education pedagogy and curriculum development specifically notes the need to build “collective capacity to have challenging conversations about complex climate-related topics.” Given research about the non-cognitive dimensions of learning, capacity should not be merely understood as intellectual capacity, but also affective capacities (the capacity to observe, understand, and accept responsibility for the impact of one’s emotional responses) and relational capacities (the capacity to consider how one’s choices as well as one’s systemic position affects both other humans and other-than-human beings in direct and indirect ways). In relation to accountabilities to Indigenous communities this means, for instance, developing the capacity to have conversations about the ways that one’s own discipline and/or one’s own lifestyle has contributed to climate change, and the ways that this has disproportionately impacted Indigenous communities.</p>	
Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency	<ol style="list-style-type: none"> 1. Coordinate a Climate Knowledge to Action Central Contact 2. Scale Up Living Lab Research Collaborations with Diverse Partners Beyond Campus 3. Community Councils - Expand and Deepen External Engagements 4. Develop a Strategic Partnership Framework

This strategic priority area is extremely relevant for Indigenous communities and for fulfilling UBC's commitments to UNDRIP. It specifically recognizes "the importance of active, ethical partnerships with Indigenous, Black, POC and marginalized communities." The first recommendation about coordinating a climate knowledge to action central contact also notes the need to "build resilient partnerships with First Nations..."

To build and sustain ethical and sustainable partnerships with Indigenous communities – rather than extractive, transactional, and conditional partnerships – requires respect, reciprocity, consent, trust, and accountability. Those engaged in this partnership work must be well-trained and well-versed in the specific needs, sensibilities, and range of orientations held by and within Indigenous communities. This is yet another point in favor of appointing staff dedicated to supporting UBC's consultations and engagements with Indigenous communities around these issues.

Importantly, in order align with UNDRIP, partnerships cannot merely be in the service of UBC and its agendas, but must also ensure that the partnership equally serves the needs of Indigenous communities. Signatories of UNDRIP have agreed to be "Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur," and to affirm that Indigenous peoples should have control "over developments affecting them and their lands, territories and resources." In other words, partnerships that UBC develops with Indigenous communities must simultaneously be oriented by a commitment to consider and be accountable to how UBC's actions affect those communities, but also by a commitment to ask the communities how and in what ways the partnership can be beneficial to their own internally driven community agendas and priorities. UBC should not only not assume that its concerns and priorities align or overlap with those of its Indigenous community partners, but it should also consider that in some cases these priorities might even be in tension with one another. UBC should also recognize and respect that Indigenous communities are heterogenous, and might hold diverse views about what is needed and desirable.

It is also worthwhile to consider that, as UBC considers other potential (non-Indigenous) partners, it asks whether or how those partners' agendas might relate to UBC's Indigenous community partners. For instance, should UBC develop partnerships with corporations who are known for their violations of the UNDRIP articles related to securing the "free, prior, and informed consent" of Indigenous peoples when a project affects them and their lands?

Not just to ensure it is upholding UNDRIP, but also in general, UBC might seek to develop a set of overarching principles that guides their decisions about whether and how to establish partnerships, what commitments will guide those partnerships, and how the responsibilities related to partners might differ depending on the partner type.

Regarding the recommendation of community councils, this could be where UBC establishes a specific council or advisory committee made up of Indigenous community partners and focused on their needs and priorities. Participants in these councils must be adequately compensated, and their recommendations should be taken seriously by university decision-makers, rather than engaged in tokenistic ways that fit a predetermined UBC agenda. In addition to a specific council made up of Indigenous peoples, Indigenous peoples should have a presence in any general community councils to ensure that Indigenous perspectives are present in all relevant discussions.

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030	1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C.
<p>Given that UBC's campuses are located on Indigenous lands, in general campus planning decisions should be done with appropriate consideration of, and consultation with, relevant Indigenous communities in order to align with UNDRIP commitments related to free, prior, and informed consent with Indigenous peoples about decisions that affect their territories. This holds true for campus planning related to carbon emissions. It should also be noted that not all low or zero carbon emissions energy sources are secured through practices and processes that are attentive to Indigenous rights and sovereignty. In other words, emissions reductions strategies can negatively impact Indigenous communities as much or more than carbon-intensive energy sources. Thus, UBC should be thoughtful about considering how Indigenous communities might be affected by its emissions reduction plans, and engage in consultation with affected communities as it moves forward in developing and carrying out these plans.</p> <p>Further, the notion of reducing travel in order to reduce emissions should take into consideration that many Indigenous people are located far from their home territories and communities. For UBC's Indigenous staff, faculty, and students, work and community obligations require them to visit those territories and communities regularly, as well as other Indigenous communities they might be working with. Thus, policies or recommendations about reductions in travel should take into consideration not only the uneven contribution of different communities to the creation of the climate crisis, but also the differential impact of reduced travel on different communities.</p>	

PART B: General Literature Review

This section of the analysis includes comments made under each strategic priority and recommendations of the UBC Climate Engagement Draft Report. These comments reflect some of the literature findings and draw attention to existing practices enacted by First Nations communities. These comments can be intersected with other institutional strategic plans, such as UBC's Strategic Plan, ISP, Wellbeing Strategic Framework (WSF), Climate Action Plan (CAP), and IAP.

Connection to UBC's ISP

The ISP, formerly known as the Aboriginal Strategic Plan (ASP) in 2008, acts as a guiding framework for faculties, units, and portfolios to develop their own plans and distinguish UBC as a leading university in the implementation of Indigenous peoples' human rights. The plan specifically outlines eight goals and 43 actions that the university will collectively take to enhance Indigenous engagement at UBC Vancouver, while also providing an overarching UBC-wide plan to be implemented across both campuses. This provides important context to UBC's Climate Emergency report, as it outlines engagement strategies that can benefit the implementation of climate justice.

The former ASP was a result of a series of events, including a video titled "*What I Learned in Class Today: Aboriginal Issues in the Classroom*". This video was a part of a research project that explored difficult discussions of Aboriginal issues that took place in classrooms at UBC. It was initially developed by students in the First Nations Studies Program at UBC as a way to document their experiences using digital video; to make these problems visible, better understand how difficulties arise, and to find ways to have more professional and productive classroom discussions. The ASP emerged as a way to address the challenges and educational barriers of troubling discussions related to cross-cultural issues at the classroom level listed through the research project. This was primarily done by creating ten areas in which meaningful actions addressing Indigenous concerns can occur.

The renewal of the ASP began in 2017 due to the changing landscape in Canada with regards to the Truth and Reconciliation Commission, Missing and Murdered Indigenous Women and Girls Inquiry Report, and UN Declaration on the Rights of Indigenous Peoples. This also included changing the name from 'Aboriginal' ASP to 'Indigenous' ISP. UBC was the first

university in North America, and possibly the world, to endorse the UN Declaration through the creation of this plan. This very research project, video, and TRC's call to educational institutions at all levels to build student capacity for intercultural leadership led to the ASP's development in 2008, its implementation process, update, and current non-prescriptive nature as the ISP now helps guide faculties and units with their Indigenization goals and actions.

Engagement with Indigenous communities no longer means developing new programs. Specifically, Action 37 in the ISP highlights the establishment of an 'International Indigenous Higher Education Advocacy Group' in consultation with Indigenous knowledge-experts, to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

During the ISP engagement process, approximately 71 comments from the data points collected were related to the keywords: 'fuel', 'climate', 'environment', or 'environmental'. Specifically, 21 comments were related to climate issues and were made by non-Indigenous participants. Perhaps this is due to Indigenous cultures inherently value environmentalism as a part of their everyday culture, whereas the comments in engagement sessions were focused on the goals and actions reflected solely in the ISP.

Research

Indigenous Peoples manage 11% of the world's forest lands and customarily own, occupy or use 22% of the world's land surface. Within these lands and territories, they maintain approximately 80% of the planet's biodiversity and are located in or adjacent to 85% of the world's protected areas. A meaningful consultation phase must place traditional knowledge of communities as the central focus of engagement, as they have passed this knowledge down for generations through word of mouth and storytelling. Traditional knowledge is also accurate in reporting records as it observes changes in distribution, abundance, and diversity of the land. Unfortunately, the climate crisis also affects cultural sites and jeopardizes traditional knowledge; compromised traditional knowledge threatens First Nations' livelihood and safety.

Among other ways, the climate crisis disproportionately and specifically affects First Nations in with regards to: ^[4]

1. Access and transportation
2. Water quality and quantity
3. Energy cost and usage
4. Community infrastructure
5. Landscapes
6. Species
7. Cultural and social aspects: loss of language, changing diets, changing activities
8. Traditional Knowledge
9. Land Use
10. Health and Safety

Strategic Priorities	Recommendations
Operationalize UBC's Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black, and People of Colour (IBPOC)	<ol style="list-style-type: none"> 1. Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives 2. Support Off-Campus IBPOC-led Climate Initiatives 3. Engage Further with Indigenous Communities 4. Engage Further with Black and POC Communities
Free, prior, and informed consent should be obtained for any climate change project brought into Indigenous communities. By supporting IBPOC-led climate initiatives, the burdens of adapting to the adverse impacts of climate change on their	

communities can begin to be alleviated.^[1] The draft report discusses leveraging “UBC’s Indigenous Strategic Plan and Inclusion Action Plan to centre long-term engagement with all Indigenous communities in the ongoing development and implementation of UBC’s Climate Emergency Response”^[2] and commits to producing accountability metrics that include Indigenous perspectives, but does not outline how this will be achieved. A governance model that includes Indigenous community perspectives and an adequate funding model to support these communities must be precisely described.

Engaging further with IBPOC communities ensures that before designing, implementing, monitoring, and evaluating climate change mitigation and adaptation policies, programs, and activities, IBPOC communities must learn more profoundly what the risks and opportunities are for them, and be subsequently supported.

A Global Conference on Indigenous women, climate change, and REDD in the Philippines suggested the use of:

1. Awareness Raising/Skills training workshops to disseminate information: for basic knowledge sharing on climate change and policies and programs on climate change adaptation and mitigation. This takes the form of a human-rights based approach and knowledge-based framework to better inform policies.
2. Increase Political Participation and Policy Advocacy: Ensuring full and effective participation of Indigenous Elders/Knowledge Keepers/Community members in political and decision-making bodies and processes and in the formulation, implementation, and evaluation of climate change adaptation and mitigation policies by the institution

Institutions in Canada like the University of Calgary have created special event and support funds for student clubs like the Student for Direct Action, Indigenous Students’ Council, and Energy and Environment’s Engineering Students’ Association which are all IBPOC run clubs that have focused on sustainability and addressing the climate emergency. Beginning at a micro-level with student-focused climate initiatives can be an initial step to operationalizing the institution’s commitment to climate justice.

^[1] Mandaluyong Declaration of the Global Conference on Indigenous women, climate change, and REDD plus (2010).

^[2] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 12

Demonstrate Institutional Leadership on Climate Justice

1. Establish Climate Justice Standards for the University’s Activities
2. Demonstrate and Advocate for Justice-Based Climate Action
3. Enact Commitments to Divestment and Sustainable Investment

This area aims to address the inequities associated with the causes, impacts and solutions to climate change, and commits UBC to demonstrate consistent institutional leadership on climate justice. It also acknowledges UBC’s role in contributing to the climate crisis, “while leveraging its intellectual and moral authority as well as its social and financial procurement power to advance climate justice in other organizations”.^[1] Specifically, there must be a focus placed on institutional impacts on transgenerational loss. This loss is described as a “loss of the soul and of the spirit, and when that is combined with the loss of connection to the land and the loss of the ability to find oneself within that”^[2] Sustainability must include the ability to maintain and sustain the health and language of the most vulnerable groups.^[3]

Some recommendations outlined from the Climate Emergency Survey’s Indigenous Community Engagement Feedback suggest:

- UBC championing and challenging public policy processes to advocate for policies in-line with the 1.5 °C and UNDRIP, and
- Lobbying politicians to increase support for climate justice, including resources for climate research and teaching at universities

Establishing climate standards for the university’s activities must also ask for the free, prior, and informed consent of the

Musqueam, Squamish, Tsleil- Waututh, and Syilx (Okanagan) nations over UBC decisions. Through consultation and the incorporation of UNDRIP and the TRC Calls to Action, Indigenous human rights will be supported, and partnerships will strengthen justice-based climate action. The institution should also run consultation sessions with Indigenous community leaders to consider their perspectives before making sustainable investments.

With regards to climate adaptation, support and accommodation must be provided to community members who are directly impacted by the climate crisis (as indicated in the report as Global South, Black, Indigenous, and racialized communities among others), and a fund for underprivileged communities should exist while ensuring these communities have some ownership over how the funding is used.

Article 18 in the Final Resolutions Union of B.C. Indian Chiefs Council indicates that “Indigenous peoples have the right to participate in decision-making in matters which affect their rights, through representatives chosen by themselves in accordance with their own procedures”, as well as to maintain and develop their own indigenous decision-making institutions. Furthermore, Article 29 also highlights the right to conversation, protection, and engagement of Indigenous peoples; both must be emphasized and supported in the final report.

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 13

^[2] Armstrong, J. (Interviewee) & Hall, D. E. (Interviewer). (2007). Native Perspectives on Sustainability

^[3] Ibid

Expand, Strengthen and Coordinate Climate Research at UBC

1. Establish a Body for Climate Research
2. Start a Climate Emergency Fellows Program
3. Conduct Climate Focused Faculty Hiring
4. Recognize and Reward Community-Engaged Scholarship

Establishing a body for climate research includes creating a “comprehensive, cross-campus, interdisciplinary body to facilitate climate research, support climate literacy, and facilitate climate advocacy”, ^[1] and should include Indigenous knowledge and research as it has been effective in developing measures to cope with climate hazards. From the development stage, a framework must be developed to confirm that Indigenous principles of climate justice, UNDRIP, TRC Calls to Action, and Indigenous perspectives are intertwined with research priorities, instead of being considered an “after-thought”. Funding specifically dedicated to hiring Indigenous scholars must be coupled with championing Indigenous research further, as Indigenous science offers both key insights and philosophical frameworks for problem-solving that includes human values, which are much needed as we face challenges such as climate change, sustainable resource management, health disparities and the need for healing the ecological damage we have done. ^[2] For example, Inca traditions of crop diversification to strengthen knowledge of genetic diversity and the use of water-harvesting strategies and weather forecasting have been important contributors to shaping a climate emergency response in Nicaragua. ^[3] The creation of a “Pawanka Fund—which is an *Indigenous Ways of Knowing and Learning Initiative*—is committed to the concept of intercultural research, based on ancestral practices of solidarity and reciprocity of Indigenous Peoples” ^[4] and can be used as a baseline for an institutional funding model.

Ensuring that hiring practices include IBPOC faculty ensures that new ecological insights will be generated through the sharing of Indigenous science and other traditional knowledge. It also intersects with forming partnerships with local communities, as Indigenous science is based on building deep, long-term connections with the natural world. ^[5]

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 14

^[2] Indigenous Science Statement for the March for Science.

^[3] Climate Justice Resilience Fund. “Indigenous Communities Are at the Forefront of Climate Resilience.” 2019.

^[4] Ibid

^[5] Ibid

Foster a Culture of Engagement and Advocacy on Climate Action	<ol style="list-style-type: none"> 1. Encourage Civic Engagement 2. Increase Capacity and Resources for Engagement
<p>As briefly highlighted in the report, a culture of engagement begins with institutional, community, and national interactions with IBPOC communities. This is further fostered through making institutional traditional governance structures more inclusive to include IBPOC members, in order to provide representation for those undertaking the engagement process.</p> <p>Various Yukon First Nations have declared a climate emergency, and have encouraged engagement and increased resources through “harmonizing their systems of governance and economy” with the Crown and other institutions to protect, conserve and regenerate their lands, waters, and wildlife. The Yukon First Nations call on governments, corporations, and individuals to carry out responsibilities and obligations to act in their best interests as they have maintained some of the closest ties to the land. ^[1]</p> <p>Encouraging civic engagement does not mean appeasing communities to pursue corporate interests, as some governments have done in Brazil. ^[2] Rather, both individually and collectively, the systemic problems faced by Indigenous members require societal change. A recommendation includes forming a working group with Indigenous Elders, Traditional Knowledge Keepers, Hereditary Chiefs, and members of Indigenous government to discuss an action plan and identify strategies to contribute to the current recommendations. This reinforces the promotion of reconciliation through climate action and resolves impacts affecting First Nation spiritual relationships with the land and higher-education while engaging and empowering them. ^[3]</p> <p>^[1] Yukon First Nation Climate Change Emergency Declaration, 2019. ^[2] Brazilian Indigenous Leader: Carbon Trading Scheme “REDD” a False Solution to Climate Change, 2018. ^[3] Ibid</p>	

Support Community Wellbeing in the Face of the Climate Crisis	<ol style="list-style-type: none"> 1. Build Capacity for Mental Health, Resilience and Community Care Strategies 2. Update Emergency Preparedness and Response Plans 3. Collaborate to Expand Public Discourse Around Climate Change and Public Health Impacts
<p>The social impacts of the climate crisis and climate injustice on BIPOC has severe effects on resiliency. The current report draft discusses building a capacity and updating emergency preparedness through a “lens of climate and racial justice” as a baseline but does not further specify in detail any indicators or metrics to achieve this. Community care is linked to the work that so many Indigenous people are engaged in now to restore some of their lost practices, to incorporate their knowledge, and to recover the knowledge and philosophy and the ethics in a contemporary life-way that makes sense and restores the stewardship, restores the community, and restores the severed bond with their land. ^[1] Adequate consultation takes into account their perspectives in shaping successful care strategies.</p> <p>The Final Resolutions Union of B.C. Indian Chiefs Council includes Article 32, stating: Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources, this includes perspectives in UBC’s Emergency Preparedness and Response Plans and ways to expand public discourse. Reconciliation is an important tool in resolving impacts that affect First Nations’ holistic relationships with the environment and the land. In the face of this crisis, First Nations have been active leaders, both domestically and internationally, drawing on the science, knowledge, and way -of -life shared by Elders, knowledge keepers, women, youth, and leadership. Many mental health strategies, particularly in North America do not consider traditional ways of knowing, being, and living, reaffirming the <i>need</i> for a culturally sensitive lens to provide community care services. A strong intersection exists between this area and UBC’s Indigenous Strategic Plan, which included several rounds of Indigenous engagement to discuss Indigenous support services and community resilience.</p> <p>Giving adequate care to mental health and community care ensures that UBC does not reproduce common colonial tendencies in climate action efforts, including simplistic, tokenistic engagements with marginalized communities, and narrow imaginaries of social responsibility and social change. ^[2] Deep ties between climate change and colonial violence continue to exist, particularly in higher-education institutions. In order to resolve the highest costs of ecological destruction faced by</p>	

these communities, funding must be established with direction from Indigenous communities on how to spend it. Collaborating to expand the public discourse on climate change and public health would enable a more just, peaceful, and sustainable planetary existence for current and future generations, but must include intersectional elements for the benefit of IBPOC communities.

^[1] Armstrong, J. (Interviewee) & Hall, D. E. (Interviewer). (2007). Native Perspectives on Sustainability

^[2] Open Letter: Colonialism Must Be Part of the Conversation about the Climate Emergency, *UBC Blogs*, 2019.

Expand Climate Education Opportunities and Resources for the UBC Community and Broader Public

1. Advance Climate Education Opportunities Across Disciplines
2. Support Climate Education Pedagogy and Curriculum Development
3. Expand Climate Education and Professional Development for UBC Community Members and UBC Partners

The move towards a sustainable future is incomplete without traditional practices and knowledge of Indigenous peoples and the informed feedback of BPOC communities. These recommendations can be further supported by acknowledging that adaptation should follow a strong, gender-responsive, participatory, and fully transparent approach. It should also take into consideration vulnerable groups, communities, and ecosystems, and should be based on and guided by the best available science and, as appropriate, traditional knowledge, knowledge of Indigenous peoples and local knowledge systems. ^[1] Agencies must become more responsive to local communities; this would include educational programs across disciplines like training programs helping Aboriginal communities to become more directly involved in monitoring and assessment activities. Additionally, educating UBC community members and partners on studies and monitoring the social impacts on Indigenous communities are helpful tools in acknowledging one's own role in the climate emergency. Emphasizing a micro, faculty-level approach to review curriculum development through consulting Indigenous communities from the beginning will ensure a meaningful increase in climate education opportunities.

^[1] Mantyka-Pringle, C., Westman, C., Kythreotis, A. *et al.* Honouring indigenous treaty rights for climate justice. *Nature Clim Change* 5, 2015 and References to Indigenous Peoples in the Paris Agreement Summary

Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency

1. Coordinate a Climate Knowledge to Action Central Contact
2. Scale Up Living Lab Research Collaborations with Diverse Partners Beyond Campus
3. Community Councils - Expand and Deepen External Engagements
4. Develop a Strategic Partnership Framework

The report indicates that "external engagements and partnerships are a critical component of its capacity to accelerate the global shift towards a 1.5°C-aligned future" ^[1] through facilitating knowledge translation and disseminating climate research. These partnerships must include restored trust and mutuality and must include a framework designed by both administration and Indigenous communities as a strategy to collaborate. Reconciliation is not only about resolving impacts that affect First Nations' holistic relationships with the environment and the land, but this also includes relationship-building and honorable partnerships. Fostering community councils with Indigenous voices encourages an inclusive and substantive role in the development, implementation, and management of the framework for combating climate change in Canada. ^[2] This relationship must be based on the recognition and respect for inherent Title and Rights and Treaty rights and include the implementation of UNDRIP.

As Indigenous communities have thousands of years of traditional knowledge about their territories and relevant and unique perspectives on how the environment is changing, the causes of this change, and solutions for addressing impacts and restoring habitat, a partnership framework must complement the actionable steps taken by UBC. This partnership framework

should encourage advocacy to call on local, national, and international communities, governments, organizations, and movements to respect Indigenous knowledge, and uphold Treaties and other constructive arrangements between First Nations and the Institutions in Canada. It also helps ensure Indigenous people's right to free, prior, informed consent and the right to say no to projects that affect their communities. A partnership framework should not simply mean governments or institutions paying Indigenous communities to 'win them over, but instead, building resilience by promoting and supporting the participation of Indigenous peoples in public policies, strategies, and other decision-making spaces.

However, it is important to note that many Indigenous communities are already overburdened with requests for engagement and contribution to various projects. Therefore, institutions need to understand that each Indigenous community can choose their level of engagement – whether light or heavy; long-term or short-term; or choose not to engage, based on their capacity.

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 17

^[2] Assembly of First Nations. (2019). Declaring a climate emergency. & UBCIC First Nations Leadership Council. *Indigenous Peoples Must be Partners In Canada's Climate Change Discussions*

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030

1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C.

The institution should be thinking of climate change as part of a much longer series of ecological catastrophes caused by colonialism and an accumulation-based society."^[1] Solutions require critical thinking about our economic and political systems and how climate change exacerbates the difficulties already faced by vulnerable Indigenous communities, including political and economic marginalization and the loss of land and resources. The VCD "Campus Operations" focus group did not include much information on how the institution should consult with Indigenous communities and BPOC members, highlighting a gap in the process. Considering Indigenous strategies to reduce emissions should be at the forefront of this plan, as Indigenous peoples interpret and react to the impacts of climate change in creative ways, drawing on traditional knowledge and other technologies to find solutions. Further incorporating their perspectives related to institutional-specific emission targets will better inform the climate emergency response as they have great traditional knowledge related to disaster preparation, land-use planning, environmental conservation, and national plans for sustainable development.

For instance, certain agricultural initiatives may reduce greenhouse gas emissions but may lead to an increase in monoculture crops and plantations and an associated decline in biodiversity and food security. The full and effective participation of Indigenous communities is crucial to the elaboration of mitigation measures to ensure that they do not affect vulnerable communities in return. In New Zealand, The Ministry of Environment, Consultation with Maori on Climate Change conducted consultations with Maori communities to discuss the climate change issues and options proposed in the discussion documents. The Treaty of Waitangi obliges the Crown to protect Maori people in the use of their resources to the fullest extent practicable and to protect them especially from the consequences of the settlement and development of the land. ^[2]

^[1] Simpson, L. (2019). Indigenous knowledge has been warning us about climate change for centuries. *Pacific Standard*.

^[2] Galloway McLean, Kirsty (2010) Advance Guard: Climate Change Impacts, Adaptation, Mitigation and Indigenous Peoples

Notable Examples: Indigenous Climate Action Plans

Blackfeet Climate Change Adaptation Plan

The Blackfeet Nation climate adaptation planning process began in 2016, and is a result of the holistic Blackfeet Nation planning process that includes all parts of tribal government, while respectfully considering traditional values and a collective community vision. Underlying the plan is the Blackfeet understanding that people and nature are 'one' and that community health goes hand in hand with the health of the environment. In addition to the planning work being carried out by sectors within the Blackfeet Nation, planning participants attended a variety of regional and national conferences addressing climate adaptation to better inform the plan's implementation. The plan's climate impact predictions were presented with eight different resource management sectors: agriculture, culture, forestry, fish, wildlife, land and range, water, and human health.

Te Tāruke-ā-Tāwhiri: Auckland's Climate Plan

Though this climate plan has been implemented by the municipal government, it was the result of a collaborative process with various local New Zealand Maori communities. It includes an overarching unique 'Tāmaki' response, a focus on clear greenhouse gas (GHG) emissions reduction targets, and the need to embed issues like equity, te ao Māori and a strong rangatahi voice. In New Zealand, the Government continuously worked closely with iwi and Māori representative organizations for the consideration of traditional knowledge, as well as recognition of the Treaty of Waitangi—an agreement signed in 1840 between the Crown and Māori chiefs that establishes and guides the Crown-Māori relationship. The government's emissions reduction plans include a strategy to recognize and mitigate the impacts of emissions reduction actions on iwi and Māori as well as ensuring that they have been adequately consulted on the plan. The plan has been translated into traditional Maori languages and continues to be implemented throughout Indigenous communities.

Notable Examples: Indigenous Engagement in Higher Education Climate Plans

New Zealand

The University of Otago prioritizes setting and pursuing ambitious goals around embedding mātauranga Māori (Maori knowledge) within the University's core functions to address the climate emergency. Their primary Treaty relationship with Ngāi Tahu (the principal Māori tribe of the South Island) has been the central foundation for any partnerships and engagements conducted with Indigenous. As they move past what they label the 'development' phase of a climate emergency plan, they are able to incorporate increased expectations for the institution to support some of the requests made by Indigenous communities. All of the reports and plans from higher education in New Zealand were based on The Treaty of Waitangi, which outlines the importance of relationship building with Māori and Pasifika communities. Similar to Australian institutions, universities in New Zealand focus on higher-level recommendations and content like increasing community partnerships and integrating and respecting Maori cultures in all institutional decisions.

Australia

Australian institutions tend to emphasize higher-level focus areas like climate-related cultural competency, upholding respectful relationships with Aboriginal and Torres Strait Islander peoples, and including Indigenous peoples in governance and leadership related to sustainability or climate justice. However, Australian institutions provide extremely specific recommendations following the consultation of different units on campus, with an "all-on-board" approach to ensure progress. For example, the University of Melbourne conducted specific focus groups with every department and faculty to ensure that goals could be completed at the micro-level, and to foster relationships with Indigenous communities at a faculty-level.

Other examples in Australia like the University of Sydney: only the Faculty of Law has declared a climate emergency, and legal scholars in that faculty are working to form partnerships with Indigenous communities. The justification for this is as legal academics, they "have a moral duty to stand up, speak out and express their concern, from a justice perspective, and for all people, ecosystems, and species across the world.

The U.S.A.

Only two institutions in the U.S.A. (The University of Hawaii and The University of Southern California) were scanned. This was due to the lack of publicly available data about Indigenization in climate plans in American post-secondary institutions. Specific to the University of Hawaii, the focus areas of their reports were quite broad: Indigenous leadership development, community engagement, and cultural parity. In particular, the University of Hawaii announced a vision grounded in Native Hawaiian values, including the creation, preservation, and transmission of knowledge related to climate change in a multicultural environment.^[2] The institution's strategic direction to focus on community reinforces the commitment to anchor their responsibility for collaborative partnerships. They also developed and facilitated "Piko Hawai'i" courses/workshops/seminars, which focus on introducing the sacred environment and geography of Hawaii as a way to demonstrate the connection to their land and the effects of the climate crisis.^[3] Finally, fostering the connections between the University and the broader community is based on the premise that collaborative partnerships in education and research will help to improve the health and wellbeing of current and future generations of residents of Hawaii.

Other Examples

1. The University of Saskatchewan's Indigenous Advisory Circle includes representation from Elders and Traditional Knowledge Keepers, and was consulted as a step towards achieving community engagement for climate justice. To further engage Indigenous communities, a forum was hosted with members of First Nations communities, Indigenous

scholars, and the wider community to discuss UNDRIP, the TRC Calls to Action, and Climate Injustice as it disproportionately affects Indigenous communities.

2. The University of South Australia hosts an annual state-wide, Elders-led Aboriginal community to build partnerships, discuss Indigenous ways of life, and (recently) discuss the impacts of climate change on local communities. An ethical framework for respectful engagement with Aboriginal Peoples and communities was also developed in partnership with Aboriginal communities. Within this framework exist protocols that provide practical guidance to staff engagement, consultation, and partnership with Aboriginal Peoples and communities, with particular focus on two-way learning and research.
3. Monash University (New Zealand) is moving towards a commitment to creating a culture focused on Maori-informed climate change research, centres and faculties where Indigenous peoples are full participants in research projects that concern them, share ownership and accountability in the aims, methods, and results of this work. At every stage, research with and about Indigenous peoples is founded on a process of meaningful engagement and reciprocity between the researcher and Indigenous people, underpinned by national and international best practices and guidelines.

PART C: Engagement Sessions Data

Virtual Community Dialogues' Responses

The virtual community dialogues took place in May-June 2020 virtually (via Zoom) due to the COVID-19 pandemic. Ten specific sessions took place, related to the following topics:

- Community Wellbeing and Resilience
- Campus Operations
- Climate Resiliency of UBC's Campus
- Teaching and Learning
- Research
- Climate Justice in UBC's Plans & Programs
- Advocacy: Advancing a Just and Sustainable Society
- Community Engagement
- Divestment and Sustainable Investment
- Partnerships

During these sessions, two specific questions were posed:

1. For UBC to lead: What would you like to see UBC do to address the climate emergency? (Both on and off-campus)
2. For UBC to enable/empower: How can UBC support its community members in responding to the climate crisis? What barriers exist right now for UBC community members to take action?

For each question, between four to five breakout rooms existed to cover different sub-themes. Groups included representation from both UBC Vancouver and UBC Okanagan.

Demographics

- The VCD brought together 79 attendees
- 68.4% of the representation came from UBCV, 11.4% from UBCO
- 1.9% of participants (2) identified as Indigenous, 8.4% of participants (9) identified as members of racialized groups
- 6.5% of participants (7) identified as persons with a minority sexual orientation
- 58.7% of participants were students, approximately 10% faculty, and approximately 10% staff
- The Session with the highest attendance was the "Climate justice in UBC Plans and Programs" dialogue

These sessions welcomed diverse audiences, but a stronger emphasis on incorporating BIPOC feedback would be enhanced through further engagement, particularly with Indigenous communities. 40 out of over 450 comments related to fostering Indigeneity, reconciliation, or general Indigenous affairs (around 8.8% of responses).

Common Themes

Based on discussions in the break-out groups, the following themes were prevalent under the following focus areas:

FOCUS AREA 1: COMMUNITY WELLBEING AND RESILIENCE

Participants in this session emphasized the need for UBC to support community wellbeing and resilience through incorporating an understanding of the compounding effects of socio-economic challenges. They also referenced the intersectionality between climate change, health, sustainability, equity, and the intergenerational impacts of climate change. UBCO participants specifically stated the need for increased institutional funding for wellbeing and resiliency work.

Theme: Advocacy as a Key in the Ripple Effect of Community Wellbeing

- UBC should focus on greater accessibility in terms of labour and personal needs
- UBC should further support mental health efforts. Advocate for surveys, questionnaires, somehow tracking how big of an issue mental health & its relationship to climate change is and in what ways, so that programs and services are needed can be identified.
- UBC should come up with a way for various stakeholders to sit around a table, participate in the climate solutions process, and communicate that information clearly back to their respective constituencies/ groups.

Theme: Complementing Individual Changes with Institutional Changes

- Some participants indicated that the onus of action currently falls on individual behaviour change. This must be accompanied by UBC's structural change.
- Suggestion for a staff and faculty onboarding process on climate change: a starting point to get them to think about how to respond to the climate emergency.

Theme: Representation of Marginalized Communities

- Participants indicated that the voices of marginalized communities need to be at the forefront of all climate justice work, including representation at all levels.
- With regards to stakeholder liaising, those from marginalized communities need to be given the space and resources to share their perspectives.

FOCUS AREA 2: CAMPUS OPERATIONS

Participants in this session discussed the possibility to provide incentives for new construction projects to be energy efficient, instead of only offering retrofit incentives. Additionally, this session talked about food, built environment, energy supply and emissions, and air travel. Participants expressed the importance of supporting local producers on campus and integrating racial justice by producing BIPOC producers and companies.

Theme: Built Environment

- More efficient use of water and a reduction in waste production. New buildings should be constructed with more efficient use of natural lighting and heating.
 - UBC could move towards more local renewable energy systems (solar panels, wind).
- We must amplify the voice of Indigenous peoples by bringing Indigenous knowledge systems into campus planning initiatives. For example, find alternative uses for land development that can be used to support Indigenous knowledge systems related to animal, plant life, and biodiversity.
- Create partnerships with non-profits to help campaigns that need support fighting climate change off-campus.

Theme: Food

- Focus on spreading awareness about the impact of meat consumption on climate change.
- Focus on affordability. Students are forced to choose between healthier food options and cheaper food options. Create a plan to reduce meat consumption.
- Utilize more resources from the UBC Farm for the UBC community.
 - Create a student onboarding program related to sustainability and how UBC is committed to becoming 100% sustainable by 2050.

Theme: Energy Supply and Emissions

- The main goal is to eliminate fossil fuel dependence for campus operations.
- Participants suggested solutions like implementing alternatives to natural gas equipment, eliminating boilers, etc.
 - Climate should be considered at every stage of institutional planning (e.g., procurement, budgeting, etc.)

Theme: Air Travel

- Provide substitutions to air travel by leveraging tools and incentives
- Identify Essential vs. Non-Essential Travel: For instance: Travel for conferences and meetings vs. the necessary components of fieldwork.
- Due to conferences currently being hosted online (particularly internationally due to COVID-19), there is an immediate opportunity to make conscious policy decisions to ensure that these temporary changes in travel expectations are adapted in the long term.
- UBC can leverage Communications/IT teams to build capacity within existing structures for the university to host online conferences/events.

FOCUS AREA 3: CLIMATE RESILIENCY OF UBC'S CAMPUS

Participants in this session discussed the need to support more 'green jobs' from a systemic change perspective. Additionally, several comments highlighted the importance of supporting marginalized communities, specifically through a 'UBC special fund' for marginalized groups, as they are more likely to be affected by climate change.

Theme: Specific UBCO feedback

- Participants indicated that UBCO can improve the promotion of programs that incorporate green jobs across all disciplines.
- Furthermore, UBCO can enhance the awareness brought to all students about climate-change related projects and initiatives on campus, and how climate change is being addressed at an institutional level.
- UBCO initiatives need improved communication and increased transparency to create an inclusive and accessible culture of shared knowledge.

Theme: Built Environment

- UBC should place a focus on creating opportunities for individuals to build a variety of social connections to overcome uncertain times. This may be presented through social spaces, greenery, or public art.
- Begin to evaluate the synergies between climate change adaptation and mitigation strategies, and prioritize those that achieve both.
- Place a larger emphasis on adapting Indigenous ways of knowing, and listening to communities who have lived here for countless generations.

Theme: Green Jobs

- UBC can lead by adopting a holistic definition of 'green jobs' (not just those in the renewable energy sector)
- The understanding of 'green jobs' needs to:
- Acknowledge a range of jobs required to transition the economy to a just and decarbonized future.
- Align environmental jobs with social justice.
- Additionally, a dominant theme was continuing remote work after the COVID-19 crisis. This would help 'green' many aspects of campus life.

Theme: Academics

- Courses need more content in curriculums that may not currently have a climate and social justice lens.
- Participants flagged being able to take courses outside the traditional 'box' as critical to empowering them to be able to prepare for 'green jobs'
- Participants would like to see an open/accessible repository for sustainability programs/research. This resource should highlight opportunities by faculties and possibly student organizations, clubs, etc.
- Having the option to work/study remotely for 1-2 days per week could have impacts on space usage, sustainability, and personal wellness (work-life balance, spending time with family, spending time in varying environments, etc.).

FOCUS AREA 4: TEACHING AND LEARNING

Participants in this session talked about the importance of discussing the qualitative impacts of climate change, not just quantitative data, graphs, and charts. We must address the socioeconomic and cultural impacts.

Theme: Interdisciplinary Projects

- Participants indicated the need to create interdisciplinary learning projects focused on innovative climate change solutions. This would encourage application-based, practical learning, so knowledge from the classroom is bridged to the local, regional, and broader community.
- Recruit staff based on their commitment to addressing climate change, use online survey tools instead of paper, etc.
- Develop processes for interdisciplinary teaching: cross-listing courses (budget, teaching loads, etc.), linking two or more courses virtually via learning technologies, etc.

Theme: Academics

- Include more modules in all courses that incorporate climate change and emergency, sustainability, and justice aspects both in theory and community projects
- Participants suggested a minor or specialization in Climate Change Studies to provide students with more coordinated opportunities to organize their studies with a climate change/climate resiliency/sustainable development focus
- Ensure that climate justice is a core component of courses. In senior courses, there would be more critical and nuanced engagement with core classes

Theme: Supporting Faculty

- Offer transdisciplinary research where staff/faculty can partner with community organizations on a topic that will solve a climate-related community problem
- Support climate literacy by developing resources to make it easier for faculty to build climate literacy
- Provide a platform where students can share research and its contribution to everyone in the close community.
- Provide financial support for frontline communities to participate in developing teaching and learning resources.
- Build a broader support system for all faculty to create a climate emergency themed curriculum, especially at UBC Okanagan.

FOCUS AREA 5: RESEARCH

Participants in this session highlighted that actions must move beyond empowering the individual and placing the onus on the institution itself, as well as state and corporate actors. Key themes in this session outlined how education should be solutions-focused and provide opportunities for practical student involvement. Additionally, all departments should integrate some sort of environmental, sustainability, or climate education component to their curriculum.

Theme: Interdisciplinary Research

- Include diverse voices as to how to best contribute to climate emergencies/change.
- Prioritize both adaptation and mitigation plans.
- Provide funding for research that is relevant to those goals, rather than just demonstrating tokenism in grant proposals.

Theme: UBC as a Leader

- UBC is setting a model for other institutions and should share experiences with other institutions to follow
- Foster partnerships between other post-secondary institutions; open up opportunities for undergraduate students to contribute.
- Prioritize Indigenous voices and education on Indigenous rights, UNDRIP, and the Truth & Reconciliation Calls to Action with an emphasis on how to address climate change respectfully through collaboration
- Build on intersectionality and department-specific change: Place consideration for how gender, race, social status, and culture can disproportionately impact individuals.

Theme: Funding

- Participants indicated that general research support targeted at those disproportionately affected by climate change and scholarships for Indigenous students need to be prioritized.
- Build upon existing UBC research initiatives and partnerships targeted at Indigenous sustainability and social justice
- Create a UBC fund that invests in renewable energies and support UBC departments that are working on partnerships with BIPOC communities

FOCUS AREA 6: CLIMATE JUSTICE IN UBC'S PLANS AND PROGRAMS

Participants in this session expressed the need for increased interdisciplinary programs that place a focus on community organization and development for racial and climate justice. Additionally, there is a need to work with activists, thought leaders, researchers, and BIPOC who advocate for non-traditional solutions to the emergency. This helps steer UBC away from performative allyship and builds on its work to address racist ideologies and assumptions, while working to dismantle them.

Theme: Development Beyond Space

- Participants suggested placing a larger emphasis on honouring Indigenous Land and making UBC an inclusive institution that welcomes close collaboration with local community organizations, non-profits, and Indigenous communities.
- Additionally, UBC should incorporate UNDRIP and address their role regarding climate change (and beyond) with the Truth and Reconciliation with Indigenous peoples of Canada.
- Ensure adequate representation: encourage POC leadership that reinforces the importance of underrepresented voices.

Theme: Justice-Based Solutions

- For UBC to lead, when it comes to addressing the climate emergency and climate justice, participants recommended that the institution make efforts to internally consult affected groups on diversity, inclusion, and equity matters.
- Additionally, UBC should also inquire how they can effectively support Black, Indigenous, and People of Colour. This may look like the University adequately compensating students for doing the work of researching, educating, and advocating for racial justice and climate justice.
- To not only include the voices of Indigenous peoples in decision making at all levels within the university, but also to listen to their knowledge and ways of knowing while presenting them with decision-making abilities.
- Specific to UBCO: There is a need to create a fund for those disproportionately affected by climate change and racial injustice, those who are underserved.
- Encourage the administration to utilize its influential platform to support social justice and pave the way for other universities.

FOCUS AREA 7: ADVOCACY: ADVANCING A JUST AND SUSTAINABLE SOCIETY

Participants in this session discussed the need for advocacy to create concrete and meaningful changes, and the importance of institutional accountability. Additionally, some comments stated that UBC's definition of 'research' can be expanded to include traditional Indigenous knowledge, and 'authorship' to include knowledge holders and developers.

Theme: Advocating for Financial Transparency and Local Support

- Participants commented on Improving information disclosure, as it could help advocate for divestment more accurately.
- Examining the opportunity for UBC to have a considerable effect on matters that affect Indigenous community members (e.g., Trans Mountain Pipeline Expansion Project).
- Local solutions that prioritize Indigenous Knowledge should be promoted.
- A consistent approach to decarbonization needs to be embedded throughout all UBC activities and reflected in all operations (buildings construction, energy, social justice).

Theme: Barriers

- Participants pointed to financial barriers as the biggest disruptor.
- Altering actions without the sole intention of meeting metrics, but to also make UBC campuses a better place.
 - Support students through increased tuition subsidies to give them more capacity to reallocate their time towards climate-justice initiatives.
- A just transition to Indigenous communities, allocating more ownership and decision-making power for the long-run

Theme: Education

Focus on implementing education for faculty, staff, and students through:

Formal Avenues

- Provide more training and support for faculty and staff members to integrate this topic into their work
- Provide more opportunities and support for climate change-related internships, co-ops, sabbaticals, etc.
- Introduce an interdisciplinary Climate Journal to showcase student and faculty research

Informal Avenues

- Organize regularly scheduled gatherings to discuss climate news
- Prioritize news that centers BIPOC voices.
- Host educational events open to all that introduce relevant climate science and legislation.

FOCUS AREA 8: COMMUNITY ENGAGEMENT

Participants in this session discussed how UBC can support and amplify the work already being done by non-profits and community groups working on climate justice issues. Sentiments included partnering, collaborating, and giving them access to university resources to further their goals. This also included public engagement to build broad social mandates, particularly through working with less engaged groups: those employed in oil and gas, faith groups, businesses, etc.

Theme: Building a Sustainable Future

- Today's youth will experience the greatest effects of climate change and should be empowered by institutions like UBC to take the lead on implementing sustainable initiatives, from the bottom-up.
- Participants saw opportunities for UBC to provide support through funding, mentorship, wisdom, emotional support, venues, and access to the decision-making table.
- Each of the different communities should be thought about and engaged with differently to prioritize their unique needs and spaces can be created where community members feel free in their relationship to learn.
- Keep working on and emphasizing UBC's primary relationship with the Musqueam, Squamish, Tsleil-Waututh, and Sylix Okanagan Nations.
- Deepen students' knowledge of climate change by incorporating community service into academics.

Theme: Connections and Partnerships:

- Formalize institution-level connections with off-campus communities, beginning with the Indigenous communities through a consultation process.
- Build commitments with other universities and other cities to address the climate emergency.
- Participants also highlighted the importance of UBC to take a stance in the face of any political climate injustices that disproportionately impact BIPOC communities.
- Engage staff more robustly with climate action through initiating discussions about climate at the department and faculty level, and workshops by scientists.

ACTION AREA 9: DIVESTMENT AND SUSTAINABLE INVESTMENT

Participants in this session discussed the co-ordination and support needed for units to their role in divestment clear. Some suggestions included getting feedback from the campus community to co-create investment policies to make sure that they are value-driven. Responses also indicated that divestment is not the only action needed, but so is the investment in new and innovative projects.

Theme: Institutional Influence and Accountability

- Participants would like to see a required fiduciary responsibility to consider climate change impact.
- Distinguish between Engagement versus Divestments - strategies commit to targets but do not transform nor set strategies to reduce extractive practices.
- More emphasis should come from UBC on the social theory of divestment; this would involve acknowledging the public pressure and student activism that brought about the divestment decision, and acknowledging how the goal of divestment is to denounce and stigmatize the fossil fuels industry.

Theme: Transparency

- Participants would like to see an effort of institutional transparency for all investments
- This includes the investment process, decision-making process, specific funds, etc.
- There needs to be improved communication in simple and easy language so the community at large can understand the financial budgets and expenditures.

Theme: Duty to Consult

- Participants indicated that there seems to be a lot of activity around exclusion criteria but not enough on UNDRIP criteria.
- For example, free, prior, and informed consent (FPIC) needs to be a continuous standard for climate justice, not a veto.
- UBC could use the investor coalition of Universities they joined to form such criteria (FPIC, UNDRIP criteria, or exclusion list).

FOCUS AREA 10: PARTNERSHIPS

Participants in this session discussed UBC's influence and partnerships with local government, health authorities, communities, and the private sector to meet emissions targets. Key themes in this session included partnership frameworks, justice, and future opportunities.

Theme: Local and International Community Group Partnerships

- UBC can take advantage of the financial and human resource capacity that the cities have dedicated to climate work. (E.g., Hire graduate research assistants).
- Participants noted the need for action-based projects.
- Leveraging opportunities for partnership with BC Hydro and other utility facilities to share funding with local jurisdictions to facilitate research.

Theme: Justice

- Partnerships need to begin with consultation and be rooted in justice, reconciliation, and meaningful engagement.
- UBC must take into account how its interactions with partners perpetuate climate injustices, to remain proactive.
- Student engagement and advocacy is invaluable- engagement must include respect for their lived experiences and community involvement.

Theme: Existing Partnerships

- UBC should continue financially supporting the programs, offices, and courses that worked to develop meaningful partnerships (E.g., Indigenous community planning in SCARP, IRIS – Indigenous Research Support Initiative, etc.)

Participants recommended implementing a university-wide, intentional framework to approach varying academic and non-academic partnerships.

Theme: Private Partnerships

- Consider redirecting some of the overhead funding or indirect costs factored into projects towards green initiatives.
- Ensure the community is open to partnerships in a more proactive manner, in particular, to attract greener and more inclusive projects.
- UBC needs to increase openness and transparency according to public mandate and fiduciary responsibility with regards to partnerships.

UBC Climate Emergency Engagement Consultation Interim Report

Demographics

These engagement sessions in early 2020 brought together a total of 3,244 participants from various UBC communities:

- Online survey: 1,985 participants
- Pop-ups at UBCO: 1,009 participants
- Campus-wide forum- group discussions: 70 people, panel discussions: 180 people
- 36% were students, 27% staff, 9% faculty, and 8% alumni. Overall, 70% of participants were affiliated with UBC

Key Insights:

- UBCO participants particularly expressed their anticipation of heavy climate change impacts over the next five decades
- UBCV and UBCO were both aligned in their concern about climate change and focus on divestment, facilitating interdisciplinary and climate research, and greening campus operations
- A high level of concern exists about the effects of climate change among UBC's population (53% of respondents think about the impact of climate change daily)
- Respondents rated increasing climate resiliency of UBC's buildings and infrastructure as the highest level of importance to them, UBCO and UBCV were similar in each area.

Engagement sessions covered the following themes:

1. Teaching, learning, and research
2. Administration and investment
3. Community support and engagement
4. Campus operations
5. Commuting
6. Advocacy and Partnerships

The following general comments and themes are intended to address specific comments that were not clearly mentioned in the May-June Virtual Community Dialogue responses.

Focus Area 1: Teaching, Learning, and Research

A margin of the comments expressed that not all types of climate action are within UBC's jurisdiction and that the institution should only focus on what it is capable of accomplishing, not on issues where it has power or control.

Theme: Climate-focused Research

From green technology to clean energy initiatives, participants highlighted the importance of an interdisciplinary approach and from Indigenous guidance, history, and culture.

Focus Area 2: Administration and Investment

Some of the comments in this section spoke to processes and strategic investment decisions that could enable short-and long-term action and progress on the climate emergency at every administrative level in the institution.

Theme: Air Travel Frequency

Participants expressed concerns of air travel being a significant carbon emitter for the university, and that other virtual alternatives must be presented.

Focus Area 3: Community Support and Engagement

Comments included actions that UBC can take around building awareness and promoting dialogue to support individual and institutional education and systemic change.

Theme: Community Well-being and Resiliency

Participants urged UBC to provide mental health and emotional support and resources for anxiety, grief, and trauma related to climate issues, including increasing access to these resources.

Theme: Involvement of Marginalized Groups

Comments specifically looked at ways to reach and hear from marginalized groups that are often left out of climate change conversations. We need to acknowledge, involve, and learn from the lived experiences of individuals that are most or will be most impacted by climate change. Comments also included working on disaster contingency planning and investing in community leadership for emergency responses.

Focus Area 4: Campus Operations

Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to UBC's Climate Action Plan for 2020 Vancouver, and the first Okanagan Climate Action Plan.

Theme: Carbon Neutrality

Participants spoke about UBC committing to and taking measures to become carbon neutral, like eliminating natural gas dependence, and tracking and monitoring GHG emissions across the community

Theme: UBC Buildings and Energy

Comments included managing, auditing, and reducing current building energy and resource use. Also, renovating and retrofitting old buildings to more renewable energy sources

Focus Area 5: Commuting

Comments focused on sustainable and less carbon-intensive ways of getting to and from campus

Theme: Commuting to Campus

Endorsing and promoting policies and tools to reduce emissions was rated second-highest among the actions that UBC could take to reduce GHG emissions. Also, focusing on remote work arrangements (this worked out great for COVID), also offering more campus housing for students or more satellite campuses location for staff, students, and faculty. U-Pass subsidies, more pedestrian and bikeways, rapid transit to UBC (through SkyTrain)

Focus Area 6: Advocacy and Partnerships

Participants indicated the external roles that UBC can play as a climate leader, locally and globally

Theme: Indigenous Partnerships & Learning

Comments included recognizing, listening, and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land. They also included providing a climate-based curriculum, committing to Indigenous reconciliation and self-determination (through adopting UNDRIP), exchanging knowledge and technologies, and examining UBC's local research operations

Recommendations

All of the findings from engagement sessions and surveys reinforce the idea that long-term, sustainable relationships and partnerships with BIPOC communities must remain central to UBC's climate emergency response. The following recommendations serve as future incorporations to the pre-existing recommendations in the Climate Emergency Engagement Report.

1. Understand the requests and needs of various Indigenous communities through adequate consultation
 - Climate and economic diversification activities may affect some nations differently than others. This calls for the

need for foundational consultation that includes all stakeholders to promote self-sufficiency, diverse perspectives, and local knowledge exchange.

- Implement an annual review process of these measures

2. Implement a BIPOC decision-making framework through consultation

- Consultation can be completed through community meetings, voting processes on specific issues, committees, and working groups with Indigenous elders and Traditional Knowledge Keeper to achieve climate justice.
- Annual General Meetings and Annual General Assemblies, cultural and language-specific forums were also all identified as methods in the literature to consult and include Indigenous communities at the foundation of any climate-based projects.

Some recommendations from the “Climate Emergency Survey’s Indigenous Community Engagement Feedback” also suggest:

1. UBC should champion and challenge public policy processes to advocate for policies in-line with the 1.5 °C and UNDRIP, and
2. UBC should lobby politicians to increase support for climate justice, including resources for traditional climate research and teaching at universities

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Senate 2023

Prepared by: The Student Senate Caucus

In consultation with: The Provost's Office, Graduate Student Society, Alma Mater Society, Equity and Inclusion Office of UBC, Indigenous Committee, Climate Hub, Colour Connected, and the Black Student Union.

Overview

Senate 2023 represents a student-centered vision for the academic priorities of the UBC-Vancouver Senate throughout the next triennium. Essentially, this document before you represents our collective priorities that we've narrowed upon after consulting with various offices and student groups across campus. It is an attempt to capture and articulate what we believe we can improve on as an institution and what are potential steps we can take in order to create that positive impact and progress within our community as a leading university across the country and globe.

We have identified six chief areas, Equity and Accessibility, Student Learning, Support for Graduate Students, Strategic Initiatives, Policy work, and Systemic Improvements, that we believe the Senate should continue to prioritize throughout the triennium. These chief areas have been broken down into specific academic objectives, advocacies, and recommendations along with suggestions as to which committee would be best equipped to consider these suggestions.

As the year 2020 has proven to us, situations and circumstances are rapidly transforming in today's world and naturally, with evolving circumstances, come evolving priorities. Our hope is that this document will exist as a living document where it can be modified and transformed over the next triennium as new student and university priorities arise and previous objectives are refined, redefined, and/or realized. The contents of this document are certainly not absolute or set in stone, rather, through this document, we aim to frame the first of many discussions within the Senate as to how we can improve the academic governance of our institution over the next triennium.

Sincerely,

Eshana Bhangu, Co-Chair, Senator-at-Large

Dante Agosti-Moro, Co-Chair, Faculty of Commerce and Business Administration Senator

Julia Burnham, Senator-at-Large

Max Holmes, Senator-at-Large

Chris Hakim, Senator-at-Large

Cole Evans, Senator-at-Large

Justin Zheng, Faculty of Arts Senator

Alex Gonzalez, Faculty of Applied Sciences Senator

Morgan Lorenz, Faculty of Education Senator

Chalaya Moonias, Faculty of Forestry Senator

Anisha Sandhu, Faculty of Land and Food Systems Senator

Tarique Benbow, Faculty of Graduate and Postdoctoral Studies Senator

Arezo Alemzadeh Mehrizi, Faculty of Graduate and Postdoctoral Studies Senator

Natasha Rygnestad-Stahl, Faculty of Allard School of Law Senator

Tyler Yan, Faculty of Medicine Senator

Nick Pang, Faculty of Pharmacy Senator

Danny Liu, Faculty of Science Senator

Diane Nguyen, Faculty of Dentistry Senator

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1. Equity and Accessibility

1.1: Creation of a Senate Standing Committee on Academic Diversity and Inclusion

Background

The Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI) was struck in 2018 in order to:

- *“examine and report back to the UBC Vancouver Senate on the current academic environment and its impact on student and faculty diversity and inclusion;*
- *develop a framework for incorporating considerations of diversity and inclusion into academic decision making;*
- *and where appropriate provide recommendations to changes in Senate policies to better support students and faculty in fulfilling their full academic, professional and personal potential.”*

The final report, which was approved by the Senate in July 2020, had three recommendations:

1. That the Senate adopt the frameworks within the Inclusion Action Plan as they apply to the operations of the Senate.
2. That the Senate create a structure or committee to address academic diversity and inclusion, and continue the work of SACADI.
3. That the Senate and Board of Governors establish a joint committee to consider a statement on UBC’s values of equity, diversity, and inclusion.

This specific proposal for the creation of a standing committee on academic diversity and inclusion was drafted by Julia Burnham and Alex Gonzalez, former Chair and Vice-Chair of SACADI. It was formally circulated to the Nominating Committee in October 2020 for consideration.

Motivation & Potential Action Items

The motivation for this committee comes from the second recommendation of SACADI’s final report: That the Senate create a structure or committee to address academic diversity and inclusion, and continue the work of SACADI.

With regard to how said future structure should take place, it was clear that the 2-year term given to the previous ad hoc committee was too short to fulfill the duties set out in its terms of reference. Limiting a new structure to three years does not guarantee that the problems that the ad hoc committee was struck to address will be adequately or fully amended.

As an institution, UBC is committed to the overarching themes of inclusive excellence, reconciliation and wellbeing. However, the lack of a commitment to these themes at the

highest academic body of the university may call into question UBC's actual priorities. Therefore, we recommend the creation of a standing committee to address the longstanding prevalence of exclusion and non-diverse spaces at UBC.

The future committee should be able to:

1. Provide Senate leadership in building a diverse and inclusive academic environment
2. Assist with the development of policies to uphold the diverse and inclusive environment that we strive for at UBC
3. Provide feedback during unit reviews regarding improvements for fostering diverse and inclusive academic environments
4. Recommend EDI-related training for Senators to attend, such as anti-racism, building inclusive environments, procedural fairness, and others
5. Engage and consult with the EDI focused strategic plans of the University, such as the Inclusion Action Plan and Indigenous Strategic Plan, to ensure the action items related to the Senate are followed through on.

Potential short-term items for the committee to consider include:

- Recommend actionable implementation measures for the sections of the Inclusion Action Plan & Indigenous Strategic Plan as they apply to the Senate
- Recommend tangible ways for the Senate to become a more inclusive body for all members
- Facilitate follow-up on the President's June commitments to anti-racism as they relate to the scope of the Senate

Terms of Reference

Composition

Ten members of the Senate, including 3 student members and at least 2 convocation members, appointed by the Senate upon recommendation of the Nominating Committee.

Quorum: 5 voting members

Terms of reference

- To review the diversity of Senate members and the inclusive nature of the Senate's operations and recommend changes, as needed, in order to foster a Senate that has a high caliber of inclusive excellence;
- To consult thoroughly with committees pursuing all policy and procedure creation and/or improvement in order to provide input on ways to incorporate justice, equity, and inclusion of marginalized groups within said creations and/or improvements;
- To assess the ability of other Senate committees to incorporate inclusive practices in to their operation through regular consultation, as mentioned in the prior point;
- To recommend ways of incorporating inclusive excellence into the functioning of units in the University;

- To recommend alterations to standing committee Terms of References in order to create better frameworks for incorporating justice, equity, and inclusive practices into the functioning of the committees; and
- To liaise with relevant internal and external committees and stakeholders at UBC who are concerned with issues of justice, equity, diversity, and inclusion;

Ex Officio Representatives

- Equity and Inclusion Office
- First Nations House of Learning
- Centre for Accessibility
- Enrolment Services

Centre for Teaching, Learning & Technology

1.2: Institutional Racism Audit

Suggested Committee(s): Proposed Senate Standing Committee on Academic Diversity and Inclusion (see proposal 1.1.)

The University has recently made many efforts to spread awareness and create change within the university through anti-racism work such as a broader commitment across campuses to hire more Black, Indigenous, and people of Colour faculty, the creation of positions like Senior Advisor to the President on Race and Inclusive Excellence, the external review of Campus Security and tenor of other organizations such as the RCMP, and more. We believe that in line with these efforts, it's important to take strides in anti-racism work within the Senate as well. We believe that the Senate should conduct an "Equity Audit," a review of all Senate policies from an equity and inclusion lens. There are multiple ways an audit like this could be conducted. An external organization could conduct this review and make recommendations. Or, we believe that this could very well be done through the creation of a permanent standing committee that could review Senate policies in concert with the relevant committees to each policy (perhaps with assistance from the Equity and Inclusion Office) and make recommendations on steps we need to take in order to effectively address issues of equity, diversity, and inclusion. As part an institution committed to anti-racism work, we believe it's important that the Senate makes maximum efforts in ameliorating our position as a leading, inclusive, diverse, and actively anti-racist institution recognized across the globe.

1.2 A: Indigenous Self-Identification Process

Within this audit, we would like to make recommendations in regards to retention of and increased support for Indigenous students. During consultation with the Indigenous Committee, we realized that a growing concern amongst Indigenous students is non-Indigenous students misusing the self-identification as verification feature in the admissions procedures. We recognize that this concern arises chiefly from hearing several accounts of non-Indigenous students who've benefited from the support our university aims to provide to Indigenous students and it could be a slight overreaction to get rid of the self-verification process entirely, but we recommend that during this audit, this issue is looked into and more research is done to identify cases

of misuse and based on the results of the review and investigations, consider introducing a new the process that prevents misuse.

1.3: Increased Retention of Indigenous Students

Suggested Committee(s): Admissions

In order to increase the retention of Indigenous students at UBC, the Student Senate Caucus recommends the creation of tangible admissions targets for the recruitment of Indigenous students. It would then be important to communicate with the university that in order to match, if not exceed, our admissions targets, we must make efforts such as increasing awareness around the Langara-UBC transfer program, make better transition efforts to support Indigenous students going from High School to University, with a special focus on rural Indigenous communities. With the university's efforts around reconciliation, we believe it's important to strive for greater representation of students from Indigenous communities across campus and setting a numerical target and coupling that with efforts to help transition these students would be a meaningful step in attaining that goal.

1.4: Inclusive Awards Criteria

Suggested Committee(s): Awards

Inclusive wording of awards:

Certain numbers of awards are gender specific, which does not suggest an inclusive language. In many current wordings, there is ambiguity around whether trans and non-binary students are included in these eligibilities. We also note that clarity in inclusive wording is not a catch-all solution to this problem, as non-binary students are not recognizable in the current student information systems. We recognize that the root of this issue is in the binary registration system of UBC, and that work to undo this, which we strongly support, falls outside of our purview and has been taken up by the appropriate offices. In conjunction with solutions to the binary coding of gender in student information systems, the Student Senate Caucus would also like to encourage that all future awards received for approval avoid gender restrictions, or appeal broadly to people experiencing marginalization from their gender.

Encourage the inclusion of leadership qualities in awards criteria of academic excellence:

Alongside academic excellence, the Student Senate Caucus believes that leadership qualities should be emphasized in the criteria for student awards. Leadership skills and development is a core student value across the University, and scholarship criterias should also encourage and recognize the significance of these skills and contributions in adjudications for awards. The leadership contributions of UBC students is a core tenet of a student's academic experience at the University, and we believe that awards criterias should recognize this in their understanding of academic excellence.

1.5: Building Accessibility

Suggested Committee(s): Academic Building Needs

According to the UBC Wayfinding interface, 49 buildings of 189 buildings across UBC Vancouver campus are deemed inaccessible, with 50 other buildings not described further. This is severely out of line with what we as an institution pride ourselves on: equity and accessibility. While accessibility was not a principle leading the curation of the Vancouver Campus plan, it is nonetheless important to adopt this lens and manifest the sustainable, inclusive and people-forward design philosophy as the standard across the UBC Vancouver campus. It would be inequitable for students to be placed at a disadvantage due to the poor design of buildings and learning spaces, and as such, we are steadfast in our calls for the University to take the necessary steps to ensure spaces across campus are accessible to all faculty, staff, and students.

By constructing a physical space that is more inclusive, this is a move towards combating social stigma and the multidimensional barriers which inhibit UBC community members who identify with a disability from seeking the support they need to succeed and have the best campus experience possible. According to the World Health Organization, the population of individuals with disabilities is projected to continue to rise over the next many years, due to an increase in chronic diseases, climate change, and demographic trends.¹ The external review must revolve from a campus landscape ascribing towards a sustainability lens that also includes accessibility within this definition, holistically moving spaces towards being considered with diverse needs.

We recommend:

1. The external review works with the Centre for Accessibility and Campus and Community Planning on normalizing annual accessibility audits across the UBC Vancouver campus, mandating within principle discipline.
2. That the external review recognizes the need for continued collaboration with Centre for Accessibility and their recommended stakeholders in ensuring building accessibility progression across UBC Vancouver campus.
3. That the external review proposes a stronger collaboration between the Teaching and Learning committee and the Academic Building Needs committee, working together towards a more equitable platform for academic success.

¹ <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

2. Student Learning

2.1: Experiential Learning

Suggested Committee(s): Teaching and Learning, Academic Policy

Based on the AMS 2020 Academic Experience Survey, job-seeking continues to be the most common post-graduation plan amongst both undergraduate and graduate students. In addition, in order to financially support themselves through university, students generally rely on taking on jobs as part of their studies. Thus, it is essential that we prioritize experiential education to prepare our students for success after graduation. The Student Senate Caucus would like to ask for a campus-wide comprehensive review of its co-op programs seeing that the last one conducted at UBC was in 2005. It is essential that we advocate for this review to ensure that faculties are connecting students to meaningful job opportunities to enhance their development. Alongside a specific review of the co-op program, we recognize the importance of prioritizing experiential education as a broader issue. For this, we'd like to refer to a report by Kari Grain and Gillian Gerhard.

In 2018, the CCEL, CSI&C, and CLTL launched a two year project to explore ways that UBCV can enhance experiential education. The findings of this project were captured in “Experiential Education at UBC-Vancouver: Summary of Research and Recommendations”² by Kari Grain and Gillian Gerhard (2020) and the report points to several challenges and recommendations to overcome barriers to experiential education on our campus. Briefly, some of the challenges and recommendations mentioned in the report were (note: these challenges and recommendations are directly from Grain and Gerhard's report and were made after extensive consultation with students, staff, and faculty.

1. The lack of an institutional vision and shared understanding of Experiential Education at UBCV
 - a. EE is understood and practised in diverse ways across campus with multiple units that hold different forms of experiential education as their primary focus. The report found that there is a need for a shared and clear vision and understanding of our goals as an institution when it comes to experiential learning. For this, a recommendation is to collaboratively develop common principles on experiential and work-integrated education.
2. Struggles with communication and connection
 - a. The breadth of EE and various faculties seems to have resulted in dissatisfaction with the disconnected nature of UBCV's EE support and resources. There is a lack of clarity about where students, faculty, staff, etc. can find in depth information about experiential learning opportunities and resources. Although there are valuable resources available in a host of diverse offices, there is a lack of a gateway for information around experiential learning in general and in a broad sense. For this, it's important we focus on

² <http://blogs.ubc.ca/experiential/files/2020/03/EE-Report-and-Recommendations-FINAL-Jan23.pdf>

(amongst other things mentioned in their report) communication and take approaches like exposing students to the opportunities and value of EE early on in their degrees (first year).

3. Ambiguous evaluation and assessment of EE
 - a. Since there is a lack of a shared vision and language on EE, naturally there are difficulties around capturing its impact across campus. The report finds that long-term impacts cannot be captured in short-term assessments. Moreover, another concern for faculty is that integrating EE in their teaching can result in students giving unfavourable teaching evaluations simply because of the complexities and “messiness” that surround EE. It would be valuable to develop a clear framework and vision on what will be evaluated and why. What are the desired outcomes and what are the ways to achieve them?
4. Inequity and exclusion
 - a. EE opportunities can exclude students based on identity markers like socioeconomic status, nationality, visa status, race, religion, physical ability, etc. For faculty, the report found that the labour of experiential education is often gendered, such that women (and often racialized and indigenous scholars) often take on the additional workload of EE. need based funds for students would be helpful in breaking down barriers alongside inviting more workplace partners to be involved in the development of EE at our institution and collect more data on equity in EE.
5. Undervaluing of labour
 - a. Experiential education takes more time than lecture-based pedagogies for everyone involved. For example, the high levels of time and effort that faculty members spend on EE can detract from their ability to achieve promotion and tenure because the labour of EE is not currently recognized in UBCV policies and practices on tenure and promotion. As well, students involved in this project voiced the perception that their additional labour in EE courses and programs rarely gets credited on an official transcript. We recommend that the Senate creates a policy to ensure that EE work is recognized and that the learning is credited on student transcripts. Apart from that, in order to support faculty, they recommend that we reward and incentivize EE through recognition and awards for faculty and provide support like additional TAs to offset the additional workload for faculties.
6. Teaching and learning challenges.
 - a. Participants expressed concerns that students are not adequately prepared for engaging ethically with the community – a problem which can have consequences for host organizations, and UBCV’s reputation. As well, not all faculty feel prepared to teach and evaluate EE-related skills such as professional communication, teamwork, navigating ambiguity, and social justice in contexts where these skills are not part of the traditional course content. For this challenge, Grain and Gerhard recommend we develop supportive measures for faculty such as course development guidelines and clear evaluation rubrics. Developing university wide required courses or

modules that all students must complete (similar to the COVID safety module) if they will be partaking in experiential education courses to learn about ethics and professionalism, teamwork, etc. would be helpful as well.

This is only a brief summation of high level components of the report. The student senate caucus would like to push for this report to be kept in mind during discussions and that the challenges and recommendations from this report are prioritized in improving the experiential learning programs at UBC and while conducting an extensive co-op review.

2.2: Online Learning

Suggested Committee(s): Teaching and Learning

Background

In December 2019, a discussion was brought to the Teaching & Learning committee regarding the status of online learning in our institution. This topic was brought by a member of the Academic Building Needs committee, who felt that an increase in courses or course sections offered online would result in greater student enrollment in courses that typically have large waitlists. This increase would allow students with lower GPAs or those who are minoring in the course subject in question to enroll themselves without jeopardizing their degree length at the hands of a waitlist. There were productive discussions at both, January and February, meetings of the Teaching and Learning Committee, and Dr. Claudia Krebs proposed to strike a working group for this. Unfortunately, due to the rapid move to a virtual setting in March due to the COVID-19 pandemic, the working group was postponed. We'd like to advocate that this issue remain a priority during and after the pandemic as well.

Part 1 - Continuous Improvement

Prior to September 2020, a team of Faculty and staff, including members of the provost's portfolio and CTLT, created a set of best practices for online learning. After nearly a year of virtual courses being the primary mode of teaching at UBC, nearly all professors will have taught at least one course online. Thus, the upcoming session of Summer 2021 would be the ideal time to receive feedback from both Faculty & students on what has worked best for online learning and what hasn't while taking into account, the course type (lecture, discussion, lab, etc), year level, class size, and other pertinent factors. As long as we continue web-oriented learning due to public health restrictions and keeping safety of students, staff, and faculty of utmost importance, it is pivotal that the Senate (through the Teaching and Learning Committee) remains directly involved in the work to improve practices related to online learning during this period, not only after. This could include (but is not limited to):

- Strong guidelines on exam conditions, especially invigilation
 - Evaluating the softwares and practises that are used for invigilation considering the degree of their invasiveness and inequities they cause between students.
 - Guidelines and policy on camera use requirements

- Providing accessible support and resources for faculty and students across the globe (with clear communications around the accessibility of these resources)
- Guidelines and policy to keep flexibility and compassion as a priority in this mode of teaching

Part 2 - The Future of Online Learning

Before we are in a post-pandemic situation in which the majority of operations of our institution can resume to be carried out in-person, the Teaching and Learning Committee should strike a working group on online learning. We recommend that this working group assess the tremendous amount of experience and data we have access to (in regards to student and faculty experiences) to inform the best practices for future online courses and consider increasing the amount of distance education courses we had been offering prior to the pandemic, the way they are carried out, etc. We also recommend that this working group consider and define poor practices for online teaching (in terms of student and faculty experience), and make recommendations on what modes of courses we should refrain from conducting online again.

Apart from offering more distance education than we did pre-pandemic, we believe it would be worthwhile considering what practises we'd like to continue even after in-person operations resume. A recommendation would be to evaluate methods we could conduct classes in person with an online option per week. For example, classes that meet thrice a week could hold one lecture online with the other two lectures in person. Likewise for courses that meet twice per week; one lecture could be conducted online with the other one held in-person. This could relieve several students who perhaps commute for hours to campus for simply one lecture in a day. Allowing this flexibility for students to tailor their timetables could relieve our institution of a lot of space pressures we face with scheduling, especially with large lecture spaces. With all faculty members essentially having had a crash course in conducting online classes, and after wider consultation with the broader UBC community, we believe that this is a worthwhile idea to pursue.

Lastly, the Student Senate Caucus would like to reiterate the importance of the members of this working group to approach this with an equity lens and recognize the multifaceted barriers in an online environment that have revealed themselves during this pandemic. This would be an essential step in revising and creating a new vision of academic accessibility that could very well reimagine the future of online courses and set new standards for teaching and learning.

2.3: Student Evaluation of Teaching

Suggested Committee(s): Teaching and Learning

The Senate Policy on Student Evaluation of Teaching was approved on May 16th, 2007. With almost 14 years having passed and acknowledging the existing work currently being conducted on Student Evaluations of Teaching, the Student Senate Caucus believes that the policy would greatly improve from a review.

Review of the Policy

This policy has four major goals:

1. To provide data that will be used to continuously improve the student's learning experience.
2. To provide students, departments, faculties and the University with a source of data about the overall quality of teaching.
3. To provide teachers with information on their teaching performance and to assist with the further development of their teaching.
4. To provide the University with data on the quality of teaching to be used for operational purposes, including but not limited to assessment of faculty for merit and/or performance adjustment salary awards, promotion, tenure and institutional recognition.

Certainly, there is no doubt on the value of feedback and information on teaching performance and the rest of the goals of the policy. However, we believe that in addition to this policy already covered, we should amend it to not just focus on summative data for tenure and promotion for faculty, rather introduce some formative measures that can help answer the question: how can we support our faculty to get better at teaching? We'd like to push to reduce reliance on one component and enhance the process perhaps by including more informal opportunities such as self-assessments, peer reviews from fellow faculty members, and mid-course feedback.

2.3 A: Mid-Course Feedback (MCF)

Although the benefits of Mid-Course Feedback (MCF) has been well-documented in the past, its implementation across all faculties has been relatively poor. Currently, only the Sauder School of Business requires its instructors fill out their version of the Mid-Course Feedback, yet in doing so, instructors do not always follow-up on students' concerns. This section will discuss how the University must improve going forward, especially in light of new and unfamiliar learning environments.

Between COVID-19 and regular learning environments, there are many aspects of pedagogy that can be improved. Whether it is shifting weekly quiz deadlines from Wednesday to Friday or asking instructors to turn up the volume on their microphone, these small changes could have major impacts on both instructor and student satisfaction. However, current opportunities for students to voice these recommendations do not occur until the Student Experience of Teaching, which presents three issues: (1) students were forced to endure a full term of correctable challenges; (2) there is little incentive for students to provide feedback as they have already completed the course; and (3) instructors' evaluations could be negatively affected by small issues that marginally reflect their overall quality of teaching. By utilizing Mid-Course Feedback across all courses in good faith, students are incentivized to provide input early in the term as they would likely be able to experience the changes they requested, all of which come *at no real cost to the*

instructor due to the informal nature of the feedback. Therefore, we believe the University should be mandating that all faculty implement Mid-Course Feedback in good faith as a tool for meaningful dialogue.

Data collected as part of a previous UBC-AMS pilot project supports the ideas described above. The 2014-2015 *Survey Results: Impacts of Mid-Course Feedback on Course Experience at UBC* written by the AMS held key insights that were positively in favour of the program. It suggested that MCF “can impact many students’ interest in and engagement with a course” as well as “reduce some students’ course-related stress and anxiety,” both being the case “when instructors use feedback to make immediate improvements to their courses, or to start a dialogue with students which helps them better understand the rationale behind a course’s structure and delivery.”³

The rationale behind University-wide implementation of Mid-Course Feedback is clear, logical, and presents far more advantages than disadvantages. With the previous pilot project having demonstrated strong evidence in support of MCF and the rationale, we hope to see the University taking steps to further the project across all faculties, with the eventual goal of mandating it for all course instructors.

Overall, there are many methods to tackle this issue. The end goal is that our university ends up with a more holistic approach to evaluations of teaching that will make meaningful contributions to ameliorating the quality of teaching and learning with faculty and students supporting each other through the process, and with the committed faculty, staff, and student body we have, we believe there are a lot of potential great approaches to work on the issue.

³ Munro, Daniel, “Survey Results: Impacts of Mid-Course Feedback on Course Experience at UBC.” <http://teaching-eval.sites.olt.ubc.ca/files/2015/07/Mid-Course-Feedback-2014-Survey-Results.pdf>

3. Support For Graduate Students

3.1: Graduate Certificate Programs

Suggested Committee(s): Curriculum

The University has seen the creation of a number of certificate programs in previous years, with distinct aims and uniquely tailored to the philosophy of the particular Faculty that hosts them. The Student Senate Caucus would like to push for the expansion of educational programs from the University in many forms, particularly those that allow learners who are unable, or unwilling, to enroll in a full-time program, to pursue programs that enhance their skills, or simply satisfies their curiosity or academic interests. These certificate programs have organically developed at the Faculty level in different ways. We believe that it is worthwhile to explore an overarching regulatory framework that clarifies universal goals and requirements for these programs. Furthermore, a number of these programs have the unique opportunity to promote access to Masters level graduate education by articulating the content and educational outcomes of the certificate program with the requirements of the full-time graduate program. Hence, it is also worthwhile to explore housing this particular subset of graduate certificate programs, at least partially, under the jurisdiction of the Faculty of Graduate and Postdoctoral Studies. This has the potential to make the transition from the certificate level to the masters level as seamless and reduce barriers as to be as low as possible for students.

3.2: Accessibility in Graduate School

Suggested Committee(s): Academic Policy, Research and Scholarship

Accessibility to graduate school is a critical issue with much room for the University to improve upon. The UBC Inclusion Action Plan lists 'Accessibility' as one of the actions under Goal 2, and calls to 'Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.' We recognize that a significant amount of work has been put into improving accessibility in the context of the classroom experience, and systems have been put in place through the Centre for Accessibility to ensure the needs of students are addressed, while also respecting their privacy. The engagement of graduate students with the University goes far beyond the traditional classroom experience. Particularly, graduate students in the research stream engage in significant amounts of work in a research, laboratory or clinical setting, require travel for field work, and perform many other activities that are necessary for a fulfilling experience as a UBC graduate student. Therefore, it is pivotal to look beyond the classroom to make graduate studies a fully inclusive space for any student or prospective student with additional challenges as a result of disabilities. We recommend that we review the accessibility measures currently offered and expand them to include the unique needs and scope of disabled graduate student researchers, such as understandings and timelines of research productivity and funding while working with a disability. These measures would also be encouraging to prospective students wishing to apply for UBC's graduate programs who identify with a disability. It falls on us to not only

provide these accommodations, but also to communicate them clearly to the wider community.

3.3: Micro-Certificates

Suggested Committee(s): Curriculum

In an era marked by rapid transformations (at times disruptive as we've seen with the pandemic), economies being impacted by changing technology, the current workforce (usually those who have obtained post secondary qualifications already) is being driven to acquire new skills to broaden their career prospects.⁴ In fact, with the increasingly competitive employment opportunities, current learners may also want to acquire extra credentials to complement their existing degrees to be ready to enter into competitive careers upon graduation. And with the digital transformations taking place in leaps and bounds, credentials obtained immediately after secondary school would not be sufficient for career-long work that demands continuous reskilling and learning.⁵

There are substantial barriers for adult learners, but specifically for career learners. Issues like time commitments, inflexible course timings, tuition costs coupled with the cost of reducing time at work, and geographical constraints act as blockades to career learners. For these barriers, full-time certificate programs are not ideal. Thus, apart from advocating for accredited certificate programs for graduate students, we'd like to bring attention to ongoing discussions on introducing offerings that would be short, flexible, accommodating of physical barriers, and have value in the labour market.

Some key features of these offerings would be:

- Modularity: shorter learning activities which could be taken independently and stack coherently into a recognized award, if desired.
- Flexible, convenient, and accessible: preference for online, in-person intensive, or cohort online with realistic pacing that doesn't require learners to "pause" other commitments like work, study, life.
- Competency-based: advancement/awards should be achieved by tangible demonstration/achievement of specific skills to an appropriate level
- Tailored to specific learner goals: whenever possible, learners should be given the opportunity to contextualize their own learning. The opportunity to customize learning to tailor to their specific needs would be valuable and could present in various forms such as assignments/projects that are applicable in the learner's professional/personal contexts.
- Cohort model: UBC should offer this concept designed to foster an engaging peer-learning experience that facilitates sharing unique perspectives and encourages

⁴<https://www.forbes.com/sites/heathermcgowan/2019/09/10/the-workforce-is-calling-higher-education-will-you-answer/>

⁵ Northeastern University's Centre for the Future of Higher Education and Talent Strategy conducted a survey in 2018 and found that "the majority – 64% – of executives felt that the need for continuous lifelong learning will demand more credential attainment from job seekers and higher levels of education in the future." (Source: https://www.northeastern.edu/cfhets/wp-content/uploads/2018/12/Educational_Credentials_Come_of_Age_2018.pdf)

networking and connectivity. This can be achieved in-person, online, or in blended formats.

After having explored these themes through internal documents and correspondence with the Provost's office, we support the emergent discussions around a non-certificate policy at UBC-V and believe it's worthwhile to consider offering a new class of non-credit awards that builds on long-established activities in this area across central units like Extended Learning and aligns with the goals of career and professional education activities within these units and the institution more broadly. This could be a start to adopting micro credentialing at a broader level at UBC.⁶ Microcredentials are generally short, non-credit recognition of a coherent sequence of learning activities but are smaller than the 150 hours hours of learning required for a senate approved non-credit certificate and could consist of smaller building blocks than traditional courses.

We'd like to support the Provost's Office in their vision of non-credit "micro-certificates" that would require approximately 75 hours of learning activities, and would comprise elements that could be taken sequentially, independently, or in modularized learning segments. As prospective learners would possess varying degrees of skills/knowledge/experience, criteria for the award of the micro-certificate would be based on demonstration of achievement of clearly defined competencies to a predetermined standard, rather than solely on hours of learning activity. Competencies for the award of the micro-certificate will align with individual module competencies, which may encompass a range of different levels or standards, capability and mastery.

The following guiding principles should apply as we continue these discussions:

- A focus on academic quality, access to UBC excellence, and faculty leadership in governance.
- Informed by data on market need, with attention to potential partnership opportunities.
- Flexible and innovative offerings that are stackable into a micro credential that offers labour market value to learners.

With the provincial government also investing in microcredentials and the growing need for continuous learning and reskilling, there is no doubt that these micro-certificates would add value to our students' development and career prospects. **However, as they are non-credit certificates, we would like to emphasize the importance of making these courses accessible to UBC students in a way that does not raise financial stress for them.**

⁶ We draw a distinction here between microcredentials and 'digital badges' for the purpose of this discussion, though the two are often used interchangeably in the sector. Our working assumption here is that badges exist at a more granular level than our proposed micro-credential. Badges often represent demonstrated achievement of individual skills or competencies, or completion of activities. A microcredential may be 'badged', or have badges associated with elements but we focus on the former here, so as not to get diverted into conversations around badge taxonomies, technology, platforms, interoperability and the like. A microcredential requires a larger scope of coherence between the content and activities that comprise its curriculum; a badge may represent achievement of a smaller component.

3.4: Excellent Graduate Supervision

Suggested Committee(s): Teaching and Learning, Academic Policy

Supervision plays a pivotal role in the quality of education, mental health and success of students within the research stream and has significant influence on and consequences for students' opportunities and success in the long run. Considering the extensive role of graduate students in conducting the research at our university and in light of the fact that the UBC strategic plan aims for research and learning excellence, equity and inclusion, innovation, and collaboration, we believe that Excellent Graduate Supervision needs to remain a priority going forward. At the November 2018 meeting of the Senate, The Principles of Excellent Graduate Supervision, after being reviewed by the Senate Teaching and Learning Committee, were brought forward as a Topic of Broad Academic Interest. These principles were then endorsed by the Senate at the January 2019 meeting. Acknowledging the work that's already been and is being done to improve Graduate Supervision, the Student Senate Caucus would like to push that the Senate makes efforts in developing those principles into policies and follow that by focussing on smooth implementation of said policies in order to continue to work on improving Graduate Supervision at our institution.

4. Strategic Initiatives

4.1: Climate Action

Suggested Committee(s): Curriculum, Research and Scholarship

There is no doubt about the importance of climate justice in today's world as President Ono emphasized the importance of taking action through his Declaration on the Climate Emergency, we believe it's important to match efforts within the senate through our academic programs and policies as well. Considering that President Ono became the President of the University Climate Change Coalition, it's worthwhile noting that our efforts at UBC can translate into an impact on institutions across the country and globe. Going forward, we recommend finding new ways to integrate climate justice into our teaching. We recommend reviewing the "[Guide to Curriculum Submissions for UBC Vancouver](#)" (last updated in October 2019) and amending it to encourage departments and faculties to integrate climate awareness into their proposals and curriculum. Seeing that the discourse of climate change is an evolving and vastly interdisciplinary one, we also feel that there is great need for centralized, dedicated, and coordinated support for research in this area at UBC. For this, we recommend the establishment of an academic space dedicated specifically to climate research and that this be coupled with/preceded by increased support for graduate students and faculty who are dedicating their time to conducting research in this field for our university. As a university recognized and acclaimed for innovation and progress, we think that taking substantial measures to support climate action and research is essential for our institution and these measures would be meaningful steps in the right direction.

4.2: Indigenous Strategic Plan

Suggested Committee(s): All

This year, the Indigenous Strategic Plan was published revealing 8 goals and 43 calls to action that UBC is committed to upholding in endorsement of the UN Declaration of the Rights of Indigenous Peoples. The Indigenous Strategic Plan aims to reconcile with our institution's past failings and aims to make amends to create a strong relationship going forward. This plan exemplifies the continuous, inclusive, and respectful work we strive for. There is no doubt about the significance of the ISP in our institution's efforts and thus, the Student Senate Caucus would like the Senate to endorse all aspects of the plan and following an endorsement, ensure that we dedicate resources and support to ensure a smooth implementation of the plan, which will also be critically important work for the Senate to see through.

5. Policy

5.1: Review of Course Withdrawal and Add/Drop

Suggested Committee(s): Academic Policy

The Student Senate Caucus supports a review of the course withdrawal and add/drop policies of the University. The course withdrawal deadline has already been extended three times due to the COVID-19 pandemic (Term 2 Academic Year 2019/20 and Term 1 and Term 2 Academic Year 2020/21). The Academic Policy Committee previously extended the deadline for course withdrawals for all future years, too, during the academic year scheduling changes. However, the Student Senate Caucus believes the Academic Policy Committee should further review whether we should extend our course withdrawal deadline later into the term and perhaps to the last day of classes. We believe this would be prudent due to the number of Universities that have their withdrawal date on the last days of classes and because the UBC Okanagan Senate will be reviewing their deadlines too. We believe that both the Senates should strive to have similar course withdrawal and add/drop deadlines and this is something that should be kept in mind when reviewing these policies.

Additionally, during this review, we believe the Academic Policy Committee should also consider how other Universities have addressed financial inequities around course withdrawal deadlines. Due to our current course withdrawal refund system, students who have the financial means to absorb the cost of receiving no money back after withdrawing from a course later in the term receive an advantage over those who cannot afford such a decision. Finally, some Universities have implemented a system whereby students are allowed a limited amount of “free drops” where they can drop a course after the add/drop deadline and not have it indicated on their transcript as a withdrawal. We’d also be interested in the Academic Policy Committee exploring a similar idea for UBC and, if possible, allowing students to receive a full refund for these “free drops” and discovering ways to set up a more equitable refund system for all course withdrawals.

5.2: The Cost of Learning and Assessment Materials

Suggested Committee(s): Teaching and Learning, Academic Policy

The pandemic has drastically increased usage of digital learning materials in courses taught at our University, and with many students under a financial strain already, we support the immediate adoption of a policy that builds off the [Okanagan Senate Policy 131 on Digital Assessment Tools](#). We firmly believe that any tools used to assess students in a classroom should be considered part of tuition. And we would argue that the current practice of making students buy assessment materials, digital and non-digital, on top of paying for tuition violates the intentions of the BC law that limits domestic tuition increases to two percent annually. Additionally, UBC has increased its usage of Digital Assessment Tools bundled with textbooks that can add high additional costs to their degree during COVID-19. These Tools may add some pedagogical benefits to courses. Still, it is essential to note that these benefits come at a financial cost that often makes them inaccessible to all students and adds to stress faced by students that are already struggling financially. We ought to be trying to

make education more affordable and accessible to all, and the current practice of unregulated Assessment Tools acts counter to those principles.

If the Vancouver Senate were to adopt its own Digital Assessment Tools Policy, we believe the policy should include the following:

- Any course using a paid Digital Assessment Tool has to offer a free and easily accessible alternative to all students.
- A limit on the cost of Digital Assessment Tools with a total of no more than \$20 per credit (\$60 limit for a three-credit course).
- Digital Assessment Tools may not be used for more than 15% of students final academic standing in a course.
- Digital Assessment Tools must always be available unbundled from textbooks so students may be allowed to buy them separately.
- Digital Assessment Tools may not circumvent any of these restrictions by being used as an extra-credit offering in a course.

While this is the immediate step we recommend, the Student Senate Caucus would also like to push for creating **a policy around the accessibility of all learning materials and educational resources** as a part of the University's progression towards adopting more Open Educational Resources. We would like to emphasize the importance and need for a broad policy that doesn't just address Digital Assessment Tools but also addresses the cost of other learning materials. This policy would ensure that efforts are made for Textbooks to be available online and at a significantly lower, if not no, cost and that Students are supported with accessible educational resources such as recorded lectures, open learning modules, low/no-cost learning materials, and other ancillary resources. Textbooks and other learning materials make up a significant portion of student expenses, and the cost of these materials should be restricted. The Senate has endorsed the principles on the cost of digital learning materials previously, we believe it is now time to take action. Suppose we fail to take action on this policy. In that case, multiple student groups have already been advocating for the Provincial Government to legislate on this issue due to Universities' inaction to address these affordability and accessibility problems. Our caucus believes that UBC, an institution with several faculty members committed to increasing accessibility to educational resources, has the opportunity to lead on this issue and set a new standard for institutions across the province and country and the Student Senate Caucus would like our university to be the leading force on this issue.

5.3: Academic Policy Outlining Guidelines for Children in the Classroom

Suggested Committee(s): Academic Policy

Childcare and caregiving responsibilities remain a significant barrier to participation and success within academia. While many professors have already opted to include declarations in their syllabi in support of students who have no option but to bring their young children with them to class, we believe that UBC should follow suit with other institutions (University

of Colorado Boulder⁷, McGill University⁸) and create a clear policy that expressly outlines its academic support to students with dependents. Certain aspects of pregnancy or caregiving conflicts would naturally fall under the existing Academic Concessions Policy, but it does not cover instances where a young child may be brought to class alongside their parent. A policy statement that recognizes that while these situations are not ideal for neither the child nor the parent, this is an acceptable course of action that clearly supports students with emergency caregiving needs and removes any potential discrimination or hardship enforced at an individual level by a faculty member. This policy can also identify necessary and reasonable exceptions to this, like unsafe lab environments or field training.

5.4: In-Term Examination Hardships

Suggested Committee(s): Academic Policy

While Hardships for *Formal Examinations* are covered under Senate policy J-102: *Examination Hardships and Clashes*, which provides an enforceable option for students to seek accommodations, these accommodations are restricted to examinations scheduled by Enrolment Services only. Currently, there are no Senate policies that cover the topic of examination hardships with respect to in-term examinations (defined as any major examination held during class-time or scheduled outside of class-time, during the Summer or Winter Sessions). As the scheduling of in-term examinations and the options for alternatives (eg. redistributing weight, make-up exam, etc.) are left to the discretion of the course instructor, students are left with limited options for avoiding multiple exams within a 24-hour period. Aside from communicating difficulties directly to the instructor in hopes of academic leniency, at this time, it is unclear to students whether alternative methods exist to mitigate/troubleshoot this issue. Furthermore, it is important to note that many courses are structured such that there are only two or three assessments used to determine a student's final grade. For instance, instructors may choose to weigh students' grades at a 50/50 or 40/60 midterm-to-final examination ratio. In such cases, there is marginal distinction between mid-term and final assessments, given that the value of the exam results possess equal or similar impacts on a student's final grade. In other cases, instructors may opt for a more distributed weighting system, placing only 20% or 30% of a student's final grade on the final exam. In this situation, we see that a final exam may be weighted less than a mid-term exam in another course.

Thus, the Student Senate Caucus would like to propose that either policy J-102 is revised or a new policy is introduced in order to mitigate *Examination Hardships*⁹ for in-term examinations that are scheduled outside of the *Formal Examination Periods* and to bring our examination policies closer to Goal 9 of the *UBC Strategic Plan*: "Achieve agility in academic support and administration through thoughtful systemic change and simplification."

⁷ <https://www.colorado.edu/policies/guidelines-children-workplace-or-classroom>

⁸ https://www.mcgill.ca/students/srr/files/students.srr/guidelines_for_the_academic_accommodation_of_pregnant_students_and_students_caring_for_dependants.pdf

⁹ *Examination Hardships* is defined by Policy J-102 as "the occurrence of an *examination candidate* being faced with three (3) or more *formal examinations* being scheduled within a 24 hour period"

6. Systemic Improvements

6.1: Term Limits for Senators

Suggested Committee(s): Nominating

During the last triennial review, the Senate adopted 6-year term limits for committee chairs. While there are currently no term limits for the rest of the Senate, the Student Senate Caucus believes it is an important topic that needs further review. There are positive aspects of having Senator continuity as it ensures there are members with valuable institutional knowledge, but it also dramatically reduces the possibility of fresh perspectives. Additionally, there is a tendency in the Senate to keep running for reelection and hold seats for decades, which may act to prevent new candidates from running for the Senate. Therefore, the introduction of term limits, like the Board of Governors, could create a needed balance within the Senate. We'd ask that the Senate's External Review explore the possibility of term limits for all senators and answer whether or not this would benefit UBC academic governance.

6.2: Senate Transparency and Accountability

Suggested Committee(s): Nominating

The Senate has significant room for improvement regarding transparency and accountability to the larger UBC academic community. For example, during the last Triennial Review, all the Nominating Committee's discussions and deliberations were held in-camera despite protests from student members. We received assurances that the Nominating Committee would respond with reasons why the committee denied half of our recommendations during the Triennial Review, but we have still not received any reasons or response. This is just one example where if someone is not a member of a specific committee, it is challenging to engage with that committee's work or understand their decisions. The best way to address these issues is to create more transparency in the Senate.

To start, we can begin to open up most of our committee meetings to the public and other senators. Piloting the idea of opening up our committee meetings to the public would be much more comfortable in an online environment, too, since Zoom doesn't limit the number of people in a room for a committee meeting. Additionally, committees keeping minutes that capture decision making and detail the deliberations of committees would improve transparency. For example, there is no apparent reason why our committee minutes are far less detailed than the minutes we keep for the full Senate meetings. Finally, as was called for during the Triennial Review, we must prioritize creating clear and limited criteria for what items should be discussed and deliberated on in camera during committee and full senate meetings.

To improve accountability in the Senate, we ought to exercise more of our oversight role within the University. The Senate has failed to set meaningful metrics and annual goals for the University Strategic Plan. During the Strategic Plan's annual implementation presentation, the Senate exercises no formal oversight mechanism beyond questions and comments to the Provost and President. It is not the Provost or President's role to create these oversight

mechanisms but rather the Senate, which has so far failed to develop any meaningful oversight process. This lack of organized oversight mechanisms for the Senate should be a priority during the Senate's External Review, but that doesn't mean we should wait to address this issue.

6.3: Complaint Process for Students in Health Programs

Suggested Committee(s): Academic Policy, Student Appeals on Academic Discipline, Appeals on Academic Standing

Students in health programs may face a range of concerns they'd like to raise, from racism and fairness to academic complaints. There have been accounts of students witnessing racist remarks from instructors or power abuse during practicums. While anti-harassment and discrimination protocols exist within these programs, there is often an unspoken reliance on students to debate the importance of their concerns during the reporting process. Historically, the focus surrounds how a student may have provoked a situation, and that the difficulty of recruiting instructors with industry expertise excuses inaction.

Without comprehensive protocols as to how student complaints will be handled, students expressing more complex concerns are often left without answers. In the past, students have been referred to external bodies i.e OMBUDS, but are ultimately referred back to their faculty for the issue to be dealt with internally by either student services or program coordinators. Internally, it is difficult for these complaints to be dealt with in an impartial manner as these positions still report to faculty. Oftentimes, the existing power dynamic between students and the faculty can be discouraging for students when they want to freely voice their concerns. Moreover, bringing up concerns can be intimidating as students interact with instructors and faculty long after graduation at industry events and fear that reporting an incident may compromise their employment prospects in the future. Despite the efforts to ensure confidentiality, the tight knit nature of some programs present challenges in truly protecting students during conflicts with their instructors/faculty members. These issues are amplified by an arbitrary grading metric of student professionalism. A failing professionalism grade is grounds for failing the academic year.

At present, the Faculty of Medicine (FoM) has taken steps to minimize conflicts of interests in the reporting process with a separate Professionalism Office responsible for dealing with reports and record keeping. It would be a step in the right direction to mandate the extension of this model to other health programs such as Dentistry and Pharmacy. Furthermore, we recommend the development of comprehensive and mandatory guidelines for faculties in order to protect and offer the best possible support for students during the reporting process. It is not enough to state that retaliation against a student is unacceptable and subject to disciplinary action. What students need is the development of processes that increase the oversight of the management of student complaints, and guarantee protection from retaliation.

6.4: Appeals Reform

Suggested Committee(s): Student Appeals on Academic Discipline, Appeals on Academic Standing

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 misconduct 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 survivors 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: 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 #6: 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 the 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.
2. That the external review recommends to hold an informative, educative session for all members of the Senate to discuss accessibility, ableism, and its persistent presence within the university setting. It is important to provide all members of the Senate with such discussion to generate a foundational collaboration that encourages a push towards inclusion and equity for all UBC community members.

Recommendation #7: 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 would be appropriate.

Recommendation #8: Committee Membership

Diversity:

It is an evident and 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 #9: 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 #10: 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.



10 February 2021

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Inclusion Action Plan Goal 2A Action Team Structure

The Senate Academic Policy Committee has reviewed the structure of the Action Team that is to be formed to address Goal 2A of the Inclusion Action Plan (IAP). Action Teams are responsible for developing project plans and accountability measures to ensure the implementation of each of the priority actions is contributing to the achievement of the overarching goal. The Goal 2A Action Team includes a faculty member appointed by and from the Vancouver Senate.

The following is recommended to Senate:

Motion: *“That Senate approves the action team structure set out in the proposal.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Proposal to the Joint Board and Senate Chairs for the Implementation of the Inclusion Action Plan Goal2A

UBC Strategic Plan – Strategy 4: Inclusive Excellence

‘We are reviewing and revising policies, practices and services to reflect our commitment to diversity, equity, and inclusion.’

Inclusion Action Plan – Goal 2.0: Systems Change

Action A: EDI Decision-Making Principles

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity, and inclusion principles.

Executive Leads to appoint subject matter experts:

- *All Vice Presidents*
 - *Board of Governors*
 - *Senates*
-

Many of the policies and processes of the Board of Governors and the Senates interact with matters of equity, diversity, and inclusion (EDI); however, the principles and values of EDI have not been clearly stated or integrated and weighed in the decision-making processes for our governance bodies. Other Canadian institutions including Carletonⁱ, McGillⁱⁱ, Queen’sⁱⁱⁱ, and the University of Toronto^{iv} have statements that consider the values and principles of EDI in their governance processes.

The Inclusion Action Plan operationalizes the strategic commitment to inclusive excellence through the creation of ‘Action Teams’ that are to be formed around each of the prioritized Actions from the plan. Action Teams are responsible to develop project plans and accountability measures to ensure the implementation of each of the priority actions is contributing to the achievement of the overarching goal.

To address Action 2A, we propose an Action Team comprised of the following:

- A member appointed by and from the Board of Governors
- A faculty member appointed by and from the Vancouver Senate
- A faculty member appointed by and from the Okanagan Senate
- A faculty member from each campus with academic expertise and/or lived experience (selected through the normal Action Team process that is under development to ensure their service is appropriately recognized)
- A student from each campus with academic expertise and/or lived experience (selected through the normal Action Team process that is under development to ensure their service is appropriately compensated)
- A representative from each Provost’s Office (appointed by each Provost)
- A representative from the Senior Advisors to the President and Deputy Vice-Chancellor on Indigenous Affairs (appointed by the Senior Advisors)
- A representative from Human Resources on each campus
- The Ombudsperson (or designate)
- A representative from the Equity & Inclusion Office (EIO)

The work of the Action Team will be supported by a Project Manager from the EIO and administration and coordination will be provided by the EIO. As with the other Action Teams, a chair will be selected from the members and will participate in the Inclusion Action Plan Steering Committee.

Proposed Timeline

By February 28, 2021	Formation of the Action Team for Priority Action 2A
By June 30, 2021	Draft of the Action Plan is shared with the Senates and the Board of Governors
By October 31, 2021	<p>Extensive consultation process to include faculty, staff and students on both campuses with lived experience as well as pre-existing organizations and individuals such as:</p> <ul style="list-style-type: none"> • The Centre for Accessibility, • First Nations & Indigenous Studies, • IBPOC Connections, • The Black Caucus, • The Disability Resource Group for Faculty & Staff, • The AMS, GSS, and associated resource groups, • The Senior Advisors to the Provost on Racialized Faculty and on Women and Gender Diverse Faculty, and, • The Senior Advisors to the President on Race & Inclusive Excellence and Indigenous Affairs.
By December 31, 2021	Draft of the Statement of values and principles is shared with the Senates and the Board of Governors.
By March 31, 2022	Statement of values and principles is endorsed by both Senates and the Board of Governors.

ⁱ Carleton University – [Board of Governors Board Equity, Diversity and Inclusion Statement](#)

ⁱⁱ McGill – [Joint Board-Senate Committee on Equity](#)

ⁱⁱⁱ Queen's University – [Board of Trustees Equity, Inclusion, and Indigenization Action Plan](#)

^{iv} University of Toronto – [Statement on Equity, Diversity and Excellence](#)



10 February 2021

To: Vancouver Senate

From: Senate Admissions Committee

Re: Faculty of Medicine – Doctor of Medicine Admission Criteria – Fraser Medical Cohort

The Senate Admissions Committee has reviewed proposed changes to the Doctor of Medicine admission to include information on a year 3 clerkship in Fraser Health Region.

The following is recommended to Senate:

Motion: *“That Senate approve the revised Doctor of Medicine admission criteria effective for the 2021 Winter Session and thereafter.”*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee

UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p>Faculty: Medicine Department: MD Admissions Faculty Approval Date: Effective Session: 2021-2022 Year for Change: 2021</p>	<p>Date: June 1, 2020 Contact Person: Dr. Shahin Shirzad Phone: 778-895-5002 Email: Shahin.shirzad@ubc.ca</p>
<p>URL:</p> <p>Proposed Calendar Entry:</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the Southern Medical Program at UBC Okanagan. The remaining 192 students will be in the Vancouver Fraser Medical Program located at UBC Vancouver</p> <p>Students accepted into the Vancouver Fraser Medical Program will have the opportunity to conduct their clinical training in year 3 in the Fraser Health Region. This opportunity to conduct all 48 weeks of year 3 will be provided to 32 students. The remaining 160 Vancouver Fraser Medical students may also have the opportunity to spend some weeks of their clinical training in the Fraser Health Region, but not the entire year. Applicants will be able to indicate their interest in committing to the Fraser cohort (all 48 weeks of year 3) at the same time they list their site preferences. Offers of admission will be both site specific and year 3 training location specific for Vancouver Fraser Medical students.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Present Calendar Entry:</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the Southern Medical Program at UBC Okanagan. The remaining 192 students will be in the Vancouver Fraser Medical Program located at UBC Vancouver</p> <p>Type of Action:</p> <p>Update calendar to include information on year 3 clerkship in Fraser Health Region.</p> <p>Rationale:</p> <p>The MD Undergraduate Program is formalizing clerkship training in the Fraser Health Authority for a subset of 32 students. This calendar change notifies applicants that they will be given the option of identifying their preference to participate in this option at time of application and informs them that their offer of admission will be both site specific and year 3 training specific.</p>

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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Medicine

Fraser Medical Cohort Consultation Report

August 2020



Fraser Medical Cohort Engagement Report

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Fraser Medical Cohort Engagement Report

Overview

In 2019 and 2020, the UBC Faculty of Medicine undertook a comprehensive engagement approach to gather feedback and seek endorsement for the development of a 'Fraser Medical Cohort, (FMC)'— a cohort of 32 students created from the Vancouver Fraser Medical Program. It is proposed that this cohort will undertake their Year 3 clinical clerkship rotations exclusively in the Fraser region. Over 29 meetings were held with individuals, committees and decision-making groups. The result was overwhelmingly in favour of the development of a 'Fraser Medical Cohort'. Although final UBC Senate approval is scheduled for Fall 2020, the Faculty will continue to engage with these groups on an ongoing basis as it finalizes the details of the FMC. Students will be invited to apply to the FMC in Spring 2021 and begin their Year 3 clinical clerkship rotations in the Fraser region in the 2024/25 academic year.

Engagement Program Summary

- The UBC Faculty of Medicine (FoM) engaged with a wide range of key stakeholders and partners regarding the Fraser Medical Cohort over the last two years
- In March – May 2019 the FoM team, led by Dr. Dean Jones, Associate Dean, Fraser, had meetings with a total of 15 groups as part of an initial phase of engagement
 - The goal was to provide a high-level introduction to the concept of a Fraser Medical Cohort
 - A presentation, including "Fraser at a Glance", was shared to provide the overarching concept for the Fraser Medical Cohort. Those in attendance with were asked for any input on topics worth considering, as well as gaps, benefits and opportunities
- In February – June 2020 an additional phase of engagement was undertaken wherein Dr. Jones had meetings with 14 groups in preparation for an Admissions policy change request describing the program being submitted to the UBC Senate for approval
- Many of these meetings were second sessions with previously engaged groups, but the majority were meetings with new groups and individuals
- Groups were told that here would be additional opportunities for groups to engage in the future as planning and implementation (once approved) of the Fraser Medical Cohort concept progresses

Groups Engaged

- As Appendix A summarizes, there was a vast range of groups engaged with, including:
 - Students
 - UBC Fraser Health Strategic Working Group
 - UBC Faculty of Medicine leadership
 - UBC Faculty of Medicine clinical staff
 - UBC Faculty of Medicine academic staff
 - Fraser Health Leadership
 - Fraser Health Department Heads
 - Fraser Health clinicians including at all major acute care facilities and urgent care centres

Results

- To date, there has been overwhelming support for the creation of a Fraser Medical Cohort
- Current student leadership are very enthusiastic and provided exceptionally useful input on how to best set up the Fraser Medical Cohort
- The MD Admissions Subcommittee voted 22-1 in favour of the Fraser Medical Cohort
- Some key themes of feedback:
 - Provides an opportunity for students to live, learn, and hopefully practice in the Fraser region
 - Advice on ways to ensure the Fraser Medical Cohort feels connected as a group
 - Consider how to support additional administrative needs
 - Advice on how to provide clarity through the MD Admissions process to ensure students understand they must select the Fraser Medical Cohort as their desired option for their Year 3 and 4 clinical clerkship rotations when they apply to MD Admissions in the UBC Faculty of Medicine

Next Steps

- The UBC Faculty of Medicine will undertake additional engagement with the Faculty community and others following UBC Senate approval of the Fraser Medical Cohort
- The goal of this next phase will be to engage with all groups immediately involved in the delivery of the MD Undergraduate Program, specifically the Year 3 and 4 clinical clerkship rotations in order to begin detailed planning of the Fraser Medical Cohort
- The joint Fraser Health and UBC Department Heads Strategy Working Group (SWG) will continue to meet to:
 - Seek input from UBC and Fraser Health groups as well as various senior leadership at UBC, Fraser Health, and respective communities.
 - Develop and present a strategy on medical education delivery, administration, research and innovation between UBC Faculty of Medicine and Fraser Health to the Vice Dean, Education, UBC Faculty of Medicine and the Vice President Medicine, Fraser Health.

Appendix A – Full List of Groups Engaged

Dates of Engagement	Name, Position, Faculty	Response
Met with March 12, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> Fraser Health Authority Medical Advisory Committee (HAMAC) which includes leadership of Fraser Health and all Regional Medical Directors Victoria Lee, (CEO); Roy Morton (VP Medicine); Dayan Muthayan (Exec. Medical Director) 	<ul style="list-style-type: none"> Positive initial response
April 8, 2019 May 11, 2020	<ul style="list-style-type: none"> Undergraduate Medical Education Committee (UGMEC) 	<ul style="list-style-type: none"> Positive initial response Asked to return June 15 for final decision
April 10, 2019	<ul style="list-style-type: none"> Faculty of Medicine Department Heads and School Directors 	<ul style="list-style-type: none"> Positive initial response
Met with April 25, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> Surrey Memorial Hospital Robby Birdi (Site Education Lead); Barbara Shield; (Admin Support); Neethu Cherian (Admin Support) Robert McDermid (Site Medical Director) 	<ul style="list-style-type: none"> Positive initial response
April 25, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> Royal Columbian Hospital Dr. Steven Reynolds (Site Medical Director) Dr. Cory Gabana Dr. Janel Casey, Department Head of Psychiatry RCH 	<ul style="list-style-type: none"> Positive initial response
May 8, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> FHA: Regional Department Heads: <ol style="list-style-type: none"> Anesthesiology Cardiology Child Youth/Pediatrics Critical Care Emergency Medicine Family Practice Geriatric Medicine Hospital Medicine Infection Prevention & Control (EMD/MHO) 	<ul style="list-style-type: none"> Positive initial response

	<ul style="list-style-type: none"> 10. Lab Medicine & Pathology 11. Maternal-Infant/Obstetrics & Gynecology 12. Medical Imaging 13. Medicine 14. Mental Health & Substance Use 15. Nurse Practitioners 16. Surgery 	
<p>May 16, 2019 2020 meetings on hold due to COVID-19</p>	<ul style="list-style-type: none"> • VFMP Academic Leadership and Program Operations: <ul style="list-style-type: none"> 1. Dr. Meera Anand 2. Dr. Linlea Armstrong 3. Angela Bennett 4. Dr. Robbi Birdi 5. Nancy Blatchford 6. Dr. Dean Brown 7. Dr. Clarissa Wallace 8. Caroline D'Sa 9. Dr. Dean Jones 10. Dr. Matt Kwok 11. Dr. Yazdan Mirzanejad 12. Michelle Neilly 13. Dr. Amil Shah 14. Barbara Shield 15. Michelle Snyder 16. Dr. Melissa Tan 17. Dr. Adrian Yee 18. Trish Campbell 19. Sue Mills 20. Dr. Heather Buckley 21. Dr. Randall White 22. Jennifer McKay 23. Dr. Kelly Luu 24. Dr. Christopher Zappavigna 25. Camila Guan 26. Erica Hirschberger 27. Dr. Cary Cuncic 28. Catherine Choa 29. Dr. Paul Johar 	<ul style="list-style-type: none"> • Positive initial response
<p>May 29, 2019 August 8, 2019 November 6, 2019</p>	<ul style="list-style-type: none"> • Fraser Clinical Education Advisory Council • All Clinical Faculty based in the Fraser Region; FoM Clerkship Directors, Drs. Shah, Wallace, Holmes, and Yee 	<ul style="list-style-type: none"> • Positive initial response

June 1, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> • Jim Pattison Outpatient Care and Surgery Centre • UBC JPOCSC: Dr. Yazdan Mirzanejad, Melissa Peck • FHA: JPOCSC Administrative Manager 	<ul style="list-style-type: none"> • Positive initial response
October 9, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> • Surrey Urgent Primary Care Centre leadership 	<ul style="list-style-type: none"> • Positive initial response
October 29, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> • Burnaby Urgent Primary Care Centre leadership 	<ul style="list-style-type: none"> • Positive initial response
October 29, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> • Ridge Meadows Hospital • Dr. Ockert Lampen 	<ul style="list-style-type: none"> • Positive initial response
October 29, 2019 2020 meetings on hold due to COVID-19	<ul style="list-style-type: none"> • Burnaby Hospital • Dr. Paul Johar 	<ul style="list-style-type: none"> • Positive initial response
November 13, 2019	<ul style="list-style-type: none"> • Joint UBC/FHA Department Heads Meeting • UBC FoM Dean of Medicine and VP, Health; and FHA VP Medicine 	<ul style="list-style-type: none"> • Positive initial response
March 2, 2020	<ul style="list-style-type: none"> • Medical Undergraduate Students (MUS) president Zach Sagorin • Year 3 rep – Cash Hanjani • MUS academic junior – Annette Ye • Year 1 rep – Army Alam 	<ul style="list-style-type: none"> • Positive response
March 31, 2020	<ul style="list-style-type: none"> • Development Lead – Dr. Kiran Veerapen 	<ul style="list-style-type: none"> • Positive response
April 21, 2020	<ul style="list-style-type: none"> • Undergrad Clerkship Directors 	<ul style="list-style-type: none"> • E vote in favour
February 2020	<ul style="list-style-type: none"> • Associate Dean, Undergraduate Medical Education – Dr. Cheryl Holmes 	<ul style="list-style-type: none"> • Positive response
February 2020	<ul style="list-style-type: none"> • Vancouver Island Medical Program RAD – Dr. Bruce Wright 	<ul style="list-style-type: none"> • Positive response
January and May 2020	<ul style="list-style-type: none"> • Interior Medical Program RAD – Dr. Sarah Brears 	<ul style="list-style-type: none"> • Positive response
May 2020	<ul style="list-style-type: none"> • Vancouver Fraser Medical Program RAD, Associate – Dr. Dean Dr. Amil Shah 	<ul style="list-style-type: none"> • Positive response
April 2020	<ul style="list-style-type: none"> • Associate Dean of Student Affairs – Janette McMillan met with Dr. Amil Shah 	<ul style="list-style-type: none"> • Positive response

April/May 2020	<ul style="list-style-type: none"> • Admissions Staff • Catherine Macala 	<ul style="list-style-type: none"> • Positive response
May 26, 2020	<ul style="list-style-type: none"> • Integrated Clerkships • Maggie Watt 	<ul style="list-style-type: none"> • Positive response
May 26, 2020	<ul style="list-style-type: none"> • MD Admissions Subcommittee Meeting 	<ul style="list-style-type: none"> • Positive response • Two Motions Approved
May 27, 2020	<ul style="list-style-type: none"> • Clerkship Program Administrators 	<ul style="list-style-type: none"> • Positive Response
May 28, 2020	<ul style="list-style-type: none"> • Met as a group with Faculty of Medicine faculty members: Dr. Sidhu, Dr. Wright, Dr. Brears, Dr. Winwood and Dr. Shah 	<ul style="list-style-type: none"> • Positive Response
July 8, 2020	<ul style="list-style-type: none"> • Deans Executive 	<ul style="list-style-type: none"> • Positive Response
July 20, 2020	<ul style="list-style-type: none"> • Undergraduate Medical Education Committee 	<ul style="list-style-type: none"> • Positive Response • Motion Approved
July 22, 2020	<ul style="list-style-type: none"> • Department Heads and School Directors Committee 	<ul style="list-style-type: none"> • Positive response • Motion Approved
November 17, 2020	<ul style="list-style-type: none"> • Faculty Executive Committee 	<ul style="list-style-type: none"> • Positive Response • Motion Approved
November 23, 2020	<ul style="list-style-type: none"> • Faculty of Medicine Full Faculty 	<ul style="list-style-type: none"> • Positive Response • Motion Approved

Appendix B – Joint UBC Faculty of Medicine/Fraser Health Working Group

UBC Faculty of Medicine		Fraser Health	
Dr. Dean Jones, Chair	Associate Dean, Fraser	Dr. Peter Barnsdale	Regional Department Head, Family Practice
Dr. Joseph Anthony	Associate Dean, Health Professions	Dr. John Diggle	Regional Medical Director and Regional Department Head, Medicine
Dr. Jim Christenson	Head, Department of Emergency Medicine	Dr. Anson Koo	Regional Department Head, Mental Health and Psychiatry
Dr. Geoffrey Cundiff	Head, Department of Obstetrics & Gynaecology		
Dr. Allison Eddy	Head, Department of Pediatrics		



10 February 2021

To: Vancouver Senate

From: Senate Admissions Committee

Re: School of Population and Public Health – Suspension of Admissions MPH/MSN & MPH/Diploma in Dental Public Health

The Senate Admissions Committee reviewed the proposed suspension of admission to the following programs:

- i. *Master of Public Health/Master of Science in Nursing*
- ii. *Combined Program Option: Master of Public Health/Diploma in Dental Public Health*

The following is recommended to Senate:

Motion: *“That Senate approve the suspension of admission to the following programs, effective for the 2020 Winter Session and thereafter:*

- i. *Master of Public Health/Master of Science in Nursing*
- ii. *Combined Program Option: Master of Public Health/Diploma in Dental Public Health”*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: 11-17-20 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 4, 2020 Contact Person: Kaitlyn Shannon Phone: 604-822-9548 Email: kaitlyn.shannon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Dual Degrees: Master of Public Health/Master of Science in Nursing</p> <p>The dual Master of Public Health/Master of Science in Nursing is not currently accepting applications for admission.</p> <p>This program permits students to obtain a dual M.P.H. (Master of Public Health) - M.S.N. (Nursing) degree. Students may apply to the School of Population and Public Health and the School of Nursing to pursue an enriched curriculum in public health and nursing studies. For information specific to the M.S.N. degree portion see, Nursing.</p> <p>...</p> <p>AND</p> <p>Combined Program Option: Master of Public Health/Diploma in Dental Public Health</p> <p>The combined Master of Public Health/Diploma in Dental Public Health is not currently accepting applications for admission.</p> <p>This combined program option is a non-clinical specialty program that is offered in conjunction with the Master of Public</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420</p> <p>Present Calendar Entry:</p> <p>Dual Degrees: Master of Public Health/Master of Science in Nursing</p> <p>This program permits students to obtain a dual M.P.H. (Master of Public Health) - M.S.N. (Nursing) degree. Students may apply to the School of Population and Public Health and the School of Nursing to pursue an enriched curriculum in public health and nursing studies. For information specific to the M.S.N. degree portion see, Nursing.</p> <p>...</p> <p>AND</p> <p>Combined Program Option: Master of Public Health/Diploma in Dental Public Health</p> <p>This combined program option is a non-clinical specialty program that is offered in conjunction with the Master of Public Health (M.P.H.).</p> <p>The combined program provides education and training for potential dental public health workers, researchers, and teachers. The M.P.H. and Diploma in Dental Public Health are awarded conjointly and both must be completed to graduate. The combined program will require 2.5 years to prepare the student for dental public health</p>



<p>Health (M.P.H.).</p> <p>The combined program provides education and training for potential dental public health workers, researchers, and teachers. The M.P.H. and Diploma in Dental Public Health are awarded conjointly and both must be completed to graduate. The combined program will require 2.5 years to prepare the student for dental public health practice and a research career.</p> <p>Graduates with a Doctor of Dental Medicine (D.M.D.) or equivalent will be eligible to take the examinations for specialty certification in Dental Public Health of the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p> <p>Students without a D.M.D. or equivalent will not be able to take the exam in dental public health at the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p>	<p>practice and a research career.</p> <p>Graduates with a Doctor of Dental Medicine (D.M.D.) or equivalent will be eligible to take the examinations for specialty certification in Dental Public Health of the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p> <p>Students without a D.M.D. or equivalent will not be able to take the exam in dental public health at the Royal College of Dentists of Canada and the American Board of Dental Public Health.</p> <p>...</p> <p>Type of Action: Suspend admissions</p> <p>Rationale for Proposed Change: We are not currently accepting applications for the dual MPH/Nursing or MPH/Dental programs. The MPH program is undergoing a curriculum renewal and we will revisit whether we offer dual degree programs after the MPH curriculum review is complete. Until then, application intake has been suspended.</p>
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10 February 2021

To: Vancouver Senate

From: Senate Admissions Committee

Re: Faculty of Education - Suspension of Admission to TBLS

The Senate Admissions Committee reviewed the proposed suspension of admission applications to the Graduate Certificate in Technology-Based Learning for Schools (TBLS).

The following is recommended to Senate:

Motion: *"That Senate approves the suspension of admission to the Graduate Certificate in Technology-Based Learning for Schools, effective for the 2020 Winter Session and thereafter."*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Department: N/A (MET Program) Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 24, 2020 Contact Person: Dr. Teresa Dobson Phone: 604-822-8365 Email: teresa.dobson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Graduate Certificate in Technology-Based Learning for Schools (TBLS)</p> <p>Please note, this program is no longer accepting new admissions.</p> <p>All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's programs must be maintained.</p> <p>Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.).</p> <p>Students in the TBLS certificate program may apply for admission to the M.E.T. and transfer up to five certificate courses towards completion of the degree.</p> <p>Certificate Requirements</p> <p>Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken.</p> <p>Students must also complete one of the following core ETEC courses: ETEC 510, ETEC 511, ETEC 512. The remaining</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0</p> <p>Present Calendar Entry:</p> <p>Graduate Certificate in Technology-Based Learning for Schools (TBLS)</p> <p>All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's programs must be maintained.</p> <p>Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.).</p> <p>Students in the TBLS certificate program may apply for admission to the M.E.T. and transfer up to five certificate courses towards completion of the degree.</p> <p>Certificate Requirements</p> <p>Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken.</p> <p>Students must also complete one of the following core ETEC courses: ETEC 510, ETEC 511, ETEC 512. The remaining three courses may be selected from all available ETEC courses.</p>



<p>three courses may be selected from all available ETEC courses.</p> <p>All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's programs must be maintained.</p>	<p>All courses will be delivered online. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's programs must be maintained.</p> <p>Tuition Fees</p> <p>Course-based tuition fees apply. Fees will be the same as for the M.E.T. For more information, please see the M.E.T.</p> <p>Type of Action:</p> <p>Add notation re: discontinuance of admission to this program in anticipation of eventual archiving (per proposal above).</p> <p>Rationale for Proposed Change:</p> <p>As outlined in the previous request, presently there are two graduate certificates offered through MET, described below:</p> <p><i>Graduate Certificate in Technology-Based Distributed Learning (TBDL)</i> Augment your skills in managing, designing or teaching courses supported by digital media for post-secondary or adult learners.</p> <p><i>Graduate Certificate in Technology-Based Learning for Schools (TBLS)</i> Augment your skills in managing, designing or teaching courses supported by digital media for school-aged students.</p> <p>In practice, there is no difference between these certificates. In addition, the titles, "technology-based distributed learning" and "technology-based learning for schools" include outdated language.</p> <p>We are proposing to re-name the TBDL</p>
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	Certificate to the <i>Graduate Certificate in Educational Technology</i> and discontinue/halt admissions to the TBLS Certificate in anticipation of archiving it.
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Master of Educational Technology
UBC Vancouver Campus
2125 Main Mall
Vancouver, BC Canada V6T 1Z4
Phone 604 822 3622 met.support@ubc.ca
<https://met.ubc.ca/>

TO: Dean Blye Frank
FROM: Dr. Teresa Dobson, Director, MET Program
DATE: October 13, 2020
RE: Summary of Curriculum Consultations for Graduate Certificate Name Change

On behalf of the MET program, I affirm that the below noted curriculum consultations were carried out with respect to this name change proposal.

Dept/Unit	Response
Internal (Faculty of Education)	
Dept. of Curriculum & Pedagogy	We support the Proposal
Dept. of Educational & Counselling Psychology	We support the Proposal
Dept. of Educational Studies	We support the Proposal
Dept. of Language & Literacy Education	We support the Proposal
School of Kinesiology	We support the Proposal
Education Library	Proposal has an impact on the Library and can be supported
Other	
Current MET Graduate Certificate Students (N = 96; responded: 23)	91% in favor of the Proposal

All comments and suggestions have been taken under advisement by MET leadership and any changes are reflected in the present documents.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,



Dr. Teresa Dobson
Director, MET Program

UBC Curriculum Consultation Request**To:**

Name: Dr. Samson Nashon	Date: September 28, 2020
Dept./School: EDCP (Dept. of Curriculum & Pedagogy)	Faculty: Education

From:

Name: Dr. Teresa Dobson	Dept./School: MET Program/Unit
Faculty: Education	Phone: 604-827-2181
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~Graduate Certificate in Technology Based Distributed Learning (TBDL)~~
- ~~Graduate Certificate in Technology Based Learning for Schools (TBLS)~~

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Friday, October 9, 2020

Response

(X) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Dear Dr. Dobson. We support this proposal. However, we would like to request the following change:


You wrote:

Students in the Graduate Certificate in Educational Technology program may apply for admission to the Master of Educational Technology program and may transfer up to five certificate courses towards completion of the M.E.T. degree.

We are requesting the following amendment:

Students in the Graduate Certificate in Educational Technology program may apply for admission to the Master of Educational Technology program or other graduate programs in the Faculty of Education and may request to transfer up to five certificate courses towards the completion of their degree.

Respondent:

Name: Marina Milner-Bolotin GAC Chair, EDCP 	Dept./School: EDCP
Faculty: Education	Phone/Fax:

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.

UBC Curriculum Consultation Request

To:

Name: Dr. Jenna Shapka	Date: September 28, 2020
Dept./School: ECPS (Dept. of Educational & Counselling Psychology)	Faculty: Education

From:

Name: Dr. Teresa Dobson	Dept./School: MET Program/Unit
Faculty: Education	Phone: 604-827-2181
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~Graduate Certificate in Technology Based Distributed Learning (TBDL)~~
- ~~Graduate Certificate in Technology Based Learning for Schools (TBLS)~~

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Friday, October 9, 2020

Response

(x) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name: Jenna Shapka	Dept./School: ECPS
Faculty: EDUC	Phone/Fax: 2-5253

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.

UBC Curriculum Consultation Request

To:

Name: Dr. Mona Gleason	Date: September 28, 2020
Dept./School: EDST (Dept. of Educational Studies)	Faculty: Education

From:

Name: Dr. Teresa Dobson	Dept./School: MET Program/Unit
Faculty: Education	Phone: 604-827-2181
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~Graduate Certificate in Technology Based Distributed Learning (TBDL)~~
- ~~Graduate Certificate in Technology Based Learning for Schools (TBLS)~~

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Friday, October 9, 2020

Response

(X) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name: Mona Gleason	Dept./School: EDST
Faculty: EDUC	Phone/Fax: 604-505-1520

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.

UBC Curriculum Consultation Request

To:

Name: Dr. George Belliveau	Date: September 28, 2020
Dept./School: LLED (Dept. of Language & Literacy Education)	Faculty: Education

From:

Name: Dr. Teresa Dobson	Dept./School: MET Program/Unit
Faculty: Education	Phone: 604-827-2181
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~• Graduate Certificate in Technology Based Distributed Learning (TBDL)~~
- ~~• Graduate Certificate in Technology Based Learning for Schools (TBLS)~~

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Friday, October 9, 2020

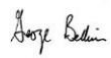
Response

(x) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name: George Belliveau 	Dept./School: LLED
Faculty: Education	Phone/Fax: 2-8654

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.

UBC Curriculum Consultation Request

To:

Name: Dr. Robert Boushel	Date: September 28, 2020
Dept./School: KIN (School of Kinesiology)	Faculty: Education

From:

Name: Dr. Teresa Dobson	Dept./School: MET Program/Unit
Faculty: Education	Phone: 604-827-2181
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~Graduate Certificate in Technology-Based Distributed Learning (TBDL)~~
- ~~Graduate Certificate in Technology-Based Learning for Schools (TBSL)~~

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:

Friday, October 9, 2020

Response

(X) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name: Paul Kennedy	Dept./School: Kinesiology
Faculty: Education	Phone/Fax: 604-822-9204 / 604-822-6842

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.



UBC Library Curriculum Consultation

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages and, ideally, two weeks should be given to complete this consultation form. The name of your librarian consultant may be found at: <http://directory.library.ubc.ca/librarianconsultants>. Please complete the top portion of the form and send it to the librarian consultant electronically.

To:

Name: Wendy Traas, Acting Head, EDUC Library	Date: September 28, 2020
Library Branch/Division: Faculty of Education	

From:

Name: Dr. Teresa Dobson, Director, MET Program	Dept./School: MET Program
Faculty: Faculty of Education	Phone: 604-822-8365
E-mail: teresa.dobson@ubc.ca	Fax: N/A

We are proposing curriculum changes for the following courses or programs:

Name Change: *Proposed* Graduate Certificate in Educational Technology

in lieu of existing:

- ~~Graduate Certificate in Technology Based Distributed Learning (TBDL)~~
- ~~Graduate Certificate in Technology Based Learning for Schools (TBLS)~~

This section to be completed by librarian:

Please indicate the effect in terms of library support, appending additional pages if necessary.

Library Service or Resource	Description of Effect (cost, etc.)
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	No new instruction is needed to support this program. Requests for new or updated learning materials or workshops can be directed to the Education Library for consideration.

Reference assistance (e.g., ongoing one-on-one help)	Students may make use of existing reference and research supports through the Education Library.
Collections – required and	The Education Library supports these courses by


recommended readings, course reserves	providing access to required and recommended readings. Instructors may continue making requests for new library materials to support course work where needed.
Collections – depth of the collection in relevant areas	As courses within the Certificate Program have been offered for many years, the Education Library has a well-developed collection of materials to support scholarship around educational technologies.
Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations)	Instructors and students may make use of existing electronic materials to support research and course work. Instructors may continue to send requests for new eresources to Education Librarians.
Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours)	Not applicable.
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Students may make use of existing library spaces for study, when Library branches are open.
Other (specify)	

☐ Proposal has an impact on the Library and can be supported.



Proposal cannot be supported without additional resources; see details above or appended.

☒ Proposal has no impact on the Library.

Signature: 

Date: October 8, 2020

Responses from Student Survey - Collected Anonymously via Qualtrics (Sep. 24 - Oct. 5, 2020)

Respondent No.	Program	Response	Comments
1	TBDL	No concerns	... in Educational Technology is more clear for those not familiar with the certificates and their make up.
2	TBLS	No concerns	As long as content addresses core topics one cert. is fine. Frankly. Having two names is misleading.
3	TBDL	No concerns	I have actually completed the TBDL certificate and am working towards the Masters. I think the change to a new name would be good as it better reflects the program.
4	TBDL	No concerns	I would actually prefer this change. Thank you.
5	TBDL	No concerns	Much better name for the program
6	TBDL	No concerns	Prefer Graduate Certificate in Educational Technology.
7	TBDL	No concerns	
8	TBDL	No concerns	
9	TBDL	No concerns	
10	TBDL	No concerns	
11	TBDL	No concerns	
12	TBDL	No concerns	
13	TBDL	No concerns	
14	TBDL	No concerns	
15	TBDL	No concerns	
16	TBDL	No concerns	
17	TBDL	No concerns	
18	TBDL	No concerns	
19	TBLS	No concerns	
20	TBLS	No concerns	
21	TBLS	No concerns	
22	TBDL	CONCERNS	If they change the name, I hope it takes effect ASAP so that we may graduate with the New name of the program, rather than the current (soon to be defunct) name
23	TBLS	CONCERNS	

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee

Budgetary Impact of Curriculum Proposals

From: Dr. Teresa Dobson (Director, MET Program) **Date:** October 13, 2020

Dept./School: N/A (MET Program; cross-faculty)	Faculty: Education
Phone: 604-822-8365	Email: teresa.dobson@ubc.ca

Approval and signature of the Provost is required prior to submission for the following types of new program proposals: New Majors, Minors, Undergraduate and Graduate Level Programs; New, for-credit Diploma and Certificate Programs.

Select proposal type:

☐ New Majors, Minors, Undergraduate or Graduate Level programs (Provost signature required)

☐ New, for credit, Diploma or Certificate programs (Provost signature required)

☒ *Other (Provost signature not required unless additional budget needed to implement change)*

Curriculum change(s) to which this form applies:

(one form may be used for multiple changes with similar budgetary impact)

Category 1 Change: *Program Name Change*

Currently, there are two MET graduate certificates with identical criteria but different names – Graduate Certificate in TechnologyBased Distributed Learning (TBDL) and Graduate Certificate in Technology-Based Learning for Schools (TBLS); this proposal is to merge the Certificates and change the name to **Graduate Certificate in Educational Technology**

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required:

We propose to replace both Graduate Certificates with a single Graduate Certificate in Educational Technology. This will not necessitate additional funds or financial outlay, therefore, the budgetary impact is nil.

Select from one of the following two choices:

☒ **NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.**

☐ YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

If YES, approval and signature of the Provost will be required before submission of proposal to Senate. If the UBC Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the University Librarian is required.

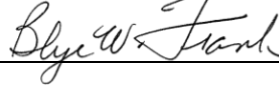
Signature of Dept. Head:



Teresa Dobson, MET Director

Date:

Oct. 13, 2020

Signature of Dean:
(required)Blye Frank, Dean
Faculty of Education

Date:

Oct. 22, 2020



10 February 2021

To: Vancouver Senate

From: Senate Admissions Committee

Re: 2021/22 Academic Year Undergraduate Enrolment Targets for UBC Vancouver

The Senate Admissions Committee has reviewed the 2021/22 Academic Year Undergraduate Enrolment Targets for UBC Vancouver.

The following is recommended to Senate:

Motion: *"That Senate approves and recommends to the Board of Governors the 2021/22 Academic Year Undergraduate Enrolment Targets for UBC Vancouver."*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



January 15, 2021

To: Members of the Senate Admissions Committee**From:** Pam Ratner,
Vice-Provost and Associate Vice-President, Enrolment & Academic Facilities**Re:** 2021/22 Academic Year Undergraduate Enrolment Targets for UBC Vancouver

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

Actual Total FTE Enrolment for Fiscal Year 2020/21

As of March 2021, UBC Vancouver's total full-time equivalent (FTE) enrolment for 2020/21 is projected to be 52,301, inclusive of the winter and summer sessions.¹ The 2020/21 annual total includes: 31,279 (59.8%) domestic undergraduate FTEs, 10,930 (20.9%) ISI undergraduate FTEs, 1,551 (3%) residents (in Medicine, Dentistry, and Pharmacy), and 8,541 (16.3%) graduate FTEs (see Table 2). Compared with 2019/20, undergraduate FTEs increased by 1,153 (3.8%) domestic and 397 (3.8%) international (ISI) FTEs, and graduate FTEs increased by 70 (0.8%). These increases were in large part due to summer session enrolment exceeding expectations, possibly as a result of the COVID-19 pandemic; both domestic and international undergraduate summer FTEs were 17% greater than summer session 2019. UBC Vancouver's total enrolment is currently 15.1% above the 2020/21 government-funded FTEs: 2,767 (9.2%) over the domestic undergraduate and resident funded FTEs of 30,063, and 2,668 (45.4%) over the graduate funded FTEs of 5,873 (see Tables 1a and 1b).

Undergraduate Headcount Intake Targets for Winter 2021/22

The proposed undergraduate intake targets (in headcount) for the forthcoming 2021/22 academic year include growth in Science and Medicine, balanced by temporary reductions in areas affected by the pandemic, especially Exchange and Visiting student programs. It is proposed that the undergraduate intake targets decrease by 411 (3.6%) domestic and 72 (1.9%) ISI, overall (see Table 3). Relative to last year's actual enrolment, these intake targets will result in 781 (6.6%) fewer new-to-program domestic students and 172 (4.4%) fewer new-to-program ISI students.

Projected Total Headcount Enrolment Plan for Winter 2021/22

The proposed intake plan, combined with the flow through of the robust 2020/21 cohort, results in an undergraduate headcount enrolment projection for winter 2021/22 that includes 29 (0.1%)

¹ Summer session as of August, winter session projected from November 2020 to March 2021.



fewer domestic and 280 (2.4%) more ISI students than winter 2020/21. Table 4a provides the projected domestic and ISI undergraduate winter session headcount for 2021/22 through 2025/26, by Faculty or School. Table 4b provides the percentage of projected undergraduate enrolment that is ISI.

Projected Total FTE Enrolment Plan for Fiscal Year 2021/22

UBC Vancouver's enrolment is projected to be at 107.8% of the undergraduate and resident government-funded FTEs in 2021/22 (see Table 1b). Including all undergraduate programs and residents, the intake plan is expected to lead to a 1% reduction in domestic FTEs in fiscal year 2021/22, and an approximate 0.2% reduction per year thereafter, bringing UBC into closer alignment with Ministry-funded FTEs. ISI FTEs are expected to remain relatively stable through 2022/23 (see Table 2).

Table 1a: UBCV Government Funded FTE, by Fiscal Year

Level	Focus Areas	Actual		Forecast				
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Undergraduate & Resident	Health Programs	2,490	2,490	2,490	2,490	2,490	2,490	2,490
	All Other Programs	27,437	27,573	27,650	27,786	27,842	27,842	27,842
	Total	29,927	30,063	30,140	30,276	30,332	30,332	30,332
Graduate	Health Programs	1,185	1,213	1,213	1,213	1,213	1,213	1,213
	All Other Programs	4,660	4,660	4,660	4,660	4,660	4,660	4,660
	Total	5,845	5,873	5,873	5,873	5,873	5,873	5,873
Grand Total Target		35,772	35,936	36,013	36,149	36,205	36,205	36,205

Although UBC counts residents separately, the Ministry includes residents in the undifferentiated undergraduate funded FTE.

Doctor of Medicine and Doctor of Pharmacy are counted in undergraduate health FTE.

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

Fiscal Year tables include summer and winter sessions.

Table 1b: UBCV Total Domestic Normal Load FTE, by Fiscal Year

		Actual	Projected	Forecast				
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Undergraduate	Baccalaureate Degree	24,919	26,496	26,137	26,085	26,012	25,931	25,890
	Post-Baccalaureate Degree	3,441	3,480	3,414	3,404	3,412	3,409	3,410
	Diploma & Certificate	788	836	836	836	836	836	836
	Non-Degree	978	467	467	467	467	467	467
	Undergraduate Health Programs	2,578	2,599	2,586	2,585	2,582	2,589	2,591
	All Other Undergraduate Programs	27,548	28,680	28,268	28,205	28,145	28,054	28,011
	Total Domestic FTE	30,126	31,279	30,854	30,791	30,726	30,642	30,603
Resident	Resident FTE	1,472	1,551	1,636	1,697	1,743	1,777	1,803
	Undergraduate Utilization Rate	105.6%	109.2%	107.8%	107.3%	107.0%	106.9%	106.8%
Domestic Undergraduate & Resident Total		31,598	32,830	32,489	32,488	32,470	32,419	32,405
Graduate	Graduate Health Programs	1,256	1,295	1,295	1,295	1,295	1,295	1,295
	All Other Graduate Programs	7,215	7,246	7,245	7,245	7,245	7,245	7,245
	Total Graduate FTE	8,471	8,541	8,540	8,540	8,540	8,540	8,540
	Graduate Utilization Rate	144.9%	145.4%	145.4%	145.4%	145.4%	145.4%	145.4%
UBC Vancouver Domestic FTE Total		40,069	41,371	41,029	41,028	41,010	40,959	40,945
Total Utilization Rate		112.0%	115.1%	113.9%	113.5%	113.3%	113.1%	113.1%

Note that current year NLFTE are projected to March, and so will not match the Ministry *November* Interim FTE Report.

Utilization rate is the total UBC FTE divided by the Government funded FTE, for each category of students.

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

*Non-Degree Exchange and Visiting programs were heavily impacted by the pandemic. We are currently forecasting a stable state, as we can not predict with any confidence when enrolment in these programs will return to previous levels.

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

Category	Domestic /ISI	Faculty/School	Actual	Projected	Forecast				
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Undergraduate	Domestic	Applied Science	3,704	3,850	4,076	4,196	4,248	4,249	4,240
Undergraduate	Domestic	Arts	8,320	8,936	8,448	8,239	8,102	8,032	8,005
Undergraduate	Domestic	Dentistry	331	340	336	336	342	344	347
Undergraduate	Domestic	Education	1,698	1,757	1,720	1,703	1,702	1,702	1,702
Undergraduate	Domestic	Forestry	553	581	583	586	595	607	614
Undergraduate	Domestic	Kinesiology	1,008	1,079	1,067	1,062	1,054	1,046	1,043
Undergraduate	Domestic	Land & Food Systems	1,054	1,137	1,140	1,149	1,153	1,158	1,168
Undergraduate	Domestic	Law	570	573	564	574	582	582	582
Undergraduate	Domestic	Medicine	1,309	1,307	1,293	1,288	1,284	1,281	1,280
Undergraduate	Domestic	Nursing	280	287	287	282	282	282	282
Undergraduate	Domestic	Pharmaceutical Sciences	887	921	981	1,042	1,086	1,126	1,147
Undergraduate	Domestic	Sauder	2,724	2,884	2,786	2,782	2,776	2,766	2,762
Undergraduate	Domestic	Science	6,708	7,160	7,106	7,086	7,055	7,000	6,963
Undergraduate	Domestic	Vantage College	2	2	0	0	0	0	0
Undergraduate	Domestic	No Faculty	978	467	467	467	467	467	467
Undergraduate	Domestic	Total	30,126	31,279	30,854	30,791	30,726	30,643	30,603
Undergraduate	ISI	Applied Science	1,442	1,513	1,549	1,583	1,607	1,618	1,622
Undergraduate	ISI	Arts	4,125	4,302	4,186	4,134	4,096	4,071	4,053
Undergraduate	ISI	Dentistry	2	5	9	20	30	38	45
Undergraduate	ISI	Education	21	22	28	33	33	33	33
Undergraduate	ISI	Forestry	479	486	506	499	500	505	507
Undergraduate	ISI	Kinesiology	101	119	125	131	137	137	136
Undergraduate	ISI	Land & Food Systems	475	489	483	493	506	517	525
Undergraduate	ISI	Law	12	13	13	13	13	13	13
Undergraduate	ISI	Medicine	1	1	1	1	1	1	1
Undergraduate	ISI	Nursing	3	0	0	0	0	0	0
Undergraduate	ISI	Pharmaceutical Sciences	0	4	19	32	43	52	58
Undergraduate	ISI	Sauder	1,438	1,520	1,497	1,490	1,497	1,492	1,490
Undergraduate	ISI	Science	1,702	1,967	2,122	2,211	2,250	2,270	2,278
Undergraduate	ISI	Vantage College	597	466	401	299	299	299	299
Undergraduate	ISI	No Faculty	136	23	23	23	23	23	23
Undergraduate	ISI	Total	10,533	10,930	10,960	10,961	11,035	11,068	11,081
Undergraduate	Total	Total	40,659	42,209	41,814	41,752	41,761	41,711	41,684
Resident	Domestic	Dentistry	7	8	9	9	10	9	10
Resident	Domestic	Medicine	1,422	1,501	1,584	1,646	1,692	1,726	1,751
Resident	Domestic	Pharmaceutical Sciences	43	42	42	42	42	42	42
Resident	Domestic	Total	1,472	1,551	1,636	1,697	1,743	1,777	1,803
Graduate	Total		8,471	8,541	8,540	8,540	8,540	8,540	8,540
Grand Total			50,602	52,301	51,990	51,989	52,044	52,027	52,027

Fiscal Year tables include summer and winter sessions.

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

Faculty or School	Program	Year Level	Pathway	Domestic				ISI				Total			
				Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23
Applied Science	BASC	1	Vantage	646	732	655	655	303	325	313	313	949	1,057	968	968
Applied Science	BASC	2		160	139	160	160	31	23	45	34	191	162	205	194
Applied Science	BASC	2						37	37	23	34	37	37	23	34
Applied Science	BASC	3		50	61	50	50		5			50	66	50	50
Applied Science	BASC	Total		856	932	865	865	371	390	381	381	1,227	1,322	1,246	1,246
Applied Science	BDES	1	Vantage	16	34	40	40	4	8	10	10	20	42	50	50
Applied Science	BDES	2		24	23	16	8	6	6	4	2	30	29	20	10
Applied Science	BDES	Total		40	57	56	48	10	14	14	12	50	71	70	60
Applied Science	Certificates & Diplomas					1	1			2	2			3	3
Applied Science	Total	Total		896	989	922	914	381	404	397	395	1,277	1,393	1,319	1,309
Arts	BA	1	Vantage	1,590	1,807	1,540	1,550	710	712	755	770	2,300	2,519	2,295	2,320
Arts	BA	2		360	419	300	325	150	169	160	225	510	588	460	550
Arts	BA	2						200	215	153	64	200	215	153	64
Arts	BA	3		360	392	300	300	146	158	148	148	506	550	448	448
Arts	BA	4			4							0	4	0	0
Arts	BA	Total		2,310	2,622	2,140	2,175	1,206	1,254	1,216	1,207	3,516	3,876	3,356	3,382
Arts	BFA	1	Vantage	38	45	41	41	22	15	19	19	60	60	60	60
Arts	BFA	2		13	17	13	13	8	7	8	8	21	24	21	21
Arts	BFA	3		33	25	33	33	10	6	10	10	43	31	43	43
Arts	BFA	4		4	2	4	4	2	1	2	2	6	3	6	6
Arts	BFA	Total		88	89	91	91	42	29	39	39	130	118	130	130
Arts	BIE	1	Vantage	50	49	50	50	50	51	50	50	100	100	100	100
Arts	BIE	2		10	7	10	10	10	8	10	10	20	15	20	20
Arts	BIE	3			1							0	1	0	0
Arts	BIE	Total		60	57	60	60	60	59	60	60	120	116	120	120
Arts	BMS	1	Vantage	20	27	20	20	20	20	20	20	40	47	40	40
Arts	BMS	2			1							0	1	0	0
Arts	BMS	Total		20	28	20	20	20	20	20	20	40	48	40	40
Arts	BMUS	1		52	54	52	52	8	7	8	8	60	61	60	60
Arts	BMUS	2	Vantage	2	7	2	2	2	0	2	2	4	7	4	4
Arts	BMUS	3		10	10	10	10	2	2	2	2	12	12	12	12
Arts	BMUS	Total		64	71	64	64	12	9	12	12	76	80	76	76
Arts	BSW	3		55	54	60	60	0	1			55	55	60	60
Arts	BSW	Total		55	54	60	60		1			55	55	60	60
Arts	Certificates & Diplomas			19	25	25	25	5	3	3	3	24	28	28	28
Arts	Total	Total		2,616	2,946	2,460	2,495	1,345	1,375	1,350	1,341	3,961	4,321	3,810	3,836
Dentistry	BDSC	1	Vantage	26	22	26	26					26	22	26	26
Dentistry	BDSC	2										0	0	0	0
Dentistry	BDSC	3		15	13	10	10					15	13	10	10
Dentistry	BDSC	4		10	14	10	10					10	14	10	10
Dentistry	BDSC	Total		51	49	46	46					51	49	46	46
Dentistry	DMD	1	Vantage	56	58	56	59	4	3	4	11	60	61	60	70
Dentistry	DMD	Total		56	58	56	59	4	3	4	11	60	61	60	70
Dentistry	DRES	99		4	4	5	4					4	4	5	4
Dentistry	Total	Total		111	111	107	109	4	3	4	11	115	114	111	120

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

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

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

Faculty or School	Program	Year Level	Pathway	Domestic				ISI				Total			
				Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23
Education	BEDS	1		370	367	370	370	9	7	9	9	379	374	379	379
Education	BEDS	2										0	0	0	0
Education	BEDS	3		1	2	1	1					1	2	1	1
Education	BEDS	Total		371	369	371	371	9	7	9	9	380	376	380	380
Education	BEEM	1		351	383	362	360	6	1	4	6	357	384	366	366
Education	BEEM	2		0	1	1	1					0	1	1	1
Education	BEEM	3		2	1	1	1					2	1	1	1
Education	BEEM	Total		353	385	364	362	6	1	4	6	359	386	368	368
Education	Certificates & Diplomas			323	300	300	300	10	11	11	11	333	311	311	311
Education	Total			1,047	1,054	1,035	1,033	25	19	24	26	1,072	1,073	1,059	1,059
Forestry	BEST	1		22	24	25	30	8	12	8	8	30	36	33	38
Forestry	BEST	2		3	2	2	2	2		1	2	5	2	3	4
Forestry	BEST	3				1	1	15		15	15	15	0	16	16
Forestry	BEST	Total		25	26	28	33	25	12	24	25	50	38	52	58
Forestry	BSCN	1		62	63	62	62	34	27	30	30	96	90	92	92
Forestry	BSCN	2		2	5	2	2	2		1	1	4	5	3	3
Forestry	BSCN	3		1	1			4	23	20	20	5	24	20	20
Forestry	BSCN	4							1			0	1	0	0
Forestry	BSCN	Total		65	69	64	64	40	51	51	51	105	120	115	115
Forestry	BSCW	1		15	10	15	15	3	5	3	3	18	15	18	18
Forestry	BSCW	2		2	4			2				4	4	0	0
Forestry	BSCW	3			1			20	25	20	20	20	26	20	20
Forestry	BSCW	Total		17	15	15	15	25	30	23	23	42	45	38	38
Forestry	BSF	1		45	50	48	48	24	30	24	24	69	80	72	72
Forestry	BSF	2		2		1	1	2				4	0	1	1
Forestry	BSF	3		4	3	2	2	16	9	12	12	20	12	14	14
Forestry	BSF	Total		51	53	51	51	42	39	36	36	93	92	87	87
Forestry	BSFS	1		20	14	18	18	8	4	5	5	28	18	23	23
Forestry	BSFS	2		1	1			2	0	1	1	3	1	1	1
Forestry	BSFS	3		1				15	24	20	20	16	24	20	20
Forestry	BSFS	Total		22	15	18	18	25	28	26	26	47	43	44	44
Forestry	BUF	1		36	42	38	38	26	32	26	26	62	74	64	64
Forestry	BUF	2		2	3	2	2	2	1	1	1	4	4	3	3
Forestry	BUF	3		0	1			18	7	8	8	18	8	8	8
Forestry	BUF	4		0	1							0	1	0	0
Forestry	BUF	Total		38	47	40	40	46	40	35	35	84	87	75	75
Forestry	Total			218	225	216	221	203	200	195	196	421	425	411	417
Kinesiology	BKIN	1		200	210	200	200	35	46	40	40	235	256	240	240
Kinesiology	BKIN	2		24	27	24	24		1			24	28	24	24
Kinesiology	BKIN	3		103	109	103	103		4			103	113	103	103
Kinesiology	BKIN	Total		327	346	327	327	35	51	40	40	362	397	367	367
Kinesiology	Certificates & Diplomas			14	17	17	17					14	17	17	17
Kinesiology	Total			341	363	344	344	35	51	40	40	376	414	384	384

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

Faculty or School	Program	Year Level	Pathway	Domestic				ISI				Total			
				Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Proposed 2022/23
Land & Food Systems	BSAB	1		105	127	110	110	45	40	42	42	150	167	152	152
Land & Food Systems	BSAB	2		36	19	22	22	7	6	7	7	43	25	29	29
Land & Food Systems	BSAB	3		9	6	6	6	3	1	2	2	12	7	8	8
Land & Food Systems	BSAB	Total		150	152	138	138	55	47	51	51	205	199	189	189
Land & Food Systems	BSFE	1		2		2	3	2		2	3	4	0	4	6
Land & Food Systems	BSFE	2			2	3	4		4	6	7	0	6	9	11
Land & Food Systems	BSFE	3			1	2	3					0	1	2	3
Land & Food Systems	BSFE	Total		2	3	7	10	2	4	8	10	4	7	15	20
Land & Food Systems	BSFN	1		135	165	143	143	98	85	90	90	233	250	233	233
Land & Food Systems	BSFN	2		37	47	40	40	14	4	7	7	51	51	47	47
Land & Food Systems	BSFN	3		12	4	6	6	1	1	1	1	13	5	7	7
Land & Food Systems	BSFN	Total		184	216	189	189	113	90	98	98	297	306	287	287
Land & Food Systems	BSGR	2		31	24	27	27	15	13	15	15	46	37	42	42
Land & Food Systems	BSGR	3		5	10	9	10	1	2	3	4	6	12	12	14
Land & Food Systems	BSGR	Total		36	34	36	37	16	15	18	19	52	49	54	56
Land & Food Systems	Certificates & Diplomas				2	2	2					0	2	2	2
Land & Food Systems	Total			372	407	372	376	186	156	175	178	558	563	547	554
Law	JD	1		190	174	189	189	3	5	3	3	193	179	192	192
Law	JD	2		20	10	20	20		1			20	11	20	20
Law	Total			210	184	209	209	3	6	3	3	213	190	212	212
Medicine	BMLS	3		23	22	23	23					23	22	23	23
Medicine	BMLS	Total		23	22	23	23					23	22	23	23
Medicine	BMW	1		20	20	20	20					20	20	20	20
Medicine	BMW	Total		20	20	20	20					20	20	20	20
Medicine	MD	1		284	284	284	284					284	284	284	284
Medicine	MD	Total		284	284	284	284					284	284	284	284
Medicine	MDPHD	1		4	2	4	4					4	2	4	4
Medicine	MDPHD	2			2							0	2	0	0
Medicine	MDPHD	Total		4	4	4	4					4	4	4	4
Medicine	MRES	99		354	418	469	469					354	418	469	469
Medicine	MRES	Total		354	418	469	469					354	418	469	469
Medicine	Certificates & Diplomas			6	40	40	40	1	3	3	3	7	43	43	43
Medicine	Total			691	788	840	840	1	3	3	3	692	791	843	843
Nursing	BSN	3		117	116	117	117	3		3	3	120	116	120	120
Nursing	Total			117	116	117	117	3		3	3	120	116	120	120
Pharmaceutical Sciences	BPSC	1		50	35	60	60	15	4	15	15	65	39	75	75
Pharmaceutical Sciences	BPSC	Total		50	35	60	60	15	4	15	15	65	39	75	75
Pharmaceutical Sciences	PHRMD	1		230	219	224	224					230	219	224	224
Pharmaceutical Sciences	PHRMD	Total		230	219	224	224					230	219	224	224
Pharmaceutical Sciences	PHRMFX	5		12	3	10	10					12	3	10	10
Pharmaceutical Sciences	PHRMFX	Total		12	3	10	10					12	3	10	10
Pharmaceutical Sciences	PRES	99		43	42	42	42					43	42	42	42
Pharmaceutical Sciences	Total			335	299	336	336	15	4	15	15	350	303	351	351

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

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

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

Faculty or School	Program	Year Level	Pathway	Domestic				ISI				Total			
				Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23	Target 2020/21	Actual 2020/21	Proposed 2021/22	Targets 2022/23
Sauder	BBRE	2		2	3	2	2					2	3	2	2
Sauder	BBRE	3		1		1	1					1	0	1	1
Sauder	BBRE	4			1							0	1	0	0
Sauder	BBRE	Total		3	4	3	3					3	4	3	3
Sauder	BCOM	1		450	461	450	450	290	307	290	290	740	768	740	740
Sauder	BCOM	2		80	91	80	80	60	66	60	60	140	157	140	140
Sauder	BCOM	3		30	33	30	30	20	23	20	20	50	56	50	50
Sauder	BCOM	Total		560	585	560	560	370	396	370	370	930	981	930	930
Sauder	Certificates & Diplomas			445	771	771	771	89	147	147	147	534	918	918	918
Sauder	Total			1,008	1,360	1,334	1,334	459	543	517	517	1,467	1,903	1,851	1,851
Science	BCS	3		90	118	90	90	15	24	15	15	105	142	105	105
Science	BCS	Total		90	118	90	90	15	24	15	15	105	142	105	105
Science	BSC	1		1,410	1,575	1,410	1,410	270	341	350	350	1,680	1,916	1,760	1,760
Science	BSC	2		270	300	270	270	125	204	135	100	395	504	405	370
Science	BSC	2	Vantage					100	113	90	125	100	113	90	125
Science	BSC	3		30	37	30	30	10	25	10	10	40	62	40	40
Science	BSC	Total		1,710	1,912	1,710	1,710	505	683	585	585	2,215	2,595	2,295	2,295
Science	Total			1,800	2,030	1,800	1,800	520	707	600	600	2,320	2,737	2,400	2,400
Vantage College	VC-BA	1			1			150	170	75		150	171	75	0
Vantage College	VC-BAS	1						75	48	75	75	75	48	75	75
Vantage College	VC-BSC	1						150	109	150	150	150	109	150	150
Vantage College	Total				1			375	327	300	225	375	328	300	225
No Faculty	ACES	99		119	81	81	81	17	8	8	8	136	89	89	89
No Faculty	EXCH	99		1,015	85	85	85					1,015	85	85	85
No Faculty	UNCL	99		521	777	777	777	29	35	35	35	550	812	812	812
No Faculty	VISI	99		128	99	99	99	170	30	30	30	298	129	129	129
No Faculty	Total			1,783	1,042	1,042	1,042	216	73	73	73	1,999	1,115	1,115	1,115
Grand Total	Total			11,545	11,915	11,134	11,170	3,771	3,871	3,699	3,626	15,316	15,786	14,833	14,796

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

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

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

Faculty or School	Domestic /SI	Program Type	Actual 2019/20 Winter	Projected 2020/21 Winter	2021/22 Winter	2022/23 Winter	Forecast 2023/24 Winter	2024/25 Winter	2025/26 Winter
Applied Science	Domestic	Baccalaureate	3,559	3,770	3,870	3,995	4,059	4,063	4,054
Applied Science	Domestic	Other Programs	5	6	6	6	6	6	6
Applied Science	ISI	Baccalaureate	1,427	1,500	1,538	1,571	1,596	1,607	1,612
Applied Science	ISI	Other Programs	2	5	5	5	5	5	5
Applied Science	Total		4,993	5,281	5,420	5,577	5,666	5,681	5,677
Arts	Domestic	Baccalaureate	9,693	10,094	9,845	9,602	9,444	9,353	9,313
Arts	Domestic	Other Programs	35	45	45	45	45	45	45
Arts	ISI	Baccalaureate	4,543	4,627	4,659	4,593	4,548	4,523	4,499
Arts	ISI	Other Programs	7	7	7	7	7	7	7
Arts	Total		14,278	14,773	14,556	14,247	14,044	13,928	13,864
Dentistry	Domestic	Baccalaureate	144	151	156	154	154	156	157
Dentistry	Domestic	Other Programs	227	225	224	225	230	230	233
Dentistry	ISI	Baccalaureate	1	1	1	1	1	1	1
Dentistry	ISI	Other Programs	1	4	8	19	29	37	44
Dentistry	Total		373	381	389	399	414	424	435
Education	Domestic	Other Programs	1,484	1,492	1,463	1,460	1,460	1,460	1,460
Education	ISI	Other Programs	28	28	31	33	33	33	33
Education	Total		1,512	1,520	1,494	1,493	1,493	1,493	1,493
Forestry	Domestic	Baccalaureate	612	646	638	648	656	669	677
Forestry	ISI	Baccalaureate	499	515	533	524	523	529	530
Forestry	Total		1,111	1,162	1,170	1,172	1,179	1,198	1,208
Kinesiology	Domestic	Baccalaureate	1,152	1,207	1,222	1,219	1,210	1,201	1,197
Kinesiology	Domestic	Other Programs	15	19	19	19	19	19	19
Kinesiology	ISI	Baccalaureate	120	140	148	154	163	163	162
Kinesiology	Total		1,287	1,366	1,390	1,393	1,392	1,382	1,378
Land & Food Systems	Domestic	Baccalaureate	1,207	1,272	1,302	1,312	1,318	1,322	1,332
Land & Food Systems	Domestic	Other Programs		2	2	2	2	2	2
Land & Food Systems	ISI	Baccalaureate	509	510	523	533	548	560	569
Land & Food Systems	Total		1,716	1,784	1,828	1,847	1,868	1,885	1,903

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

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

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

Faculty or School	Domestic /ISI	Program Type	Actual 2019/20 Winter	Projected 2020/21 Winter	2021/22 Winter	2022/23 Winter	Forecast 2023/24 Winter	2024/25 Winter	2025/26 Winter
Law	Domestic	Other Programs	587	582	580	590	599	600	600
Law	ISI	Other Programs	12	12	12	12	12	12	12
Law	Total		599	594	592	602	611	612	612
Medicine	Domestic	Baccalaureate	125	123	128	127	127	128	128
Medicine	Domestic	Other Programs	1,199	1,222	1,202	1,197	1,194	1,191	1,190
Medicine	ISI	Baccalaureate	1	1	1	1	1	1	1
Medicine	ISI	Other Programs	1	4	4	4	4	4	4
Medicine	Total		1,326	1,350	1,335	1,329	1,326	1,324	1,322
Nursing	Domestic	Baccalaureate	228	235	236	231	231	231	231
Nursing	ISI	Baccalaureate	2						
Nursing	Total		230	235	236	231	231	231	231
Pharmaceutical Sciences	Domestic	Baccalaureate	897	938	1,008	1,076	1,128	1,176	1,204
Pharmaceutical Sciences	ISI	Baccalaureate		4	19	32	44	53	59
Pharmaceutical Sciences	Total		897	942	1,027	1,108	1,171	1,230	1,263
Sauder	Domestic	Baccalaureate	2,414	2,465	2,449	2,446	2,441	2,430	2,424
Sauder	Domestic	Other Programs	1,984	1,896	1,896	1,896	1,896	1,896	1,896
Sauder	ISI	Baccalaureate	1,443	1,445	1,469	1,456	1,468	1,462	1,459
Sauder	ISI	Other Programs	198	269	269	269	269	269	269
Sauder	Total		6,039	6,075	6,083	6,067	6,074	6,057	6,048
Science	Domestic	Baccalaureate	6,972	7,334	7,405	7,382	7,360	7,303	7,262
Science	Domestic	Other Programs	1						
Science	ISI	Baccalaureate	1,733	2,003	2,157	2,258	2,301	2,323	2,332
Science	Total		8,706	9,337	9,562	9,641	9,661	9,626	9,594
Vantage College	Domestic	Baccalaureate	1	1					
Vantage College	ISI	Baccalaureate	437	328	299	224	224	224	224
Vantage College	Total		438	329	299	224	224	224	224
No Faculty	Domestic	Other Programs	2,417	1,465	1,465	1,465	1,465	1,465	1,465
No Faculty	ISI	Other Programs	262	88	88	88	88	88	88
No Faculty	Total		2,679	1,553	1,553	1,553	1,553	1,553	1,553
Domestic Total			34,958	35,190	35,161	35,097	35,044	34,946	34,895
ISI Total			11,226	11,491	11,771	11,784	11,864	11,901	11,910
Grand Total			46,184	46,682	46,934	46,883	46,907	46,848	46,805

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

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

Faculty or School	Program Type	Actual	Projected	Forecast				
		2019/20 Winter	2020/21 Winter	2021/22 Winter	2022/23 Winter	2023/24 Winter	2024/25 Winter	2025/26 Winter
Applied Science	Baccalaureate	28.6%	28.5%	28.4%	28.2%	28.2%	28.4%	28.5%
Applied Science	Other Programs	28.6%	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%
Applied Science	Total	28.6%	28.5%	28.5%	28.3%	28.3%	28.4%	28.5%
Arts	Baccalaureate	31.9%	31.4%	32.1%	32.4%	32.5%	32.6%	32.6%
Arts	Other Programs	16.7%	13.5%	13.5%	13.5%	13.5%	13.5%	13.5%
Arts	Total	31.9%	31.4%	32.1%	32.3%	32.4%	32.5%	32.5%
Dentistry	Baccalaureate	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.6%
Dentistry	Other Programs	0.4%	1.8%	3.5%	7.8%	11.2%	13.9%	15.9%
Dentistry	Total	0.5%	1.3%	2.3%	5.0%	7.3%	9.0%	10.4%
Education	Other Programs	1.9%	1.8%	2.1%	2.2%	2.2%	2.2%	2.2%
Education	Total	1.9%	1.8%	2.1%	2.2%	2.2%	2.2%	2.2%
Forestry	Baccalaureate	44.9%	44.4%	45.5%	44.7%	44.4%	44.1%	43.9%
Forestry	Total	44.9%	44.4%	45.5%	44.7%	44.4%	44.1%	43.9%
Kinesiology	Baccalaureate	9.4%	10.4%	10.8%	11.2%	11.9%	11.9%	12.0%
Kinesiology	Other Programs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kinesiology	Total	9.3%	10.3%	10.7%	11.1%	11.7%	11.8%	11.8%
Land & Food Systems	Baccalaureate	29.7%	28.6%	28.7%	28.9%	29.4%	29.8%	30.0%
Land & Food Systems	Other Programs		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Land & Food Systems	Total	29.7%	28.6%	28.6%	28.8%	29.3%	29.7%	29.9%
Law	Other Programs	2.0%	2.1%	2.1%	2.0%	2.0%	2.0%	2.0%
Law	Total	2.0%	2.1%	2.1%	2.0%	2.0%	2.0%	2.0%
Medicine	Baccalaureate	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
Medicine	Other Programs	0.1%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Medicine	Total	0.2%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Nursing	Baccalaureate	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nursing	Total	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pharmaceutical Sciences	Baccalaureate	0.0%	0.4%	1.8%	2.9%	3.7%	4.3%	4.7%
Pharmaceutical Sciences	Total	0.0%	0.4%	1.8%	2.9%	3.7%	4.3%	4.7%
Sauder	Baccalaureate	37.4%	37.0%	37.5%	37.3%	37.6%	37.6%	37.6%
Sauder	Other Programs	9.1%	12.4%	12.4%	12.4%	12.4%	12.4%	12.4%
Sauder	Total	27.2%	30.2%	30.6%	30.5%	30.6%	30.6%	30.6%
Science	Baccalaureate	19.9%	21.5%	22.6%	23.4%	23.8%	24.1%	24.3%
Science	Total	19.9%	21.5%	22.6%	23.4%	23.8%	24.1%	24.3%
Vantage College	Baccalaureate	99.8%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%
Vantage College	Total	99.8%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%
No Faculty	Other Programs	9.8%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%
No Faculty	Total	9.8%	5.7%	5.7%	5.7%	5.7%	5.7%	5.7%
Grand Total	ISI	24.3%	24.6%	25.1%	25.1%	25.3%	25.4%	25.4%

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



10 February 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: February Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new program and courses brought forward by the faculties of Applied Science, Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies (Education, Medicine, Pharmaceutical Sciences and Science), Land and Food Systems, Medicine and Science be approved.”*

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee

**FACULTY OF APPLIED SCIENCE***Revised program*

Joint UNBC/UBC Environmental Engineering Program

New course

CHBE 471 (4) Chemical Process Engineering

FACULTY OF ARTS*New programs*

Minor in French Language; Honours in the Study of Religion

New courses

FREN 311 (3) Introduction to Literature in French; FREN 321 (3) Critical Writing; FREN 331 (3) Arts, Cultures and Society from the Middle Ages to the Revolution; FREN 341 (3) Arts, Cultures and Society from Romanticism to the Present Day; FREN 352 (3) French Grammar; HIST 110 (3) History of Global Migration; HIST 201 (3) History Through Photographs; HIST 340 (3) Histories of the American West; HIST 383 (3) Foundations of Sikh Traditions; HIST 384 (3) The Making of Modern Sikhism; JAPN 465 (3) Japanese Media and Translation; RGST 330 (3) The Science of Religion; RGST 499 (6) Honours Thesis

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION*Revised programs*

Bachelor of Commerce

New course

COMM 489 (6) Applied Methods in Technology Start-ups at CDL

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Education

Revised program

Master of Education in Society, Culture and Politics in Education

New courses

EDCP 545 (3) Educational Programming in Museums Medicine; EPSE 562 (3) Designing Inclusive Learning Communities: From Theory to Practice; EPSE 563 (3) Inclusive Assessment and Programming for Students Requiring Targeted Supports; EPSE 661 (1-12) c Doctoral Practicum in School and Applied Child Psychology



Medicine

New course

OBST 510 (3) Gynecologic Pathologies: Benign and Malignant

Pharmaceutical Sciences

New course

PHAR 524 (1) Cell Culture and New Biomedical Approaches

Science

New course

FISH 548 (1-3) d Directed Studies in Oceans and Fisheries

FACULTY OF LAND AND FOOD SYSTEMS

Deleted program

Bachelor of Science in Food, Nutrition, and Health (FNH) – International Nutrition Major

New courses

FRE 290 (3) Introductory Topics in Food and Resource Economics; LFS 303 (6): International Field Studies in Policy Analysis for Agriculture and Natural Resources

FACULTY OF MEDICINE

New course

MEDD 440 (24) Senior Elective

FACULTY OF SCIENCE

New courses

BIOL 460 (3) Neurobiology of Vision; CPSC 455 (3) Applied Industry Practices; PHYS 129 (1) Experimental Physics Lab II; STAT 301 (3) Statistical Modelling for Data Science



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: APSC Department: ENVE Faculty Approval Date: 29/11/2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: August 27, 2020 Contact Person: Tamara Etmanski Phone: 604-822-4488 Email: tamara.etmannski@ubc.ca</p>																																																																																																																																								
<p>Proposed Calendar Entry:</p> <p>Environmental Engineering</p> <p>First Year (taken at UNBC) ¹</p> <table style="width: 100%;"> <tr><td>CHEM 100</td><td style="text-align: right;">3</td></tr> <tr><td>CHEM 101</td><td style="text-align: right;">3</td></tr> <tr><td>CHEM 120</td><td style="text-align: right;">1</td></tr> <tr><td>CHEM 121</td><td style="text-align: right;">1</td></tr> <tr><td>CPSC 110</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 110</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 117</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 130</td><td style="text-align: right;">4</td></tr> <tr><td>ENGR 151</td><td style="text-align: right;">1</td></tr> <tr><td>ENGR 152</td><td style="text-align: right;">1</td></tr> <tr><td>MATH 100</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 101</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 220</td><td style="text-align: right;">3</td></tr> <tr><td>PHYS 110</td><td style="text-align: right;">4</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">36</td></tr> </table> <p>Second Year (taken at UNBC) ¹</p> <table style="width: 100%;"> <tr><td>ENGR 210</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 211</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 217</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 220</td><td style="text-align: right;">3</td></tr> <tr><td>ENGR 254</td><td style="text-align: right;">4</td></tr> <tr><td>ENSC 201</td><td style="text-align: right;">3</td></tr> <tr><td>ENVE 222</td><td style="text-align: right;">3</td></tr> <tr><td>One of GEOG 210, FSTY 205</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 200</td><td style="text-align: right;">3</td></tr> <tr><td>MATH 230</td><td style="text-align: right;">3</td></tr> <tr><td>STAT 371</td><td style="text-align: right;">3</td></tr> <tr><td>Elective</td><td style="text-align: right;">3</td></tr> <tr><td>Total Credits</td><td 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THE UNIVERSITY OF BRITISH COLUMBIA

CIVL 210	4
CIVL 315	4
CIVL 316	4
MINE 486	3
Technical Elective ²	3
Total Credits	36

Fourth Year (taken at UBC) ⁴

CHBE 352	4
CIVL 402	3
CIVL 408	3
CIVL 409	3
CIVL 416	3
CIVL 418	3
EOSC 329	3
EOSC 429	3
One of CHBE 459, CIVL 403	3
Technical Electives²	9
Total Credits	37

Fifth Year (taken at UNBC) ¹

ENPL 401	3
ENSC 417	6
ENSC 418	3
Electives ³	6
Total Credits	18

¹ Course numbers are those of the UNBC course numbering system.² Technical electives to be chosen from a constrained list: <http://www.enve.ubc.ca/current-students/technical-electives/>. **6 out of the 15 credits must be from the primary technical electives portion of the constrained list.**³ Minimum 6 credits in humanities or social science.⁴ The curriculum tables show the requirements for each program year as they are in the current session.

See course descriptions at UNBC.

CIVL 210	4
CIVL 315	4
CIVL 316	4
MINE 486	3
Technical Elective ²	3
Total Credits	35

Fourth Year (taken at UBC) ⁴

CHBE 352	4
CIVL 402	3
CIVL 408	3
CIVL 409	3
CIVL 416	3
CIVL 418	3
EOSC 429	3
One of CHBE 459, CIVL 403	3
Technical Electives ²	12
Total Credits	37

Fifth Year (taken at UNBC) ¹

ENPL 401	3
ENSC 417	6
ENSC 418	3
Electives ³	6
Total Credits	18

¹ Course numbers are those of the UNBC course numbering system.² Technical electives to be chosen from a constrained list. ~~9~~ out of the 15 credits must be from the primary technical electives portion of the constrained list.³ Minimum 6 credits in humanities or social science.⁴ The curriculum tables show the requirements for each program year as they are in the current session.

See course descriptions at UNBC.

Type of Action:**UNBC Changes (already approved by their Senate and need to be updated on our calendar):**

- Move MATH 220 Linear Algebra from 2nd to 1st year
- Replace PHYS 111 with ENGR 130
- Replace BIOL 110 with ENVE 222 at UNBC.
- Add a lab to Fluid Mechanics at UNBC (ENGR 350-3 becomes ENGR 254-4).
- Add a choice of science courses in 2nd year at UNBC.
- Add core ENGR 211 Engineering Communication at UNBC.
- Remove UNBC's ENGR 451

UBC Changes:

- Add UBC's EOSC 329
- Reduce total technical electives from 15 credits to 12 credits (now 3 in year 3 and 9 in year 4)
- Add 1 credit to CHBE 364 to reflect change made by Dept. of Chemical and Biological Engineering (separate

	<p>cat 2 form submitted)</p> <p>Rationale for Proposed Change: UNBC Changes (already approved by their Senate): -Changing courses at UNBC to new and more relevant courses (e.g. ENVE 222 will cover biology relevant to environmental engineering as opposed to introductory ecology; ENGR 130 will introduce Mechanics of Materials; adding a laboratory component to fluid mechanics for hands on learning). -ENGR 211 will provide students with technical communications content linked with design early on in the program to address identified weaknesses in Graduate Attribute outcomes.</p> <p>UBC Proposed Changes: -Moving Groundwater Hydrology from UNBC to UBC (EOSC 329) closer to when students take Groundwater Contamination (EOSC 429) for better continuity. -Reducing the technical electives from a total of 15 credits to 12 credits to make up for the addition of EOSC 329 -Adding 1 credit to CHBE 364 in alignment with all other variants of this 3rd year CHBE lab to better support students. The lab course has been evaluated as being a heavy load for the credit value, and the extra lecture content will help to support the students in meeting the learning goals for the course and better align credit value with workload.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: CHBE Faculty Approval Date: 29/11/2020 Effective Session (W or S): W Effective Academic Year: 2021W	Date: 28 September 2020 Contact Person: Louise Creagh Phone: 604-822-5787 Email: alcreagh@mail.ubc.ca
Proposed Calendar Entry: CHBE 471 (4) Chemical Process Engineering Selection and design of major equipment used in chemical process plants, including heat exchangers, separators, reactors. [3-0-2] Prerequisite: All of CHBE 345, CHBE 352, CHBE 355, CHBE 376.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course. Rationale for Proposed Change: To adequately prepare Chemical Engineering students for capstone design, CHBE 471 provides grounding in specialized unit operations found in the chemical industry. A parallel course, CHBE 481, exists in the Chemical & Biological Engineering program. The creation of CHBE 471 will better align the two programs offered by our department. 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 is a core course for the Chemical Engineering program.

UNDERGRADUATE – NEW PROGRAMS**FREN: Department of French, Hispanic and Italian Studies (FHIS)****Minor in French Language***New Minor Program – Proposal for Calendar Entry*

Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: September 1, 2020 Contact Person: Min Ji Kang and Joël Castonguay-Bélanger Phone: Email: fhis.undergrad@ubc.ca and joel.cb@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts French Proposed Calendar Entry: Minor in French Language The Minor in French Language permits students to attain a high level of communicative ability for use in professional and academic contexts. It is intended primarily for students with no or a limited background in French, including those who completed high school French; it is not available to native speakers of French or those whose entry point is FREN 401 (CEFR B2) or higher. These students are instead encouraged to consider completing our other Minor in French, which focuses on language, literature and culture. Lower-Level Requirements 6 credits^{1, 2}: FREN 201 (3) Elementary French I FREN 202 (3) Elementary French II ¹Students starting at an introductory level {hyperlink: https://fhis.ubc.ca/advising-language-placement/} must complete the requirements leading to FREN 201 (6 credits of 100-level French) before taking the courses required for the Minor.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,77 Type of Action: New Minor See additional Notes below Rationale Rationale for Proposed Change: The Department of French, Hispanic and Italian Studies currently offers one Minor in French. This proposal is to create a second Minor in French Language that is designed to attract French language beginners. It focuses more on the practical nature of language learning, whereas our existing Minor in French focuses on language, literature and culture. The Minor in French Language intends to answer the needs of students who are looking for an opportunity to develop their communicative skills and to supplement their professional profile with a high-level proficiency (recognized on a transcript) in one of Canada's official languages. This proposed Minor in French Language has been developed to emphasize language proficiency in comprehension and expression at both the oral and written levels. It is intended primarily for students with a minimal background in French - normally no more than the high school graduation requirement of language 11 - who wish to attain a high level of communicative ability for use in professional or academic contexts. The level of language proficiency for this Minor is equivalent to C1 of the Common

<p>²Students with credit for secondary-school French 12 <u>may not be required</u> {hyperlink: https://fhis.ubc.ca/advising-language-placement/} to complete FREN201 and FREN202, but may instead be permitted to begin at FREN 301.</p> <p>Upper-Level Requirements</p> <p>18 credits of required courses: FREN 301 (3) Intermediate French I FREN 302 (3) Intermediate French II FREN 311 (3) Introduction to Literature in French FREN 352 (3) French Grammar FREN 401 (3) Upper Intermediate French I FREN 402 (3) Upper Intermediate French II</p> <p>6 credits from the following: FREN 321 (3) Critical Writing FREN 330 (3) Introduction to Quebec Literature FREN 331 (3) Arts, Cultures and Society from the Middle Ages to the Revolution FREN 341 (3) Arts, Cultures and Society from Romanticism to the Present Day FREN 346 (3) French at Work FREN 353 (3) Advanced French Grammar FREN 370 (3) Introduction to French Linguistics</p>	<p>European Framework of Reference for Languages (CEFR). The CEFR is an international standard for describing language ability, on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. C1 is described as effective operational proficiency or lower advanced.</p> <p>This proposal for a new Minor in French Language responds to student demand for an alternative to our existing Minor in French. This new Minor will offer flexibility to those students seeking to become proficient in French language. Students completing a Minor in French Language in addition to a Major in another program may be eligible to be admitted into teaching programs at the Faculty of Education. They may be eligible for jobs in the Federal Public Service in positions requiring knowledge of both official languages, and in many other fields such as tourism, translation, business, international relations, customer service and the hospitality industries. In addition, this proposed Minor responds to a demand expressed by local, provincial and national employers, and the well-documented need to increase the number of qualified candidates for French teaching programs in BC.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> The following 6 FREN courses currently exist under different numbers: FREN 201, 202, 301, 302, 401, 402 These are currently FREN 111, 112, 122, 123, 224, 225 respectively. Proposals to renumber these courses (for alignment with CEFR standards) were submitted in the October 2020 Faculty of Arts Category 2 Report. Courses already completed under the previous course number(s) will be used to satisfy requirements for the Minor in French Language, even if that results in fewer upper-level credits being completed for the Minor. The permission to apply lower-level credits to upper-level requirements for renumbered courses during the transition from old to new course numbers does not imply that students may use old lower-level courses toward their broader degree program's upper-level requirement; this exception is limited to requirements for French Major, Minor and Honours programs only.
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	<ul style="list-style-type: none"> The following 5 FREN courses are included in this November Faculty of Arts Category 1 Report: FREN 311, 321, 331, 341, 352 We are requesting small edits to the Calendar entries for the following 4 FREN courses, which are included in the November Faculty of Arts Category 2 Report: FREN 330, 346, 353, 370 <p><i>For more information about this proposed Minor, please see the Executive Summary.</i></p> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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New Minor Program – Executive Summary

**EXECUTIVE SUMMARY
MINOR IN FRENCH LANGUAGE
FACULTY OF ARTS, THE UNIVERSITY OF BRITISH COLUMBIA**

Overview

The Department of French, Hispanic and Italian Studies (FHIS) currently offers a Major, Honours, and a Minor program in French that focuses on language, literature and culture. This proposal is to create a Minor in French Language (FL) that is designed to attract French language beginners, focusing more on the practical nature of language learning and using French in a professional capacity.

Context

Over the past few years FHIS has been working on updates to our French program and this includes a proposed program name change from *French* to *French, Language and Culture* (this program name

change will be submitted in the months ahead). We have renumbered our language courses to fit the *Common European Framework of Reference for Languages* (CEFR) proficiency scale (see below for CEFR scale) and we have collected data on student enrollment and student needs. Our Minor in French has traditionally focused on language, literature and culture, but some of our students require a different Minor than the one we currently offer. The proposed Minor in FL intends to answer the needs of students who are looking for an opportunity to develop their communicative skills and to supplement their professional profile with a high-level proficiency (recognized on a transcript) in one of Canada's official languages.

In 2018 and 2019, FHIS updated its French, Spanish and Italian language courses descriptions to include reference to the proficiency levels described in the CEFR. The CEFR is a reference tool developed by the Council of Europe to provide a common basis for the development of modern-language curriculum guidelines, examinations, textbooks, etc. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop so as to be able to do so effectively. Since 2010, the use of the CEFR has become so widespread globally that students routinely ask what the CEFR levels of our various courses are.

Within the context of UBC, the CEFR equivalencies facilitate credit transfers, student placement (from immersion as well as from regular programs) and align our course sequence with a scale of progression - from A1 level to B2 level - that is recognized internationally and suits our students' and our programs' needs. Students will first take courses that proceed through the A1, A2, B1 and B2 sequence. After the completion of B2 level, students will then take courses at the C level.

In addition to including reference to the CEFR proficiency levels, FHIS has renumbered French language courses to make the scale of progression clear and legible in the course numbers. The French language course sequence is also now aligned with the numbering strategy that has already been in use for many years in our Spanish and Italian programs.

Rationale

Now that we have an appropriate ordered sequence of French courses aligned with CEFR levels of proficiency, our department proposes a Minor in French Language, with requirements distinct from those of the existing Minor in French. The proposed Minor in FL will enable students to learn French from beginner to C1 level with additional courses in professional written communication and French language in the workplace. This proposed Minor in FL has been developed to emphasize language proficiency in comprehension and expression at both the oral and written levels. It is intended primarily for students with only a minimal background in French - normally no more than the high school graduation requirement of language 11 - who wish to attain a high level of communicative ability (C1 of the Common European Framework of Reference for Languages) for use in professional or academic contexts.

Proposed Credential to be Awarded

The proposed credential is a BA Minor in French Language that will be available to all undergraduate degree programs that allow their students to complete Minor programs within the Faculty of Arts.

Location of where the new degree program will be offered

The University of British Columbia, Vancouver Campus

Faculty Offering the Proposed Degree Program

The program will be offered through the Faculty of Arts.

Anticipated Program Start Date

It is anticipated that the program will be offered in the 2021/22 academic year, beginning in September of 2021.

Anticipated Time of Completion

The Minor in FL will complement the students' current major as part of their undergraduate studies.

Learning Outcomes

After completing the Minor in French Language, students will be able to:

- Use French flexibly and effectively for social, academic and professional purposes.
- Understand the main ideas of complex text written in French on both concrete and abstract topics.
- Speak in a clear, organized way about complex subjects, developing a well-structured argument.
- Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Apply close reading skills to understand and analyze representative literary works written in French.
- Write effective literary analysis defending arguable theses based on close reading of texts and incorporating relevant literary terms and concepts.
- Demonstrate an understanding of complex French grammar concepts
- Recognize and appreciate different accents and idioms in France, Quebec, and other countries of the Francophonie.
- Recognize and appreciate the variety of cultures represented in the francophone world.

Depending on the 6 credits students choose to include as part of their upper-level requirements, there will be the opportunity to further study the terminology and concepts of French grammar and linguistics, and exercise their ability to independently produce a critical/analytical discourse on a text or a cultural object.

Anticipated contribution of the proposed program to the mandate and strategic plan of UBC

The Minor in FL aligns with the UBC Strategic Plan as an example of learning that reinforces the university's commitment to be a model and leading institution on the themes of international engagement, intercultural understanding, and community engagement in a bilingual country.

Adding a Minor in French language to their degree will give students one of the most meaningful skills that will allow them to go out in the world and make a positive impact beyond UBC. Mastering French will help students broaden their perspectives, develop their intercultural understanding and linguistic awareness, and increase their abilities to engage with public debates in Canada and with the fast-expanding communities of French language speakers in the world. French is widely spoken on five continents and in many countries, by more than 200 million people, as a native tongue, language of instruction, language of government, and language of business.

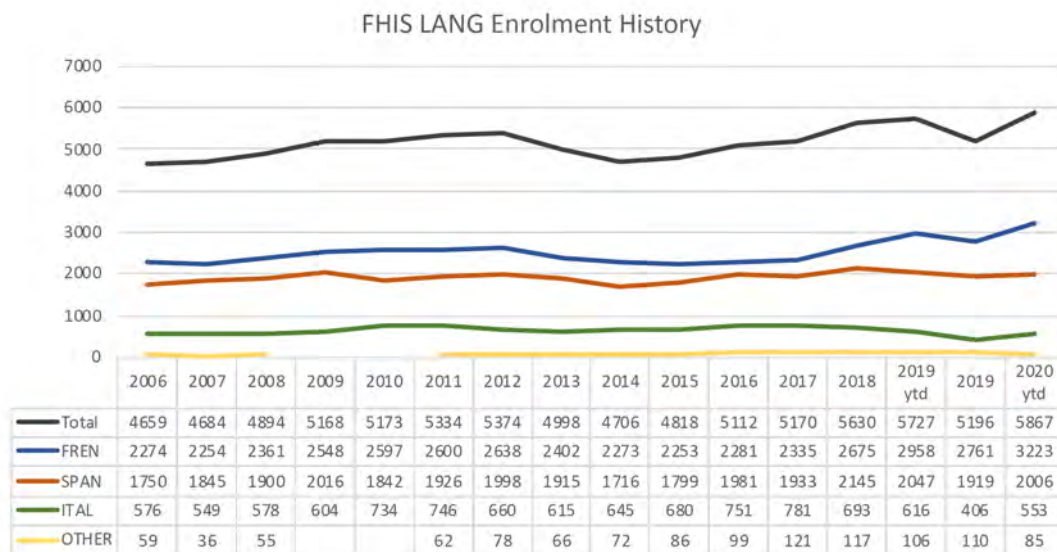
Targeted students

The present proposal for a Minor in FL responds to evidence (see below) for a strong appetite from UBC students who found their interests only partially met by our current Minor, demand expressed by local, provincial and national employers, as well as the well-documented need to increase the number of qualified candidates for French teaching programs in BC. The creation of this new Minor also aims at offering more flexibility to students interested in creative program mixing and to those who seek to become proficient in one of Canada's official languages.

We anticipate that students majoring in a variety of programs will be attracted to the Minor in French Language, perhaps especially among students majoring in the following disciplines: Art History, International Relations, Law, Linguistics, Music, Philosophy, Political Sciences, Public Policy and Global Affairs, Anthropology, History, and English Language and Literatures.

Consultations

The following graph shows that enrolment in our French language courses is the strongest of all the language programs our department offers. In fact, during the last four years, the enrolment in our French courses has increased by 27%. Unfortunately, many of our beginner students decide to leave our program after one or two years, since our current Minor is only within the reach of those who come to UBC with prior knowledge of French and who are ready to start at the 300-level. The proposed Minor in FL intends to provide a pathway to students whose starting point is at a lower level.



Students enrolled in 2020-21 courses FREN 101, 102, 111, 112, 122, 123, 224, 225 and 330 (i.e., the language courses) were surveyed October 7-21, 2020 about their interest in this proposed Minor in FL program. Students registered in these particular courses were targeted because they could potentially enroll in the proposed Minor. Out of 2,514 students surveyed, 350 students (14%) responded. The survey data collected (see attached Appendix) shows student interest for the proposed Minor in FL. 78% of students who responded felt that the set of courses included in the proposed Minor was *very good* or *good* (answer options included *okay*, *poor*, and *very poor*—in that order). 77% of students who responded felt this new Minor would help them achieve their academic and/or professional goals at UBC (answer options were *yes* and *no*). Below are selected student responses that demonstrate positive support for the proposed program:

“This proposal makes me so happy! I really wanted to pursue a French minor, but I wanted to focus on communication rather than literature and culture...I am absolutely certain that it would be very popular, and I’d like to thank you for looking into this option!”

“I think that the selection of required courses is very balanced and I would definitely consider a minor in French if this is what it would entail”

“Some courses in the French studies minor are quite nuanced; the ones listed for the new minor seem much more practical towards using French outside academia”

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

- Department of English Language & Literatures
- Department of Central, Eastern, & Northern European Studies
- Department of Asian Studies
- Department of Classical, Near Eastern, and Religious Studies

In addition, all UBC-V Faculty of Arts units, and UBC-O Faculty of Creative and Critical Studies were given the opportunity to review and respond to this proposal through an open consultation sent November 2020.

French Curriculum Development Committee (2017-2020)

Dr. Joël Castonguay-Bélanger (Head), Associate Professor, Department of French, Hispanic & Italian Studies

Dr. Farid Laroussi, Associate Professor, Department of French, Hispanic & Italian Studies

Dr. Robert Miller, Lecturer, Department of French, Hispanic & Italian Studies

Dr. Patrick Moran, Assistant Professor, Department of French, Hispanic & Italian Studies

Dr. Michael O'Hagan, Lecturer (2017-2019), Department of French, Hispanic & Italian Studies

Dr. Christine Rouget, Assistant Professor, Department of French, Hispanic & Italian Studies

Course Requirements

A Minor in French Language requires the completion of a total of 30 credits as follows:

Lower-Level Requirements

6 credits of required courses:

FREN 201 (3) Elementary French I

FREN 202 (3) Elementary French II

Upper-Level Requirements

18 credits of required courses:

FREN 301 (3) Intermediate French I

FREN 302 (3) Intermediate French II

FREN 311 (3) Introduction to Literature in French

FREN 352 (3) French Grammar

FREN 401 (3) Upper Intermediate French I

FREN 402 (3) Upper Intermediate French II

6 credits from the following:

FREN 321 (3) Critical Writing

FREN 330 (3) Introduction to Quebec Literature

FREN 331 (3) Arts, Cultures and Society from the Middle Ages to the Revolution

FREN 341 (3) Arts, Cultures and Society from Romanticism to the Present Day

FREN 346 (3) French at Work

FREN 353 (3) Advanced French Grammar

FREN 370 (3) Introduction to French Linguistics

*See proposed Minor in FL diagram at end of Executive Summary. Some of these courses are under review; precise titles are subject to change.

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

Dr. Joël Castonguay-Bélanger, Associate Professor of French

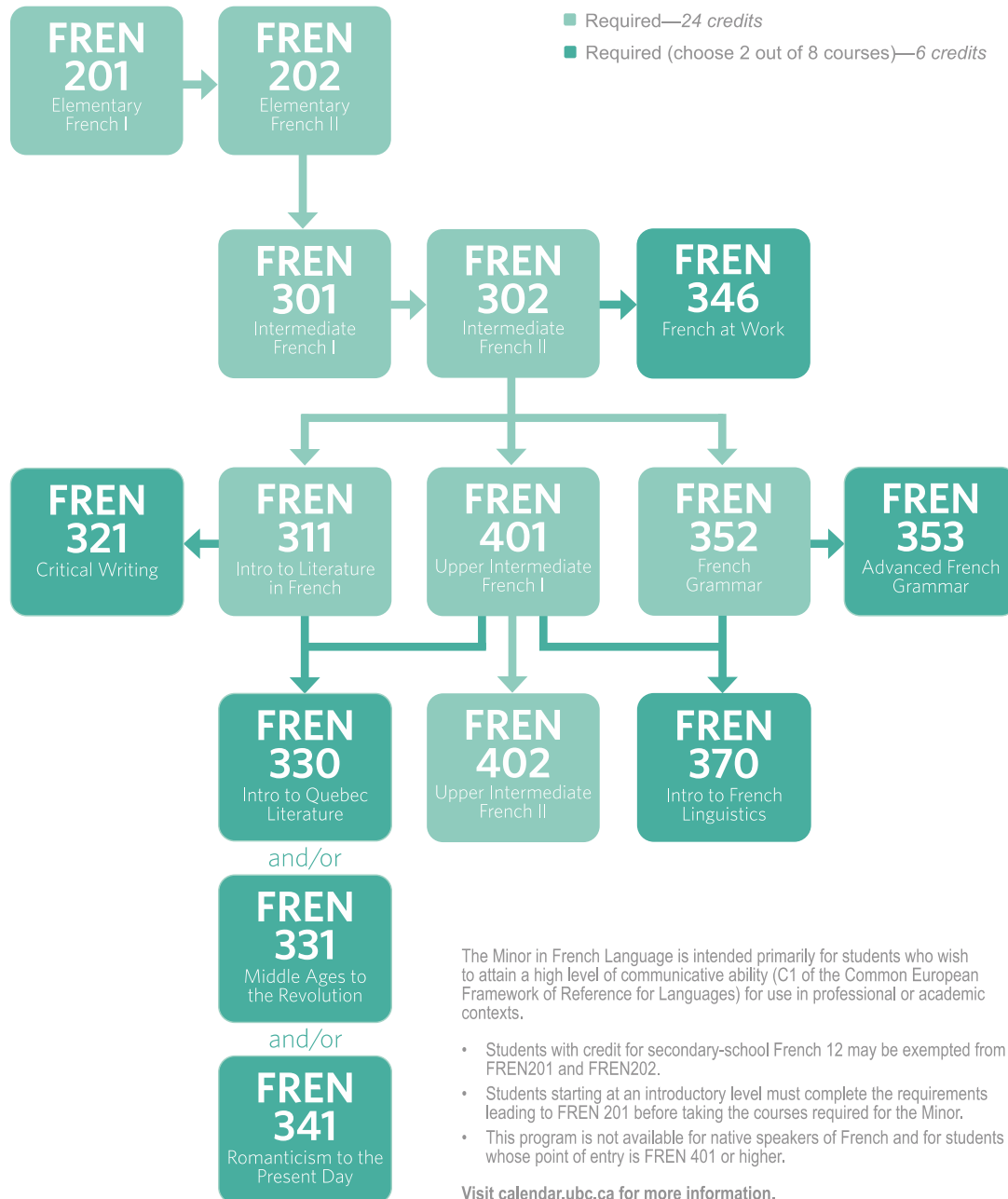
joel.cb@ubc.ca

604-822-4000

Dr. Min Ji Kang, Student Programs Coordinator

fhis.undergrad@ubc.ca

MINOR IN FRENCH LANGUAGE



RGST: Program in the Study of Religion*New Honours emphasis – Proposal for Calendar Entry*

<p>Category: 1 Faculty: Arts Department: RGST Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: 2020-09-21 Contact Person: Jessica Main, Sabina Magliocco Phone: 604-822-9305 Email: mainjess@mail.ubc.ca sabina.magliocco@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Program in the Study of Religion</p> <p>Proposed Calendar Entry: <i>Program in the Study of Religion</i> The Program in the Study of Religion is an interdisciplinary undergraduate program that includes a major, minor and Honours. It offers students an opportunity to study a variety of religions from a number of disciplinary perspectives, incorporating different regions and historical periods, while allowing students to specialize in religious traditions of their choice.</p> <p><i>Major in the Study of Religion</i></p> <p>The Program consists of five core courses (three lower-level and two upper-level), supplemented by courses distributed between different areas of study. Students must take three core RGST courses, one RELG course in the Department of Classical, Near Eastern and Religious Studies and one ASIA course in the Department of Asian Studies, and a number of courses from the broader list of other departments (Art History, Visual Art and Theory, Anthropology, etc.) which you can find on our program website. Students select their courses with the help of a program advisor.</p> <p>[...]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,103</p> <p>Present Calendar Entry: <i>Program in the Study of Religion</i> The Program in the Study of Religion is an interdisciplinary undergraduate program that includes a major and minor. It offers students an opportunity to study a variety of religions from a number of disciplinary perspectives, incorporating different regions and historical periods, while allowing students to specialize in religious traditions of their choice.</p> <p>The Program consists of five core courses (three lower-level and two upper-level), supplemented by courses distributed between different areas of study. Students must take three core RGST courses, one RELG course in the Department of Classical, Near Eastern and Religious Studies and one ASIA course in the Department of Asian Studies, and a number of courses from the broader list of other departments (Art History, Visual Art and Theory, Anthropology, etc.) which you can find on our program website.</p> <p><i>Major in the Study of Religion</i></p> <p>Students select their courses with the help of a program advisor.</p> <p>[...]</p> <p><i>Minor in the Study of Religion</i></p>

<p>Honours in the Study of Religion</p> <p>The Honours program is open to outstanding students and is mainly intended for those students who plan to pursue graduate studies. Admission to the Honours program is by permission of the Honours Program Coordinator for the Program in the Study of Religion (PiR) and requires that students demonstrate a strong overall performance in RGST courses and courses that are included in the list of approved courses for credit towards a Major in the Study of Religion (e.g., ASIA, ANTH, CNERS, PHIL, RELG). For a list of approved courses in each of the four program Areas, please see the Program in the Study of Religion website. Students are expected to maintain a 76% average in the program.</p> <p>Lower-level Requirements</p> <p>As for the Major in the Study of Religion.</p> <p>Upper-level Requirements</p> <p>Students must complete 48 credits at the upper level:</p> <ul style="list-style-type: none"> • RGST 300 (3) Theory and Method in the Study of Religion • RGST 400 (3) Advanced Seminar in the Study of Religion • RGST 499 (6) Honours Thesis • 6 credits in Area A (Religion in the Contemporary World) • 6 credits in Area B (Religious Cultures and Expressions) • 6 credits in Area C (Religious Histories) • 3 credits in Area D (Theory and Method) • 15 additional credits in any of the four Areas 	<p>[...]</p> <p>Type of Action: Create new Honours program within the Program in the Study of Religion.</p> <p>Rationale for Proposed Change: In December 2019, UBC Senate approved a proposal to update the major and minor program of Religion, Literature and the Arts (RGLA) to the current Program in the Study of Religion (RGST). The program update included the addition of three new RGST courses and a renewed structure that aligned the program more clearly to the original goal of studying religion from an interdisciplinary perspective. The redesign of the program enables scholarly expertise in Religious Studies from across the diverse Faculty of Arts to be united thoughtfully under the new structure. At the time the program update was submitted, the Honours program, proposed here, and the 6-credit thesis course (accompanying proposal) were not ready to submit.</p> <p>The RGST program requires a core “spine” of 3 classes (RGST 200, 300 and 400) that expose students to a scaffolded knowledge set on approaches to religion, and theory and methods in the study of religion. In addition to the core spine, students choose courses from different areas of study and disciplines from main categories (Religion in the Contemporary World, Religious Cultures and Expressions, Religious Histories, Theory and Method) for exposure to a variety of perspectives.</p> <p>The Advanced Seminar in the Study of Religion, taken in the senior year, is a variable-topic seminar (RGST 400) taught by a specialist in the study of religion, which presents students with an opportunity to pursue independent research on a topic under the guidance of an expert. The proposed RGST Honours program goes on to provide students with the opportunity to pursue further independent research in a chosen topic, allowing students maximum independence in crafting an undergraduate thesis under the guidance of the RGST Chair and advisors. We believe that adding an Honours option to the RGST program will allow interested students to delve further into interdisciplinary perspectives on the study of religion – from social science and humanistic disciplines – offered within the Faculty of Arts at UBC.</p>
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<p>For a list of approved courses in each of the four program Areas, please see the Program in the Study of Religion website.</p> <p><i>Minor in the Study of Religion</i></p> <p>[...]</p>	<p>We anticipate student demand for Honours from those in the major who wish to pursue graduate studies in religion and want to deepen their knowledge of a subject and demonstrate ability to do independent research. Based on advising sessions from this past year between the RGST Chair and students, several students have said they are interested in pursuing an Honours. This proposal offers these interested students a recognizable research-intensive opportunity.</p> <p><i>Note: A Category 1 proposal for RGST 499 (6) Honours Thesis is included in this report.</i></p> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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UNDERGRADUATE – NEW COURSES

FREN – Department of French, Hispanic and Italian Studies (FHIS)

FREN 311 (3) Introduction to Literature in French

<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22</p>	<p>Date: September 1, 2020 Contact Person: Vincent Gélinas-Lemaire (Course Author) and Min Ji Kang Phone: Email: vincent.gelinas-lemaire@ubc.ca and fhis.undergrad@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FREN 311 (3) Introduction to Literature in French</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cf?code=FREN Present Calendar Entry: N/A</p>

<p>Critical reading of foundational literary texts in French from genres of prose fiction, non-fiction, poetry, and theatre.</p> <p><i>Prerequisite:</i> One of FREN 123 or FREN 302 or assignment based on placement test.</p>	<p>Type of Action: New Course</p> <p>Rationale for Proposed Change: FREN 311 is a new course proposed as part of an update to our French programs. This course will be required for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming), as well as the new proposed Minor in French Language. FREN 311 will be offered every year. It will be the first literature course entirely taught in French that students will encounter during their program, hence the use of “Introduction” in the title for a 300-level course. The required prerequisites will sufficiently prepare students for the amount of writing in this course.</p> <p>In order to create a clearer pathway through the program, the content of our current introductory literature courses FREN 220 (Introduction to Early French Literature and to Textual Analysis) and FREN 221 (Introduction to Modern Literature written in French and to Textual Analysis) was redeveloped and included in a new group of required courses. FREN 311 is being proposed as part of this group of courses that are intended to prepare students for successful completion of their remaining upper-level courses. (See note at end of Rationale to delete FREN 220 and 221 in the future.)</p> <p>FREN 311 is a reading-focused course that will introduce students to four different literary genres in French, as a means to develop their understanding and appreciation of French literature. Students will study a corpus that establishes a fundamental background for prose fiction, non-fiction, poetry and theatre. Students will learn how to approach these texts critically, how to observe the particularities of their form and content, and how to communicate these observations cogently and persuasively. As such, this course aims to equip the students with the vocabulary and concepts necessary to pursue their studies of literature with confidence and adapt to</p>
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	<p>the specific requirements and expectations of more advanced classes in the department.</p> <p>This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming report include a program name change to <i>French Language, Literature and Culture</i>. The updates are designed to reflect important changes in the discipline. In addition, these changes intend to better meet the students' needs and demands by increasing the variety of courses offered and providing students with more flexibility in their course selection.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>A Category 1 proposal for a new Minor in French Language is included in this report.</i> • <i>Category 2 proposals to delete FREN 220 and FREN 221 are forthcoming.</i> • <i>Prerequisite note: A Category 2 proposal to renumber FREN 123 to FREN 302 is submitted in the Faculty of Arts October Category 2 report.</i> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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FREN 321 (3) Critical Writing

<p>Category: 1 Faculty: Arts</p> <p>Department: Dept of French, Hispanic & Italian Studies</p> <p>Faculty Approval Date: Nov. 19, 2020</p>	<p>Date: September 1, 2020</p> <p>Contact Person: Joël Castonguay-Bélanger (Course Author) and Min Ji Kang</p> <p>Phone:</p>
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Effective Session (W or S): W Effective Academic Year: 2021-22	Email: joel.cb@ubc.ca and fhis.undergrad@ubc.ca
<p>Proposed Calendar Entry:</p> <p>FREN 321 (3) Critical Writing Practical tools for university-level writing in French. Apply stylistic devices and rhetorical structures to form questions and arguments, analyse literary and cultural objects, and produce a variety of essay genres.</p> <p><i>Prerequisite:</i> One of FREN 220, FREN 221 or FREN 311.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: FREN 321 is a new course proposed as part of an update to our French programs. This course will be required for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming), and it will be an optional course for those enrolled in the proposed Minor in French Language. FREN 311 will be offered every year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French.</p> <p>In order to create a clearer pathway through the program, the content of our current introductory literature courses – FREN 220 (Introduction to Early French Literature and to Textual Analysis) and FREN 221 (Introduction to Modern Literature written in French and to Textual Analysis) – was redeveloped and included in a new group of required courses. FREN 321 is being proposed as part of this group of courses that are intended to prepare students for successful completion of their remaining upper-level courses. (See note at end of Rationale to delete FREN 220 and 221 in the future.)</p> <p>FREN 321 will provide advanced training in writing a variety of types of papers in French. Emphasis will be placed on writing that requires the student to think critically and creatively, support generalizations, and appropriately acknowledge sources of information. Students will be introduced to art of revision, focusing on the formal study of usage and grammar, the mastery of rhetorical strategies, and the careful</p>

reading of academic and non-academic texts as models. This course will give students the tools to encounter the various stages of the writing process with confidence (brainstorming, gathering evidence, considering audience, drafting, revising, editing, and proofreading). At the end of the course, students will be able to produce a variety of expository essays, abstracts, and critical analysis about various cultural objects including film.

This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming report include a name change to *French Language, Literature and Culture*. The updates are designed to reflect the most recent changes in the discipline. In addition, these changes intend to better meet the students' needs and demands by increasing the variety of courses offered and providing students with more flexibility in their course selection.

Notes:

- *A Category 1 proposal for a new Minor in French Language is included in this report.*
- *Category 2 proposals to delete FREN 220 and FREN 221 are forthcoming.*
- *Prerequisite note: A Category 1 proposal for FREN 311 is included in this report.*

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**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.)

FREN 331 (3) Arts, Cultures and Society from the Middle Ages to the Revolution

<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22</p>	<p>Date: September 24, 2020 Contact Person: Min Ji Kang (Course Author: Patrick Moran) Phone: Email: fhis.undergrad@ubc.ca, patrick.moran@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FREN 331 (3) Arts, Cultures and Society from the Middle Ages to the Revolution Exploration of early French culture and literature from the Middle Ages to the close of the Early Modern period and the French Revolution; the impact of society on the arts and vice versa.</p> <p><i>Prerequisite:</i> FREN 311 and one of FREN 224 or FREN 401</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: FREN 331 is a new course proposed as part of an update to our French programs. This course will be required for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming), and it will be an optional course for those enrolled in the proposed Minor in French Language. FREN 331 will be offered every year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French.</p> <p>Structured in the format of a survey course, FREN 331 offers a historical exploration of French literature and, more generally, French cultures, from the earliest French texts to the Revolution of 1789, through the lens of social, economic and political evolution. The emphasis is on the impact of historical events and trends on culture and, conversely, on the sociopolitical uses and consequences of culture. Though this is a literature course first and foremost, the other arts (especially painting, architecture and music) will also receive attention.</p> <p>This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming report, include a name change to</p>

	<p><i>French Language, Literature and Culture.</i> The updates are designed to reflect important changes in the discipline. In addition, these changes intend to better meet the students' needs and demands by increasing the variety of courses offered and providing students with more flexibility in their course selection.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>A Category 1 proposal for a new Minor in French Language is included in this report.</i> • <i>Prerequisite note: A Category 1 proposal for FREN 311 is included in this report.</i> • <i>Prerequisite note: A Category 2 proposal for FREN 401 (renumbering the existing course FREN 224) has been submitted in the Faculty of Arts October Category 2 Report.</i> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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FREN 341 (3) Arts, Cultures and Society from Romanticism to the Present Day

<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22</p>	<p>Date: September 24, 2020 Contact Person: Min Ji Kang (Course Author: Patrick Moran) Phone: Email: fhis.undergrad@ubc.ca, patrick.moran@ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cf?code=FREN</p>

<p>FREN 341 (3) Arts, Cultures and Society from Romanticism to the Present Day Exploration of modern and contemporary French culture and literature from the early 19th century to the present day; the impact of society on the arts and vice versa.</p> <p><i>Prerequisite:</i> FREN 311 and one of FREN 224 or FREN 401</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: FREN 341 is a new course proposed as part of an update to our French programs. This course will be required for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming), and it will be an optional course for those enrolled in the proposed Minor in French Language. FREN 341 will be offered every year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French.</p> <p>Structured in the format of a survey course, FREN 341 offers a historical exploration of French literature and, more generally, French culture, from the Romantic Era to the present day, through the lens of social, economic and political evolution. The emphasis is on the impact of historical events and trends on culture and, conversely, on the sociopolitical uses and consequences of culture. Though this is a literature course first and foremost, the other arts (especially painting, architecture, cinema, TV and music) will receive more attention than usual in such a context.</p> <p>This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming report, include a name change to <i>French Language, Literature and Culture</i>. The updates are designed to reflect important changes in the discipline. In addition, these changes intend to better meet the students' needs and demands by increasing the variety of courses offered and providing students with more flexibility in their course selection.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>A Category 1 proposal for a new Minor in French Language is included in this report.</i>
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	<ul style="list-style-type: none"> • <i>Prerequisite note: A Category 1 proposal for FREN 311 is included in this report.</i> • <i>Prerequisite note: A Category 2 proposal for the prerequisite FREN 401 (renumbering the existing course FREN 224) has been submitted in the Faculty of Arts October Category 2 Report.</i> <input type="checkbox"/> 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. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)
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FREN 352 (3) French Grammar

Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: September 1, 2020 Contact Person: Christine Rouget (Course Author) and Min Ji Kang Phone: Email: christine.rouget@ubc.ca and fhis.undergrad@ubc.ca
Proposed Calendar Entry: FREN 352 (3) French Grammar Principles of grammar theory and contextualized French grammatical concepts. Emphasis on terminology and analysis of grammatical issues. Aligned with CEFR level B2 objectives. <i>Prerequisite:</i> One of FREN 123 or FREN 302 or assignment based on placement test.	URL: http://www.calendar.ubc.ca/vancouver/courses.cf?code=FREN Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: FREN 352 is a new course proposed as part of an update to our French programs. This course will be required for all students the Major, Minor and Honours programs (proposal forthcoming), as

	<p>well as the new proposed Minor in French Language. FREN 352 will be offered every year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French.</p> <p>FREN 352 is intended to prepare students for the advanced analysis of the structures of the French language proposed in our current FREN 353 French Grammar course. We have proposed FREN 352 be titled French Grammar and FREN 353 be changed from French Grammar to <i>Advanced French Grammar</i> (See note at end of Rationale).</p> <p>In order to create a clearer pathway through the program, the content of our current preparatory courses for the formal study of French grammar – FREN 222 (French Language and Style I) and FREN 223 (French Language and Style II) -- was redeveloped and included in a new group of required courses. FREN 352 is being proposed as part of this group of courses that are intended to prepare students for successful completion of their remaining upper-level courses. FREN 352 will specifically prepare students for FREN 353. (See note at end of Rationale to delete FREN 220 and 221 in the future.)</p> <p>FREN 352 will teach students to apply theoretical concepts to grammar exercises and other tasks such as written production (writing workshops, at-home writing assignments) and close reading of literary texts (grammar in context). They will acquire the basics of <i>analyse logique</i> (parsing), a tool aimed at increasing students' comprehension and production of complex sentences, and gain confidence in their reading of challenging French authors as well as in their own written production.</p> <p>This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming report include a name change to <i>French Language, Literature and Culture</i>. The updates are designed to reflect important changes in the</p>
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	<p>discipline. In addition, these changes intend to better meet the students' needs and demands by increasing the variety of courses offered and providing students with more flexibility in their course selection.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>A Category 1 proposal for a new Minor in French Language is included in this report.</i> • <i>A Category 2 request to rename FREN 353 has been submitted in the Faculty of Arts November Category 2 Report.</i> • <i>Category 2 proposals to delete FREN 222 and FREN 223 are forthcoming.</i> • <i>Prerequisite note: A Category 2 proposal to renumber FREN 123 to FREN 302 is submitted in the Faculty of Arts October Category 2 report.</i> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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HIST – Department of History*HIST 110 (3) History of Global Migration*

Category: 1 Faculty: Arts Department: History Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-2022	Date: 17 August 2020 Contact Person: Benjamin Bryce (Course author) and Bradley Miller (Undergraduate Chair) Phone: (604) 822-5162 Email: ben.bryce@ubc.ca and brmiller@mail.ubc.ca
Proposed Calendar Entry:	URL:

<p>HIST 110 (3) History of Global Migration Explores the mass migration of people in the modern world through a global perspective. Industrial and export-oriented economies in the mid-nineteenth century to contemporary issues of border regulation and refugees.</p>	<p>http://www.calendar.ubc.ca/vancouver/courses.cf?code=HIST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course seeks to address a theme of great interest and importance in today's society – and one of enormous importance to our students. It is a course taught at many universities across Canada and the United States, and we expect the course will appeal to students across the university.</p> <p>The course speaks to the departmental goal of adding more global courses to the curriculum as our discipline shifts away from nation-centric narratives. This revision supports the goals of the Arts Strategic Plan, especially strategies 4 (Educational Excellence & Renewal), 8 (Public Relevance), and 11 (International Engagement). Making this a permanent course rather than Hist 104, a topics course, will also allow Global Migration to be a permanent fixture for the IR major and contribute to the courses listed under the UBC Migration Cluster.</p> <p>This course would also be excellent preparation for future courses in History, though we do not anticipate making it a prerequisite for the major. As a 100-level course, it would count towards the 12 credits of lower level courses required of our majors and introduce students to both historiographic analysis and primary source analysis.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</p>
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	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)
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HIST 201 (3) History Through Photographs

Category: 1 Faculty: Arts Department: History Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: 3 September 2020 Contact Person: Kelly McCormick (Course author) and Bradley Miller (Undergraduate Chair) Phone: 604-822-5161 Email: kelly.mccormick@ubc.ca and brmiller@mail.ubc.ca
Proposed Calendar Entry: HIST 201 (3) History Through Photographs The discipline of history through the study of photographs. Explores themes such as colonialism, orientalism, the mass media, representations of gender and sexuality, and protest through photographic evidence.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=HIST Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: This course adds to the Department of History's repertoire of methods courses (including oral history and public history) to focus on the craft of making historical arguments with photographs as our sources. This course offers students across disciplines an innovative orientation to the ways in which photographs can be used as part of the process of historical inquiry through analysis of their modes of representation and their modes of dissemination of information. With its engagement with questions of expanding the possibilities for what counts as evidence in research, this course would also be excellent preparation for future courses in History, though we don't anticipate making it a prerequisite for the major. As a 200-level course, though, it would count towards the 12 credits of lower level courses required of our majors.
	<input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)

	<p>(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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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HIST 340 (3) Histories of the American West

<p>Category: 1 Faculty: Arts Department: History Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-2022</p>	<p>Date: 4 September, 2020 Contact Person: Coll Thrush (Course author) and Bradley Miller (Undergraduate Chair) Phone: 778 237 8296 Email: coll.thrush@ubc.ca and brmiller@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 340 (3) Histories of the American West “Frontier” ideologies in relation to race, gender, class, sexuality. Place-making and historical narrative in and about the western part of the United States.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=HIST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course has run successfully twice under our department’s course code for ‘Topics in U.S. History.’ However, our ‘Topics in’ classes frequently under-enroll, because it isn’t immediately clear to students what is the particular being discussed. Having a permanent number and in-catalog course description will enhance enrolment. This course will serve as a parallel to existing courses on the Canadian West and British Columbia. It also builds on our offerings in American history by drawing on the research and teaching expertise of current faculty.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>(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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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HIST 383 (3) Foundations of Sikh Traditions

<p>Category: 1 Faculty: Arts Department: History Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: 21 August 2020 Contact Person: Anne Murphy (Course author) and Bradley Miller (Undergraduate Chair) Phone: 778-985-5645 Email: anne.murphy@ubc.ca and brmiller@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 383 (3) Foundations of Sikh Traditions Sikh religious beliefs, practices, institutions, and thought. Emphasis on the history of the Sikh Gurus and their writings, and the larger social and cultural forces within which the tradition developed.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=HIST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create 3 credit course which, together with the proposed course HIST 384, will cover the same learned outcomes of HIST 389 (6) The Sikhs: History, Religion and Society.</p> <p>Rationale for Proposed Change: HIST 389 (6) The Sikhs: History, Religion and Society has been listed in the UBC Calendar since 2004 but has never been offered. We would like to now offer this course but in the form of two 3-credit courses: HIST 383 and HIST 384.</p> <p>Many, but not all, 6-credit classes in the Department of History at the 300-level have been broken into 2 3-credit classes. We are proposing to split this course into two courses in keeping with this trend, to enable students greater flexibility in choosing their courses in accordance with their</p>

	<p>interests. In addition, it draws on the course author's experience teaching a 3-credit class on the Sikh tradition that attempted to cover the entirety of Sikh tradition. That was untenable, and so it is clear that what is needed is not a single 3-credit course on the Sikh tradition, but instead two 3-credit courses that would parallel closely the content of the existing course, HIST 389.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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HIST 384 (3) The Making of Modern Sikhism

<p>Category: 1 Faculty: Arts Department: History Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: 21 August 2020 Contact Person: Anne Murphy (Course author) and Bradley Miller (Undergraduate Chair) Phone: 778-985-5645 Email: anne.murphy@ubc.ca and brmiller@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 384 (3) The Making of Modern Sikhism Historical, social, and cultural forces that shaped Sikh religious beliefs, practices, institutions, and thought in the modern period, including both colonial and post-colonial contexts and the transnational Sikh community.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=HIST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create 3 credit course which, together with HIST 383, will cover the same learning outcomes of HIST 389 (6).</p> <p>Rationale for Proposed Change:</p>

	<p>HIST 389 (6) The Sikhs: History, Religion and Society has been listed in the UBC Calendar since 2004 but has never been offered. We would like to now offer this course but in the form of two 3-credit courses: HIST 383 and HIST 384.</p> <p>Many, but not all, 6-credit classes in the Department of History at the 300-level have been broken into 2 3-credit classes. We are proposing to split this course into two courses in keeping with this trend, to enable students greater flexibility in choosing their courses in accordance with their interests. In addition, it draws on the course author's experience teaching a 3-credit class on the Sikh tradition that attempted to cover the entirety of Sikh tradition. That was untenable, and so it is clear that what is needed is not a single 3-credit course on the Sikh tradition, but instead two 3-credit courses that would parallel closely the content of the existing course, HIST 389.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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JAPN – Department of Asian Studies (ASIA)*JAPN 465 (3) Japanese Media and Translation*

<p>Category: 1 Faculty: Arts</p> <p>Department: Asian Studies</p> <p>Faculty Approval Date: Nov. 19, 2020</p> <p>Effective Session (W or S): W</p> <p>Effective Academic Year: 2021</p>	<p>Date: September 28, 2020</p> <p>Contact Person: Sheryl Lim (Course Authors: Saori Hoshi and Ayaka Yoshimizu)</p> <p>Phone: 2-0019</p>
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	Email: sheryl.lim@ubc.ca ; saori.hoshi@ubc.ca and Ayaka.Yoshimizu@ubc.ca
<p>Proposed Calendar Entry:</p> <p>JAPN 465 (3) Japanese Media and Translation Emphasizing the development of translingual and transcultural literacies in Japanese popular media with a primary focus on film.</p> <p><i>Prerequisites/Corequisites:</i> JAPN 450, 452, 453 or 456, or placement with native or near-native Japanese proficiency</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=JAPN</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Asian Studies offers a number of courses on Asian films and visual media and they have attracted students from Asian Studies and other disciplines. However, as knowledge of Asian languages is not required for ASIA courses, all of which are taught in English, existing ASIA courses on films and visual media offer little room to examine issues related to language and translation. The proposed course fills this gap by specifically focusing on linguistic and translational aspects of Japanese media and their broader cultural, social, and political implications--the areas that have also been neglected in the fields of media studies, film studies and translation studies despite the significance of translation in enabling global circulation of media today. Situating this course with the “JAPN” course code signals that engagement with Japanese and acquisition of the language is essential part of the course.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</p>

	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)
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RGST – Program in the Study of Religion*RGST 330 (3) The Science of Religion*

Category: 1 Faculty: Arts Department: Program in the Study of Religion Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: 10/9/2019 Contact Person: Sabina Magliocco (Chair) and Edward Slingerland (Course author) Phone: 2-6798 Email: sabina.magliocco@ubc.ca ; edward.slingerland@gmail.com
Proposed Calendar Entry: RGST 330 (3) The Science of Religion Explaining religious belief and practice using approaches and methodologies from evolutionary and cognitive science. Topics include gene-culture coevolution, ritual and supernatural belief, religion in groups, and digital humanities techniques. <i>Prerequisite:</i> RGST 200	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=RGST Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: What is religion? Why do human beings have it? Why does religion take the forms that it does, and how does it relate to spirituality? Can science explain the dynamics of the history of human religiosity? RGST 330 is an elective in Area D (Theories and Methods) in the Program for the Study of Religion (RGST). It is also open to students in other Arts disciplines with an interest in cognitive approaches to religion. It is designed to examine religion as a naturalistic phenomenon—something that can be studied and better understood using the tools of science, drawing on new advances from various fields. Topics to be covered will include traditional and contemporary theories of religion, with a special emphasis on cultural evolutionary models.

	<p>Religious belief and practice emerge naturally from the structure of human psychology, and have an important impact on the structure of societies, the clash of civilizations and the ability of human beings to cooperate effectively. The course will appeal to students interested in the questions of where religion comes from, why it continues to play such a large role in human lives and current affairs, and what its future might be, and how these questions can be approached using particular theories and methods.</p> <p>We believe this course will be an important addition to the new RGST program and help to make it distinctive from similar programs in North America and Europe. Given UBC's strengths and leadership in the field of cognitive science of religion, and the fact that it is home to the new Database of Religious History (DRH; religiondatabase.org) project, it makes sense for the university to make this course available to students.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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RGST 499 (6) Honours Thesis

Category: 1 Faculty: Arts Department: RGST Faculty Approval Date: Nov. 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 2020-09-21 Contact Person: Jessica Main (Course author) and Sabina Magliocco (Chair) Phone: 604-822-9305 Email: mainjess@mail.ubc.ca sabina.magliocco@ubc.ca
Proposed Calendar Entry: RGST 499 (6) Honours Thesis Undergraduate thesis on a subject in the study of religion. Restricted to students admitted to the Honours Program in the Study of Religion.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=RGST Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This proposal is to create a 6 credit, full year course for students in the proposed Honours program in the Study of Religion. The program currently offers a Major and a Minor. We anticipate student demand from those in the major who wish to pursue graduate studies in religion and want to deepen their knowledge of a subject and demonstrate ability to do independent research. Similar to a directed studies/reading course or independent study, students meet with their supervisor regularly but do not attend lectures or seminars. Before registration, and with the help of the Program Chair, a student will have identified an undergraduate thesis advisor, discussed subjects for their Honours Thesis, and submitted a proposal to the Honours Program Coordinator. Students meet approximately once every 2 weeks with their supervisor to discuss sources, bibliography, and issues of content and argument. Preliminary research on the chosen topic should be completed by mid-term. Early in the second term, the

	<p>student should submit for approval a detailed outline of the thesis to the supervisor. The finished essay is due at the end of the second term. The student submits their thesis to their supervisor and a second reader, normally an instructor in the program with relevant expertise, chosen by the student and supervisor together, for grading. There is no oral defense. The grade given to the Honours Thesis serves as the final grade for this course and should normally be above 76%.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Based on instructions from the Senate office, this Category 1 proposal for a new Honours Thesis course does not require the approval of a sample syllabus, as per the policy described on p. 27-29 of the 2019 curriculum guidelines for Special Topics/ Directed Study Courses.</i> • <i>This proposal is submitted at the same time as a Category 1 proposal for an Honours in the Study of Religion.</i> <p><input type="checkbox"/> 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.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Commerce Faculty Approval Date: 2020 May 5 Effective Session: W Effective Academic Year: 2021	Date: 2020 Apr 30 Contact Person: Kin Lo Phone: 2-8430 Email: kin.lo@sauder.ubc.ca
Proposed Calendar Entry: Degree Requirements Effective September 1, 2014, the following requirements represent the core courses of the Bachelor of Commerce (B.Com.) program. In addition, students in third year must select an option and complete the specific option program requirements set out below. Students who were initially registered in the B.Com. program prior to September 1, 2014, should consult the Undergraduate Office regarding the requirements to complete the program. Students completing the B.Com. with a Combined Major in Business and Computer Science should refer to the degree requirements listed under the Business and Computer Science-Combined Major option. A student transferring from another university or college may be granted transfer credit for a maximum of 50% of degree requirements. Of the 50% of the degree requirements that are to be completed while registered in the Bachelor of Commerce program, 30 credits must be upper-level commerce courses including commerce core courses and option core courses.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,133 Present Calendar Entry: Degree Requirements Effective September 1, 2014, the following requirements represent the core courses of the Bachelor of Commerce (B.Com.) program. In addition, students in third year must select an option and complete the specific option program requirements set out below. Students who were initially registered in the B.Com. program prior to September 1, 2014, should consult the Undergraduate Office regarding the requirements to complete the program. Students completing the B.Com. with a Combined Major in Business and Computer Science should refer to the degree requirements listed under the Business and Computer Science-Combined Major option. A student transferring from another university or college may be granted transfer credit for a maximum of 50% of degree requirements. Of the 50% of the degree requirements that are to be completed while registered in the Bachelor of Commerce program, 30 credits must be upper-level commerce courses including commerce core courses and option core courses.

Bachelor of Commerce <div style="background-color: #d9e1f2; padding: 2px;">First Year</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>ENGL 112¹</td><td style="text-align: right;">3</td></tr> <tr><td>ECON 101/102</td><td style="text-align: right;">6</td></tr> <tr><td>COMM 101</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>COMM 290</td><td style="text-align: right;">3</td></tr> <tr><td>COMM 291¹</td><td style="text-align: right;">3</td></tr> <tr><td>COMM 292¹</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>MATH 104²</td><td style="text-align: right;">3</td></tr> <tr><td>Non-Commerce electives³</td><td style="text-align: right;">6</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">30</td></tr> </table> <div style="background-color: #d9e1f2; padding: 2px;">Second Year</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>COMM 202</td><td style="text-align: right;">1</td></tr> <tr><td>COMM 293, 294, 298</td><td style="text-align: right;">9</td></tr> </table>	ENGL 112 ¹	3	ECON 101/102	6	COMM 101	3			COMM 290	3	COMM 291 ¹	3	COMM 292 ¹	3			MATH 104 ²	3	Non-Commerce electives ³	6	Total Credits	30	COMM 202	1	COMM 293, 294, 298	9	Bachelor of Commerce <div style="background-color: #d9e1f2; padding: 2px;">First Year</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>ENGL 112¹</td><td style="text-align: right;">3</td></tr> <tr><td>ECON 101/102</td><td style="text-align: right;">6</td></tr> <tr><td>COMM 101</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>COMM 290</td><td style="text-align: right;">3</td></tr> <tr><td>COMM 291</td><td style="text-align: right;">3</td></tr> <tr><td>COMM 292</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>MATH 104²</td><td style="text-align: right;">3</td></tr> <tr><td>Non-Commerce electives³</td><td style="text-align: right;">6</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">30</td></tr> </table> <div style="background-color: #d9e1f2; padding: 2px;">Second Year</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td>COMM 202⁴</td><td style="text-align: right;">1</td></tr> <tr><td>COMM 293, 294, 298</td><td style="text-align: right;">9</td></tr> </table>	ENGL 112 ¹	3	ECON 101/102	6	COMM 101	3			COMM 290	3	COMM 291	3	COMM 292	3			MATH 104 ²	3	Non-Commerce electives ³	6	Total Credits	30	COMM 202 ⁴	1	COMM 293, 294, 298	9
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COMM 295 ⁴	3	COMM 295 ⁴	3
COMM 203, 204, 205, and 296 ⁵	12	COMM 203, 204, 205, and 296 ⁵	12
Non-Commerce electives ³	6	Non-Commerce electives ³	6
Total Credits	31	Total Credits	31
Third Year		Third Year	
COMM 390 ⁶	3	COMM 390 ⁶	3
COMM 393	3	COMM 393	3
COMM 394	3	COMM 394	3
COMM 395 ⁶	3	COMM 395 ⁶	3
Options Requirements (as specified below)	6	Options Requirements (as specified below)	6
Electives ³	12	Electives ³	12
Total Credits	30	Total Credits	30
Fourth Year		Fourth Year	
One of COMM 466, 483, 491, 492, 497, 498 or an approved equivalent as listed on the BCom program website. ⁷	3	One of COMM 466, 483, 491, 492, 497, 498 or an approved equivalent as listed on the BCom program website. ⁷	3
Option requirements (as specified below)	9	Option requirements (as specified below)	9
Electives ³	18	Electives ³	18
Total Credits	30	Total Credits	30
¹ Acceptable alternatives are WRDS 150, WRDS 350, ENGL 120, ENGL 121, Coordinated Arts Program, or Arts One. ² Acceptable alternatives are MATH 184 or 100 or 180 or 102 or 120 or 110. Students planning to specialize in Economics or Computer Science must take MATH 104 and 105 (or equivalents). Students should make themselves aware of elective courses for which MATH 104 and 105 are prerequisites and plan accordingly. ³ At least 27 credits of the 42 credits of electives in the Bachelor of Commerce program must be non-Commerce with at least 12 credits at the senior level. Additional electives in third and fourth years may be either Commerce or Non-Commerce courses. See Electives for more information. ⁴ Students completing a minor in Economics should take ECON 301 and 303 instead of COMM 295. Students planning to take fourth year economics courses should be aware that these courses require ECON 301 (or ECON 304), and for certain courses, ECON 302 (or ECON 305). Students who have COMM 295 and MATH 105 may be admitted to courses requiring ECON 301/304 with permission of the Economics Department. ⁵ One or two of these courses may be deferred until third year. Students intending to take the Business Technology Option should complete COMM 205 in second year. Students intending to take the Organizational Behaviour and Human Resources Option should complete COMM 203 in second year. Students granted early entry into the Finance Option should take COMM 370 in Year 2.		¹ Acceptable alternatives are WRDS 150, WRDS 350, ENGL 120, ENGL 121, Coordinated Arts Program, or Arts One. ² Acceptable alternatives are MATH 184 or 100 or 180 or 102 or 120 or 110. Students planning to specialize in Economics or Computer Science must take MATH 104 and 105 (or equivalents). Students should make themselves aware of elective courses for which MATH 104 and 105 are prerequisites and plan accordingly. ³ At least 27 credits of the 42 credits of electives in the Bachelor of Commerce program must be non-Commerce with at least 12 credits at the senior level. Additional electives in third and fourth years may be either Commerce or Non-Commerce courses. See Electives for more information. ⁴ Students completing a minor in Economics should take ECON 301 and 303 instead of COMM 295. Students planning to take fourth year economics courses should be aware that these courses require ECON 301 (or ECON 304), and for certain courses, ECON 302 (or ECON 305). Students who have COMM 295 and MATH 105 may be admitted to courses requiring ECON 301/304 with permission of the Economics Department. ⁵ One or two of these courses may be deferred until third year. Students intending to take the Business Technology Option should complete COMM 205 in second year. Students intending to take the Organizational Behaviour and Human Resources Option should complete COMM 203 in second year.	



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⁶ One or both of these courses may be deferred until fourth year. Please note advancement requirements for promotion to fourth year.

⁷ COMM 466 and 483 are 6-credit courses, of which 3 credits are used to fulfill this requirement.

Third and Fourth Year Option Requirements

Students who complete the course of studies in any one of the following options will receive the Bachelor of Commerce: Accounting, Business Technology Management, Entrepreneurship, Finance, General Business Management, **Global Supply Chain and Logistics Management**, International Business (must be combined with another option), Marketing, **Operations and Logistics**, Organizational Behaviour and Human Resources, or Real Estate. Option requirements are listed below.

Electives

The B.Com. program elective requirements are as outlined below:

Option	Total Required Electives	Requirements
Accounting	42 credits	<ul style="list-style-type: none"> At least 15 credits, whether Commerce or non-Commerce, must be at the 300-level or higher At least 27 credits must be non-Commerce. 12 or more credits of these electives must be at the 300- or 400-level
Business Technology Management		
Entrepreneurship		
Finance		
Marketing		
Organizational Behaviour and Human Resources		
Real Estate		
General Business Management	45 credits	<ul style="list-style-type: none"> At least 18 credits, whether Commerce or non-Commerce, must be at the 300-level or higher At least 27 credits must be non-Commerce. 12 or more credits of these electives must be at the 300- or 400-level
Operations & Logistics		
Global Supply Chain and Logistics Management		
International Business	See above	<ul style="list-style-type: none"> International Business students should complete elective requirements of their first declared option as

⁶ One or both of these courses may be deferred until fourth year. Please note advancement requirements for promotion to fourth year.

⁷ COMM 466 and 483 are 6-credit courses, of which 3 credits are used to fulfill this requirement.

Third and Fourth Year Option Requirements

Students who complete the course of studies in any one of the following options will receive the Bachelor of Commerce: Accounting, Business Technology Management, Entrepreneurship, Finance, General Business Management, International Business (must be combined with another option), Marketing, Organizational Behaviour and Human Resources, **Transportation and Logistics**, or Real Estate. Option requirements are listed below.

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Business Technology Management		
Entrepreneurship		
Finance		
Marketing		
Organizational Behaviour and Human Resources		
Real Estate		
General Business Management	45 credits	<ul style="list-style-type: none"> At least 18 credits, whether Commerce or non-Commerce, must be at the 300-level or higher At least 27 credits must be non-Commerce. 12 or more credits of these electives must be at the 300- or 400-level
Transportation & Logistics		
Operations & Logistics		
Global Supply Chain and Logistics Management		
International Business	See above	<ul style="list-style-type: none"> International Business students should complete



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- outlined above
- Elective credits are also used to satisfy the option requirements for International Business¹
 - Effective 2021W and later, students will not be able to select this option. Students already in this option may continue to complete it.

¹ See [International Business](#) for more information.

Many senior-level courses require lower-level prerequisites, so students should select lower-level electives carefully. In addition, many electives are not accepted for the B.Com. Program, due to overlap with required Commerce courses. Visit the [Faculty](#) to verify electives that can be used to fulfill program requirements.

English and Business Writing Requirements

To qualify for the B.Com., students must satisfy the English and Business Writing requirement of the Faculty. To do this, students must obtain credit for ENGL 112¹ and COMM 390 with a minimum grade of 60% in each of these two courses.

¹Acceptable alternatives are WRDS 150, WRDS 350, ENGL 120, ENGL 121, Coordinated Arts Program, or Arts One

Prerequisites

The required 200-level Commerce courses generally are prerequisite to 300- and 400-level courses, and in each option it is assumed that the required 300-level courses will be taken prior to the 400-level courses.

Any student not registering for a normal sequence of courses must consult an academic advisor in the Undergraduate Office. Non-Commerce students taking Commerce courses as a part of a program should contact the Undergraduate Office for information.

- elective requirements of their first declared option as outlined above
- Elective credits are also used to satisfy the option requirements for International Business¹

¹ See [International Business](#) for more information.

Many senior-level courses require lower-level prerequisites, so students should select lower-level electives carefully. In addition, many electives are not accepted for the B.Com. Program, due to overlap with required Commerce courses. Visit the [Faculty](#) to verify electives that can be used to fulfill program requirements.

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Any student not registering for a normal sequence of courses must consult an academic advisor in the Undergraduate Office. Non-Commerce students taking Commerce courses as a part of a program should contact the Undergraduate Office for information.

Type of Action:

Revise degree requirements.

Rationale for Proposed Change:

The revisions follow recommendations in the BCom Review.

1. Add recommended course for early entry into the Finance Option.
2. Removal of references to “Transportation and Logistics” option, which was renamed “Operations and Logistics” some years ago.
3. Add “Global Supply Chain and Logistics Management” option to text (already appears in table).
4. International Business as a program option changed to a concentration (concentration created with separate form).



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Proposed Calendar Entry:

Finance

Third Year

Third year of this option requires that students complete:

- COMM 370, 371, 374

Fourth Year

Fourth year of this option requires that students complete:

- 6 credits of finance courses at the 300/400 level²

²See BCom Website for list of finance courses available to fulfill this requirement

Early Entry

Students interested in early entry into the Finance Option must complete COMM 298 and apply for entry by the end of Term 1 of the Second Year. A limited number of outstanding students will be accepted. Early entry students will complete COMM 370 in Term 2 of Second Year instead of in Third Year.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,136>

Present Calendar Entry:

Finance

Third Year

Third year of this option requires that students complete:

- COMM 370, 371, 374

Fourth Year

Fourth year of this option requires that students complete:

- 6 credits of finance courses at the 300/400 level²

²See BCom Website for list of finance courses available to fulfill this requirement

Type of Action:

Revise Option requirements to allow for the early entry into the Finance Option, following a recommendation in the BCom Review.

Rationale for Proposed Change:

The revision follow the recommendation in the BCom Program Review. Allowing for early entry into this option responds to changes in the investment banking recruiting cycle and practices.



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Proposed Calendar Entry:

General Business Management

Third and Fourth Year

Students in this option must complete:

- 15 credits of 300/400 level COMM/COHR courses, of which 6 credits are at the 400 level.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,137>

Present Calendar Entry:

General Business Management

~~Third Year~~

~~Third year of this option requires that students complete:~~

- ~~• COMM 393~~
- ~~• 3 credits from list of Year 3 Analysis Courses¹~~

~~Fourth Year~~

~~Fourth year of this option requires that students complete:~~

- ~~• 9 credits from COMM 491, 492, 494, 497, or 498, including at least 3 credits from COMM 497 or 498~~
- ~~• at least 3 credits of 300-/400-level coursework built on Analysis course taken in Year 3^{1,2}~~

¹See ~~B.Com. website~~ for list of courses to fulfill this requirement.

²~~General Business Management students are restricted to taking no more than 9 credits of coursework beyond the core in any specific option area.~~

Type of Action:

Revise option requirements.

Rationale for Proposed Change:

The revision follows recommendations in the BCom Program Review.

1. COMM 393 is a core requirement, so it is redundant as a requirement of this option.
2. Simplify requirements to create flexibility to complete this option.



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Proposed Calendar Entry:

Minors and Concentrations

Minors

-
-
-

Concentrations

Sustainability and Social Impact Concentration

...

Business Law Concentration

...

Business Analytics Concentration

...

International Business Concentration

The International Business Concentration is designed to provide students with a deeper understanding of multinational businesses and how such businesses need to work with regulations and people of different nations and cultures.

Upon successful completion of the requirements for the concentration, the notation "International Business Concentration" will be added to the transcript of academic record.

Requirements

To complete this concentration, students must:

- participate in an approved international exchange/study abroad program, and
- complete 12 credits of approved internationally oriented courses (Commerce or non-Commerce) including COMM 498.

The 12 credits also count towards fulfillment of elective requirements. If courses completed for the International Business concentration overlap with required courses in a student's chosen option, only one 3-credit course can be counted toward fulfilling both the option and concentration requirement.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,1675>

Present Calendar Entry:

Minors and Concentrations

Minors

-
-
-

Concentrations

Sustainability and Social Impact Concentration

...

Business Law Concentration

...

Business Analytics Concentration

...

Type of Action:

Create concentration.

Rationale for Proposed Change:

The revision follow the recommendation in the BCom Review to change International Business from an option to a concentration. Globalization has been integrated into the standard curriculum, reducing the need for an option in International Business. Instead of removing it altogether, it is being streamlined into a concentration. The deletion of the IB option is on a separate form.

For comparison, the requirements of the International Business option are as follows:

- participation in an approved international exchange/study abroad program
- COMM 498
- 6 credits of approved internationally related courses
- 12 credits of language study (in one language) with a minimum of 6 credits at the 300- or 400-level or 18 credits of 100-200 level language study (in one language)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2021	Date: April 16, 2020 Contact Person: Susan Reh Bosh/ Kin Lo Phone: 604 822 8825/604 822 8430 Email: susan.rehbosh@sauder.ubc.ca / kin.lo@sauder.ubc.ca
Proposed Calendar Entry: COMM 489 (6) Applied Methods in Technology Start-ups at CDL Students work with the Creative Destruction Lab team to help start-ups that are focused on science and emerging technology. Students support real companies with market analysis, customer development, financial analysis, and will see how investors make decisions. <i>Not available for Cr/D/F grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=COMM Present Calendar Entry: None Type of Action: Create new course. Rationale for Proposed Change: This course has been offered for several years as COMM 486W Special Topics in Business - CDL VENTURES. <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: black; margin-right: 10px;"></div> <div> Not available for Cr/D/F grading (undergraduate courses only) </div> </div> Rationale for not being available for Cr/D/F: Courses in the Bachelor of Commerce program are generally not available for Cr/D/F grading <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail </div> 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>Faculty: Education Department: Educational Studies Faculty Approval Date: November 19, 2020 Effective Session (W or S): S Effective Academic Year: 2021</p>	<p>Date: November 2, 2020 Contact Person: Sam Rocha Phone: 604.565.3316 Email: sam.rocha@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Society, Culture and Politics in Education</p> <p>Master of Education</p> <p>...</p> <p>Program Requirements</p> <p>The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice. It is primarily course-based. Requirements are as follows:</p> <ul style="list-style-type: none"> • EDST 509, EDST 577 and EDST 597 • One of EDUC 500, EDST 571, EDST 545, or EDST 546 • One three-credit SCPE-specific elective (e.g., EDST 502, EDST 506, EDST 570, EDST 576, EDST 578, EDST 593, EDST 596) and 12 credits of open electives • Graduating paper (EDST 590) or one other 3-credit EDST graduate course 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1231</p> <p>Present Calendar Entry:</p> <p>Society, Culture and Politics in Education</p> <p>Master of Education</p> <p>...</p> <p>Program Requirements</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).</p> <p>The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice. It is primarily course-based. Requirements are as follows:</p> <ul style="list-style-type: none"> • EDUC 500, EDST 509, EDST 577 and EDST 597 • One three-credit SCPE-specific elective (e.g., EDST 502, EDST 506, EDST 570, EDST 576, EDST 578, EDST 593) and 12 credits of open electives • Capstone course (EDST 585) or graduating paper (EDST 590) <p>Type of Action:</p>



	<ol style="list-style-type: none"> 1. Remove capstone course from program requirements. 2. Add options to research methodology course requirements. <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1. The Teacher Qualification Service has dropped its requirement that Master's programs include a capstone experience. In past years, the Capstone course, EDST 585, has been under-enrolled. Adding the option of an additional 3-credit graduate elective aligns the SCPE MEd program structure more with the ALE and HIED MEd program structure. 2. EDUC 500 (3), Research Methodology in Education, is a Faculty-wide course that focuses on the critical understanding of research methods. The Department of Educational Studies also offers the following research methods courses that provide MEd students with an equivalent overview of qualitative and quantitative methods: <ul style="list-style-type: none"> • EDST 571 (3), Educational Research: Relating Questions, Theory, and Methodology • EDST 545 (3), Indigenous Inquiry and Research • EDST 546 (3), Indigenous Methodology and Epistemology
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UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Education Department: EDCP Faculty Approval Date: Nov 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 25 th May 2020 Contact Person: Dr. David Anderson Phone: 604 822-2086 Email: david.anderson@ubc.ca
Proposed Calendar Entry: EDCP 545 (3) Educational Programming in Museums	URL: None Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: <p>This graduate level course is a core course of the Master of Museum Education (MMEd) program. As museums broaden their mandates and re-examine their relationship with communities, pedagogically robust public programming will be critical to help museums move forward. This course explores the issues, trends, theoretical, and practical approaches of public programming in museums from an educational perspective, and will help provide appreciations and realizations instrumental to museum educators' professional practices. The course has been successfully offered under a special topics number (EDCP585) on three occasions W1-2015, W1-2017, and W1-2019, as a required three credit course within the MMEd program.</p> <p><input type="checkbox"/> 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.)</p>



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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: ECPS Faculty Approval Date: Nov 19, 2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: May 11, 2020 Contact Person: Dr. Jennifer Katz Phone: 604-827-5149 Email: Jennifer.Katz@ubc.ca
Proposed Calendar Entry: EPSE 562 (3) Designing Inclusive Learning Communities: From Theory to Practice	URL: Present Calendar Entry: None Type of Action: Create New Course EPSE 562 (3) Designing Inclusive Learning Environments: From Theory to Practice Rationale for Proposed Change: EPSE 565i (special topics course code) – “Conceptions of Inclusion” has been taught as a special topics course annually since 2015. As it is a required course for students in the Supporting Inclusive Education and Learning Disabilities concentrations, it now requires a permanent course code. This course serves as the foundational course for the Supporting Inclusive Concentration, and is a pre-requisite to other courses in the concentration. It is the only course exploring the research, theory, and practice of inclusive education within the Special Education area. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> 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. </div> </div>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: ECPS Faculty Approval Date: Nov 19, 2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: December 3, 2020 Contact Person: Dr. Jennifer Katz Phone: 604-827-5149 Email: Jennifer.Katz@ubc.ca
Proposed Calendar Entry: EPSE 563 (3) Inclusive Assessment and Programming for Students Requiring Targeted Supports Co-requisite: All of EPSE 512, EPSE 562.	URL: Present Calendar Entry: None Type of Action: Creation of new course EPSE 563: Inclusive Assessment and Programming for Students Requiring Targeted Supports Rationale for Proposed Change: EPSE 563 (special topics course code) – “Inclusive Assessment and Programming for Students Requiring Targeted Supports” has been taught as a special topics course annually since 2016. As it is a required course for students in two concentrations of the MA & M.Ed. in Special Education, it now requires a permanent course code. The course explores neurodevelopmental underpinnings of learning difficulties (e.g. memory, attention) and related classroom-based assessment and programming. Focuses on developing IEPs, working with teams, coteaching, and universal and individualized supports in the inclusive classroom for students with exceptionalities. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form

Cat: 1

Change to Course or Program

Faculty: Education Department: ECPS Faculty Approval Date: November 19, 2020 Effective Session (W or S): S Effective Academic Year: 2021 - 2022	Date: January 8, 2020 Contact Person: Laurie Ford Phone: 2-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 661 (1-12) c Doctoral Practicum in School and Applied Child Psychology Pass/fail. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisites:</i> EPSE 561.	URL: None at present- new course Present Calendar Entry: None at present- new course Type of Action: Create New Course Rationale for Proposed Change: We engaged in a series of program revisions as a part our preparation for our CPA reaccreditation. We have historically used EPSE 561 or EPSE 687 to cover all of our practicum experiences. We have revised our practicum sequence and believe it would be best to clearly distinguish the masters practicum experiences (EPSE 561) and the more advanced specialty doctoral practicum (EPSE 687) from the core doctoral practicum experiences required of all students in the SACP Ph.D. program. Those would be covered under EPSE 661 proposed here. Student can earn up to 12 credits of EPSE 661 practicum during their doctoral program. Students have always been able to earn up to 12 credits in our other practicum courses in the School and Applied Child Psychology Program. Normally, the practicums are a two semester experience for 6 credits each taken in the first and second year of the SACP PhD program. However we are requesting the variable credits of 1 to 12 because on occasion students want an opportunity to complete shorter practicum experiences in special areas and settings for few hours of practicum experience and time on site. The variable credit allows students some flexibility and opportunity to get course credit for shorter

practicum experiences if needed. Given the nature and diversity of experiences students typically take practicum more than once or in variation of credits hours depending on the nature of the field experience. Also the hours of time required in a given setting varies so the variable credit also allows for flexibility in the credit for these practicum experiences. This allows students to accrue additional practicum hours and in turn credit as needed by taking EPSE 661 more than once for their internship applications and eventual credentials as a psychologist upon graduation.

☐

**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



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Obstetrics and Gynaecology Faculty Approval Date: Sep 15, 2020 Effective Session (W or S): W Effective Academic Year: 2020 - 2021	Date: November 21, 2019 Contact Person: Dr. Paul Yong/Dr. Michael Anglesio Phone: 604-875-2534 Email: pyong@cw.bc.ca ; m.anglesio@ubc.ca
Proposed Calendar Entry: <div style="background-color: yellow; padding: 2px;"> OBST 510 (3) Gynecologic Pathologies: Benign and Malignant Focus on genomics and pathophysiology. </div>	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: Most OBST courses are focused on maternal-fetal issues in pregnancy, with a relative lack of learning opportunities for gynecologic diseases. Genomic advances, many led by our own faculty, have recently uncovered new information linking both malignant and non-malignant pathologies. Educating our graduate students on these novel aspects of reproductive pathology will elevate their understanding of current research trends. Also, there are graduate students and faculty who are researching these gynecologic pathologies; this course will provide formal teaching opportunities in this area. <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div> <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>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: Jan 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020-21	Date: June 4, 2020 Contact Person: Wendy Ma Phone: 2-2740 Email: wendy.ma@ubc.ca
Proposed Calendar Entry: PHAR 524 (1) Cell Culture and New Biomedical Approaches Basic cell culture techniques and novel insights into alternative methods in biomedical research	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=PHAR Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: 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. This course provides basic training in essential cell culture techniques as well as hands-on expertise in alternative, non-animal based methods in biomedical research. No practical course covering these topics are currently being offered for graduate students. It will be useful for students who do cell culture work in their research projects as well as those who work in the nanomedicine field.
<div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> 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.) </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. <input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading <input type="checkbox"/>	



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Science Department: Institute for the Oceans and Fisheries Faculty Approval Date: November 4, 2020	Date: November 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 2021S Proposed Calendar Entry: FISH 548 (1-3) d Directed Studies in Oceans and Fisheries This course is not eligible for Credit/D/Fail grading.	Present Calendar Entry: Action: Create new course. Rationale: A graduate level directed studies course would benefit graduate students studying oceans and fisheries topics since there are currently less than 10 UBC FISH graduate courses offered which cover a limited range of oceans and fisheries topics. The availability of a directed studies course at the graduate level in oceans and fisheries would enable graduate students to carry out an individual research project under the supervision and direction of a Faculty member that will enhance their knowledge and skills in topics directly relevant to their research interests and learning requirements that are not currently offered at UBC or SFU. Supporting Documents: SCI-20-1-FISH 548



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 8, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: September 18, 2020 Contact Person: Zhaoming Xu Phone: 604 822-6253 Email: zxu@mail.ubc.ca
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,1512 Present Calendar Entry: International Nutrition Major Important Note: The Food, Nutrition and Health program is no longer accepting applications for admission to the International Nutrition Major. The information below is for the benefit of students currently in the Major. The International Nutrition Major is focused on human nutrition, with an emphasis on application in international settings. Core and specialized Food, Nutrition and Health courses are complemented by a unique international field studies course, which allows students to integrate theory and practice. Students also benefit from an interdisciplinary education by completing elective coursework in health and human services, political science, economics, anthropology, sociology, geography, or other approved selections. The Major prepares students for employment in a range of fields, including development, health, and education, and also provides the background to pursue graduate or professional studies. Admission Admission to the International Nutrition Major is to third year and based on: 1. Initial screening for:



~~a) Prerequisite Requirements~~

~~To be eligible for the Major, students must have completed at least 60 credits by April 30 of the year in which they are applying. This must include the following pre-requisites (or their equivalent): LFS 100 (1), LFS 150 (3) or ENGL 112 (3), BIOL 112/121 (6), BIOL 140 (2), CHEM 121/123 (111/113) (8)¹, MATH 102/103 or equivalent (6)², non-science electives (3)^{3,4}, LFS 250 (6), LFS 252 or equivalent (3)⁵, FNH 200 (3), FNH 250 (3), CHEM 233 (3), CHEM 235 (1), BIOL 200 (3), BIOL 201 (3), restricted electives (6)^{3,4,6}.~~

~~¹CHEM 111/113 are not for students with Chemistry 12.~~

~~²Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 103 or 105 to fulfill their first year math requirement.~~

~~³Students wishing to take FRE courses, ECON 234, 255, 317, or 335 should take ECON 101 and ECON 102 as their non-science or restricted electives.~~

~~⁴Students wishing to take SOCI 301A, 302A, 360B, 361A, 430, or 383B should take SOCI 100 as their non-science or restricted electives. Students wishing to take ANTH 330, 360, 407, 429 or 425 should take ANTH 100 as their non-science or restricted electives.~~

~~⁵Equivalent courses include BIOL 300, EPSE 482, FRST 231, and STAT 200.~~

~~⁶Students may consult the academic advisor for the International Nutrition Major to propose other restricted electives. For list of restricted electives, see the [Faculty website](#). Students are responsible for ensuring that they have met all pre-requisites for desired restricted electives.~~

~~b) Academic Performance~~

~~A minimum academic standing of 70% is required for eligibility to the Major. Achieving this minimum, however, does not guarantee admission.~~

~~c) Non-academic Component~~

~~Students must submit a written application package, following~~



~~the guidelines specified by the International Nutrition Major admission requirements.~~

~~2. Interview (short-listed candidates only)~~

~~The International Nutrition Major admissions committee will conduct interviews with short-listed candidates at UBC. Telephone or Skype interviews will be arranged with candidates who are unable to come to UBC.~~

~~The objective of the interview is to assess communication skills, qualifications, and preparedness for the Major. The admissions committee will particularly consider student suitability for placements with current partner organizations associated with the international nutrition field studies course.~~

~~Application~~

~~The annual application date is January 31 for September admission.~~

~~Application to the International Nutrition Major has three components:~~

- ~~1.—Online application to enter the B.Sc. (FNH) Program in the Faculty of Land and Food Systems (LFS).~~
- ~~2.—An International Nutrition application package available online.~~
- ~~3.—An interview to determine suitability for the Major, particularly for the international nutrition field studies component.~~

~~Application Procedures~~

~~Non-UBC students must apply online by January 31 through Enrolment Services to enter the B.Sc. (FNH) Program in UBC's Faculty of Land and Food Systems (LFS). External~~



~~applicants are encouraged to contact LFS Student Services in advance of applying to ensure they have met prerequisite course requirements.~~

~~Current UBC students who are not already enrolled in the B.Sc. (FNH) Program must apply online through Enrolment Services to enter the Program. In the event of an unsuccessful application, students in good standing have the ability to remain in their original program/faculty.~~

~~All applicants must submit the International Nutrition Major application package to the Faculty (forms and guidelines available online). Each application package must include:~~

- ~~• Completed application form, resume, and personal statement~~
- ~~• Transcripts (as required)~~
- ~~• Application fee~~

~~Short-listed candidates are identified for an interview based on initial screening, which considers both academic and non-academic application components.~~

~~Final decisions about applications are made once interviews are complete and final marks for the term are available. Applicants are informed about their admission status by early June.~~

~~Program Information~~

~~Students are admitted to the Major in Year Three. The Major involves two full-time years of study, including an international nutrition field studies course (FNH 460) that requires students to relocate for a minimum of 12 weeks.~~

~~To cover administrative costs of the Major, advising, pre-departure workshops, and post-departure debriefing sessions,~~



~~a one-time administrative fee, listed under Program and Course Fees, is applied to students upon acceptance into the Major. In addition to UBC tuition and course fees, students incur travel expenses and associated costs of the international nutrition field studies course. Expenses vary between projects depending on funding availability; consult the Program Coordinator of International Nutrition and UBC Enrolment Services for information regarding potential funding.~~

~~Program Requirements~~

~~Third Year~~

LFS 350	3
BIOC 302	3
FNH 350	3
FNH 351	3
FNH 355	3
FNH 370	3
FNH 398	3
CAPS 301	6
Restricted elective¹	3
Total Credits	30

~~Fourth Year~~

FNH 455	3
FNH 473	3
FNH 460²	6
FNH electives³	6
Restricted electives¹	6
Unrestricted electives	6
Total Credits	30
Overall 4 years total credit	120

~~¹ A list of restricted electives is available on the Faculty website. Students may consult the Program Coordinator for International Nutrition to propose other restricted electives.~~

~~² FNH 460 involves a minimum 12-week international nutrition field studies placement. Placements are selected in consultation with the Program Coordinator for the International Nutrition Major.~~

~~³ FNH electives (6 credits from FNH 301, 302, 309, 313, 471, 402, 451, 454, 477, 490, 497, 499).~~

**Type of Action:**

Delete International Nutrition Major from UBC Calendar.

Rationale for Proposed Change:

The International Nutrition Major is no longer offered and all remaining students in the Major have graduated.

☐

**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

Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 8, 2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: September 18, 2020 Contact Person: James Vercammen Phone: Email: james.vercammen@ubc.ca
Proposed Calendar Entry: FRE 290 (3) Introductory Topics in Food and Resource Economics Analysis and interpretation of current issues in food and resource economics. Topics will vary from year to year. Prerequisites: ECON 101 or ECON 310.	URL: N/A Type of Action: New Course FRE 290 (3) Introductory Topics in Food and Resource Economics Rationale for Proposed Change: The proposed course uses a similar course code, name and description as that used in the Applied Biology program to list their 200 level topics course (see below). The recently-created BSc in Food and Resource Economics (FRE) program currently does not have any 200 level FRE courses, and there is only one 300 level FRE course which newly admitted (second year) students take in their first year of the program. This proposed topics course will provide newly admitted FRE students with greater exposure to FRE subject matter. The proposed course is likely to also be popular as an elective course for students in the Vancouver School of Economics (VSE) and other UBC programs. FRE envisions that this course will be taught by instructors (e.g., a new sessional lecturer, a new UBC cluster hire in the area of sustainable food production systems, existing FRE faculty members, and current and future FRE PhD students), who will focus on the economics of resource and environmental conservation. Examples include the economics of water allocation and conservation, the economics of climate change impacts on agri-food systems, and the economics of big data for agri-food resource management. A sample course outline is attached.



The proposed course is modelled after APBI 290:

APBI 290 (3) Introductory Topics in Applied Biology

Analysis and interpretation of current issues in applied biology. Topics will vary from year to year.

☐

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)

Faculty: Land and Food Systems Department: N/A Faculty Approval Date: April 20, 2020 Effective Session (W or S): S Effective Academic Year: 2021	Date: 15 02 2020 Contact Person: Richard Barichello Phone: 822-3473 Email: richard.barichello@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) LFS 303 (6): International Field Studies in Policy Analysis for Agriculture and Natural Resources Field studies carried out abroad under the direction of the instructor. Students will be guided to apply selected tools for analysis of agricultural and natural resource policy in developing countries with input from local policymakers. Participating students are assessed a fee. Pre-requisites: Third year standing and permission of instructor. 9 credits of upper level ECON, FRE or COMM courses are strongly recommended.	URL: (URL from the current web Calendar – not the draft calendar). Present Calendar Entry: N.A. Type of Action: Create new course Rationale for Proposed Change: This course responds to the objective of increased internationalization at UBC and strong student interests in experiential learning on ex-post monitoring and evaluation of investment projects. This course focuses on analyzing the impact of government policies in the food, agriculture and natural resource domains using a set of analytical tools. Having command over a set of different tools to evaluate government policies is an important skill set within government and aid agencies, and is a challenging skill for aspiring economists in the now-common environment of complex policy reform proposed by most governments. Consequently, demand for people with skills and experience in this area is expected to be strong. The intended audience for this course is 3 rd and 4 th year UBC students with background in economics through ECON, FRE or COMM courses plus an interest in policy decision-making processes in developing countries that impact a range of agricultural and related natural resource issues. This proposed course has been modelled



after LFS 302B, applying lessons learned over its past six years, although the subject matter is different. LFS302B has seen steadily increased enrolments and has been praised by GoGlobal as one of UBC's best international courses. Building on this past success, LFS 303 is now being proposed with its own focus on policy analysis.

☒ X

Not available for Cr/D/F grading
(undergraduate courses only)

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>Faculty: Medicine Department: MD Undergraduate Program Faculty Approval Date: 19 January 2021 Effective Session (W or S): S Effective Academic Year: 2021</p>	<p>Date: 26 January 2021 Contact Person: Chloe Miller Email: chloeh.miller@ubc.ca</p>
<p>Proposed Calendar Entry: (40-word limit for course descriptions)</p> <p>MEDD 440 (24) Senior Elective</p> <p>Senior Elective encompasses 6 months of Year 4 of the MD undergraduate program. Students will choose from available electives between 2 and 4 weeks in duration and participate in all relevant clinical and academic activities associated with those electives. Pass/fail.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Currently, Year 4 senior electives consist of 6 4-credit courses (MEDD 441, 442, 443, 444, 445 and 446), each graded as pass/fail. This proposal is that these 6 4-credit courses will be replaced by one 24-credit course for the Class of 2022, starting in the Summer 2021. Subsequently, MEDD 441-446 will be phased out and retired.</p> <p><input checked="" type="checkbox"/> 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.)</p> <p>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.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p>

BIOLOGY

Category: (1)

<p>Faculty: Science Department: Biology Faculty Approval Date: November 4, 2020</p>	<p>Date: November 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 2021S Proposed Calendar Entry:</p> <p>BIOL 460 (3) Neurobiology of Vision</p> <p>Advanced investigation of animal vision; critical analysis of recent literature and research project development in visual neurobiology. 3-0-0]</p> <p>Pre-requisite: One of BIOL 372, CAPS 301, PSYC 304, PSYC 367, PSYC 370</p>	<p>Present Calendar Entry:</p> <p>Action: Create a new course.</p> <p>Rationale: Neuroscience is a rapidly growing and exciting field of study, and UBC undergraduate students have shown an increased interest in neurobiology courses. In response to this increased demand, the Department of Zoology has expanded offerings in neurobiology. We now have two third-year courses, BIOL 371(Principles of Neurobiology I) and BIOL 372 (Principles of Neurobiology II), which provide a foundation in all of the major topics in the field.</p> <p>The next component of curriculum development is to expand our offerings in fourth-year courses that allow the students to engage in more specialized topics. We currently offer three fourth-year courses: BIOL 455 (Comparative Neurobiology) focuses on the evolutionary diversification of nervous systems; BIOL 458 (Developmental Neurobiology) focuses on the molecular and cellular determinants of neuron development; BIOL 459 (Neurobiology of Sensory and Motor Systems) focuses on integration of circuits in systems neuroscience.</p> <p>The Department of Zoology is proposing BIOL 460, a new fourth-year course that combines major topics in vision with skill building in neurobiology. The course will focus on vision because this topic has a long history of ground-breaking research and is also currently one of the most active areas of investigation in</p>

	<p>neurobiology. Moreover, introductory lectures on visual neuroscience are taught in four Specializations on campus: BIOL, CAPS, COGS, and PSYC. Thus, this advanced course has the potential to bring students together from different perspectives but with a shared interest in visual neurobiology.</p> <p>The format for BIOL 460 will be small and highly interactive. This format is modeled on a current and highly successful fourth-year course (BIOL 459). The 20 students will learn about major research efforts in five sub-disciplines, through a combination of lectures, presenting primary research papers, and developing grant proposals, which are then presented in both oral and written format. The course will therefore provide advanced training in both neurobiology concepts and neurobiology practice. The skill building components will meet the needs for enhanced training in scientific presentation and practice. These skills have been identified as a top priority by undergraduates in the Biology Specializations and are emphasized in UBC's strategic plan (#13).</p> <p>Supporting Documents: SCI-20-1-BIOL 460</p>
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	<p>for different offerings of the course, but the current proposal uses full-stack web development using HTML, CSS, JavaScript, React/Redux, MongoDB, NodeJS, and AWS as an example.</p> <p>Students attend six 5-hour, industry expert-led workshops that end in multi-team verbal design reviews, one 2-hour weekly lab alternating between supplemental instruction and assignment demo sessions, and a final conference-style session where they demonstrate their work to their peers, the course staff, and departmental and industry guests. The expert workshop leaders are current computing professionals and, when possible, UBC CPSC alumni. Along with technical instruction, each also offers career and practical commentary.</p> <p>Supporting Documents: SCI-20-1-CPSC 455</p>
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	<p>group of many variables, are the most relevant variables to explain an outcome of interest? 4) Which measured variables are most influential in predicting an outcome of interest? 5) What will be a future response for that outcome?</p> <p>This course also includes learning objectives focused on the differences in how statistical modelling is carried out when the aim is to develop a model that could have generated the data and infer its properties <i>versus</i> using a model to predict the outcome in new samples. Through different case studies, this course also covers distinct models appropriate for continuous and discrete outcome variables.</p> <p>Currently, a course that covers the topics listed above in the applied setting, as well as focusing on carrying out these analyses in a reproducible and transparent way through writing computer scripts does not exist at the undergraduate level. Thus, a new course is needed.</p> <p>Supporting Documents: SCI-20-1-STAT 301</p>
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10 February 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: February Certificate Proposals (information)

Please find attached the following new and revised certificates for your information:

UBC EXTENDED LEARNING

New certificate

Certificate in Equity, Diversity, and Inclusion

Revised certificate

Certificate in Indigenous Health Administration and Leadership

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Certificate Program Under Development

UBC Extended Learning

Proposed Name of Certificate Program: UBC Certificate in Equity, Diversity, and Inclusion

Date of Submission: December 21, 2020

Sponsoring Faculty/Department/School: UBC Extended Learning

Contact People:

Name: Joenita Paulrajan, PhD
Title: Program Leader, UBC Extended Learning
Telephone: 604-822-1470
Email: joenita.paulrajan@ubc.ca

Name: Karen Rolston
Title: Program Director, UBC Extended Learning
Telephone: 778-288-4517
Email: karen.rolston@ubc.ca

Supporting UBC Partners or External Partners: UBC Equity and Inclusion Office

Program Description

UBC Extended Learning (ExL) is proposing a Certificate in Equity, Diversity, and Inclusion (EDI), an initiative on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, to support career and professional adult learners from all sectors to develop strategies to collaborate across racial differences to co-create equitable Canadian workplaces. This UBC Certificate seeks to provide employers and employees with the skills needed to address EDI issues and see growth in employment, innovation, and community building.

This non-credit certificate program will be developed with courses and modules in high demand EDI topics, featuring Canadian content, centered in perspectives and voices of racialized people, and grounded in values of anti-racism, decolonization, justice, equity, diversity, and inclusion.

All courses will be offered fully-online, except for a facilitator development course in blended format. Fully online offerings will be short, stackable fifteen to twenty-hour modules or longer 40-hour courses. The modules or ‘micro-courses’ will provide an accessible entry point for learners interested in focusing their learning on a specific EDI topic or honing a specific skill. The shorter modules will be stackable toward a micro-credential that can ladder into the Certificate in Equity, Diversity, and Inclusion.

Learners attain the certificate after successful completion of 175 hours of study.

Rationale for the Certificate Program

A Certificate in Equity, Diversity, and Inclusion supports UBC’s commitments in the [Indigenous Strategic Plan](#) and the [Inclusion Action Plan](#) to build capacity, deepen understanding and create change through learning opportunities for staff, faculty and the wider community.

UBC Extended Learning has been offering education in diversity and inclusion (D&I) for over ten years, with six-week professional development courses. Currently these courses bundle toward an Award of Achievement but increasing demand has pointed to an interest in additional education in this topic area. Our recent market scans and stakeholder consultations in late 2019 confirmed a gap in the market and strong interest in a more recognizable and robust credential in EDI from UBC.

This demand has been further accelerated with the recent increased awareness of the pervasive and systemic nature of racism, violence, and injustice toward Indigenous, Black and People of Colour (IBPOC). This raised awareness has resulted in participants in ExL’s D&I courses hailing from education, healthcare, government, military, tourism, finance, marketing, media, and the arts indicating the breadth of sectors from which employers are seeking to build capacity, knowledge, and skills in this area. These learners share a similar sentiment to what several studies note, that while organizations may recognize the economic benefits of diversity and inclusion, there is much work to be done to move from optics or performative gestures to comprehensive action, hence the need to educate more broadly for sustainable results and organizational culture change.¹

Proposed Length/Duration

This 175-hour program will consist of a collection of courses students can choose from to customize their learning pathway based on their interests and areas of growth. Courses will be offered in lengths of 15-20 hours or in longer 6-week formats. All courses will require 7-8 hours of work per week. The short intensive micro-courses will

¹ <https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/ca-175/inclusion/ca175-inclusion-AODA-EN.pdf> <https://ccdi.ca/media/1979/20190715-research-national-diversity-and-inclusion-benchmarking-study.pdf>

give learners an opportunity to focus on a specific EDI concept, while the longer courses will tackle topics requiring more time.

Learners will be able to finish the program within a year, if they choose, or they can space the courses and take up to two years to complete.

Proposed Curriculum Topics/Goals

The curriculum will reflect the perspectives and lived experiences of racialized members of our communities. Concepts, theories, and methods are explored through specific examples and cases, self-reflection, and analysis with peer-learning as well as online facilitators to reach a higher level of awareness and effectiveness in addressing issues of inequity, racism, and discrimination in various contexts.

A total of 175 hours will be required for completion with students having the flexibility to select courses fitting their interests, needs and schedule.

Once a micro credential policy at UBC has been approved and formalized we propose the shorter 'micro' courses be stackable toward a 50-75-hour micro-credential that can ladder into the Certificate in Equity, Diversity, and Inclusion.

Existing shorter 'micro' courses	Hours
Principled Engagement with Indigenous People	20
Anti-Racism Strategies for the Workplace	15
Proposed new 'micro' courses	
Anti-Indigenous Racism*	20
Dismantling Barriers to Inclusion Within Organizations*	15
Addressing Power, Privilege, and Its Systemic Impact*	15
Organizational Equity and Inclusion: A Strategic Roadmap*	15
Countering Biases and Microaggressions*	15
Understanding Intersectionality and Identity*	15
Decolonizing and Culturally Responsive Pedagogy*	15
Existing longer courses	
Engaging Equity, Diversity, and Inclusion in Organizations	40
Leadership in Intercultural Contexts	40
Identity and Intergroup Relations	40
Thriving in Diverse Teams	40
Training for Intercultural, Diversity and Inclusion Trainers	40

*See Appendix 1 for proposed new course descriptions. Syllabi attached for all other existing courses.

The program offers racialized perspectives and develops critical skills, knowledge and awareness in learners with a focus on concepts, tools, and strategies to support the development of anti-racist and equitable perspectives that translate to actionable change:

- To gain an understanding of colonial realities, power and privilege and how they manifest and impact racialized members of our communities and organizations
- To facilitate and support anti-racist and anti-oppression practices and strategies within organizational settings.
- To support learners as they draw a roadmap to rethink allyship and rout out racism in tangible ways.

Target Learners

This program serves the needs of learners interested in addressing racism and engaging in anti-oppression and systemic change within organizations, including:

- Executives, Managers and Leaders
- Human Resource Practitioners
- Organizational Development Specialists
- Health Care and Community Service Professionals
- Educators, Administrators, and Student Service Personnel
- Community Development Workers
- Independent Consultants, Corporate Trainers and Counsellors

Student Admission Criteria

To accommodate learners from a variety of backgrounds, the admission requirements for the Certificate in Equity, Diversity, and Inclusion are broad. Participants must have the following:

- post-secondary education and/or extensive life experience
- fluency in English, including good written and verbal communication skills
- the academic, interpersonal and communication skills to support active participation in this dynamic program

Student Assessment/Grading Methods

Program participants are assessed in individual courses according to University of British Columbia guidelines to ensure successful acquisition of required skills and concepts.

Assessment is based on satisfactory completion of required assignments and on participation in course discussions. Assessment criteria for each assignment and course will be described in each course outline.

Program Delivery Format

This program will be delivered fully online (except for one optional facilitator development course) to provide midcareer learners with the flexibility to complete assignments during hours that mesh with their busy schedules.

The program is designed so that as students complete course assignments, they are considering the application of what they are learning to their personal and professional contexts. This ensures that students emerge with the knowledge and practical skills needed to build equitable, diverse and inclusive teams and organizations.

Marketing/Promotion Strategy

This program will be promoted by UBC Extended Learning through online advertising using social media, Google ads, search engine optimization and remarketing. Webinars, workshops and conference presentations will also drive engagement and registrations, as will educational partnerships with organizations and industry associations. Given the interest from employers in ExL's single course offerings in EDI and anti-racism, we anticipate there will be a significant number of enrollments generated through business-to-business (B-to-B) contracts.

Assessment of Impact on Departmental and University Resources

The program development costs will be fully recovered through tuition within two years from the launch date. The program's management and support staffing requirements will be covered by existing staff working on related programs to benefit from economies of scale.

The program will be supported through the Extended Learning systems for student registrations, scheduling, certificate tracking and UBC's chosen online learning management platform.

Assessment of Financial Viability

With the projection that current demand for EDI education will continue, a UBC Certificate in Equity, Diversity, and Inclusion will be fully cost-recovery within two years of launch. Development costs for the new courses will be staggered over two fiscal years and tuition revenue from existing ExL EDI long courses and registrations for shorter new offerings will generate revenue to pay for development expenses.

Current Program Advisory Committee Members

1. Minelle Mahtani, Senior Advisor to the Provost on Racialized Faculty, UBC

2. Ninan Abraham, Associate Dean, Equity and Diversity Faculty of Science, UBC
3. Tasha Nijjar, Equity Facilitator, Equity and Inclusion Office, UBC
4. Pooja Khandelwal, Director - Career Retention, Navigation & Transition, Advisory Partnerships, UBC Human Resources
5. Dawn Whitehead, Vice President, Office of Global Citizenship for Campus, Community and Careers, American Association of Colleges and University
6. Adenike Oyenuga, Performance Manager, Coach and UBC ExL Program Alumni
7. Lisa MacVicar, Coach, Advisor and Consultant and UBC ExL Program Alumni
8. Olumide Akerewusi, Founder and CEO of AgentsC Inc.

Final Approval Expected from the Following Deans/Department Heads

Larry Bouthillier, Executive Director, UBC Extended Learning



THE UNIVERSITY OF BRITISH COLUMBIA

Appendix 1 **Proposed New Courses**

Proposed Name of Certificate Program: UBC Certificate in Equity, Diversity, and Inclusion

UBC Extended Learning

Shorter 'micro' courses (fully online):

1. Anti-Indigenous Racism

This 2-day course developed by Rain Daniels will build on the foundational course: Principled Engagement with Indigenous People by providing learners with the opportunity to enhance their response to Indigenous Specific Racism (ISR). This work is applicable in all professional fields, and requires a systemic lens. Our experience in decolonizing education has illuminated that non-Indigenous people need opportunities to practice responding to Indigenous Specific Racism (ISR). This includes connecting ISR responses to decolonizing, social justice, and equity approaches. While many people have some familiarity with responding to sexism, ableism, homophobia, etc., this does not necessarily translate to responding to Indigenous-specific injustice. This course will examine what makes ISR unique and support learners to sharpen their response skills.

Participants will find the learning outcomes are translatable to their work environment. As learners engage in peer-dialogue, role plays and reflective practice, they can expect to experience:

- enhancement of response skills,
- deepened recognition of ongoing and embedded colonial patterns,
- heightened awareness of forms of resistance,

- increased skill to “decode” various everyday situations, as well as more complex policy and practice contexts, and
- peer-to-peer supportive practice and accountability.

2. Dismantling Barriers to Inclusion Within Organizations

Many organizations have publicly announced their positions on issues of race, equity, and inclusion in the workplace. Although these declarations are a positive step towards a more diverse and inclusive work environment, achieving inclusion and equity is a formidable challenge and an ongoing process. Stereotypes, biases, prejudice, microaggressions, and various forms of discrimination continue to create a toxic environment that constantly undermines and insidiously impacts the lives of those members it is directed towards. This course supports participants in identifying such barriers and provides tangible steps, strategies and tools to ensure appropriate measures are in place to reflect and grow a sense of collective accountability, responsibility and meaningful and timely action towards building a safe, respectful and more equitable workplace.

3. Addressing Power, Privilege, and Its Systemic Impact

Whiteness is the prevalent norm in most organizational cultures. Disrupting this norm requires a thoughtful and thorough examination of white privilege and an understanding of the nuanced ways in which this power and privilege continues to establish and uphold white experiences at a cost to racialized people. This course provides an opportunity for you to learn how you can better understand, question and interrupt this norm. Build awareness around the ways in which white supremacy is manifested as our workplaces grow to be more diverse and take a close look at the impact that white supremacy has on both individuals and systems. Reflect on the tensions that exist with desiring to champion anti-racism while experiencing the privileges that whiteness confers. Consider tangible responses to create pathways and welcoming spaces for racialized people in your context.

4. Organizational Equity and Inclusion: A Strategic Roadmap

Implementing a course of action that moves the organization towards more equitable policies, practices and processes is a challenging task. While most organizations might have a language and process in place to embrace diversity and be more inclusive, it is quite another thing to strive to be more equitable. Understand the difference between inclusion and equity and how each contributes to the well-being, growth and safety of employees, clients and various stakeholders.

Consider different approaches to become more inclusive and equitable. Reflect upon your role within your organization and create a toolkit that will generate a more inclusive and equitable environment.

5. Countering Biases and Microaggressions

The positive or negative prejudices people have for each other, whether conscious or unconscious, directly impact conversations, feelings and experiences. Unconscious biases surface as microaggressions in the workplace. They are rooted in racism and are innate and learned which also means they can be addressed and unlearned. In this course, participants will participate in reflective activities that expand awareness and support them in developing strategies and techniques for addressing biases and microaggressions that often lead to a break-down of relationships, productivity and careers.

6. Understanding Intersectionality and Identity

In this course, you will explore the meaning behind intersectionality and the ways in which systems of oppression impact individuals and communities at the intersections of their identities. Explore the complexity, range and depth of intersectionality by paying close attention to your own identity and consider narratives of others generated at the intersections of race, gender, sexuality, religious identity, and ethnicity among other social identities. Reflect on changes that need to happen to shift our one-dimensional approach to systemic issues to better reflect the nuanced needs and array of solutions that such intersectionality invites us to consider as we learn to respectfully engage with all members of our communities.

7. Decolonizing and Culturally Responsive Pedagogy

Decolonize your research, teaching strategies and tools and effectively promote a human-centered approach to your evolving suite of skills. Reflect on the pedagogies that you use and deconstruct them by using the lens of decolonization. What are some changes you may need to make to de-center popular, mainstream, colonial narratives and experiences and replace them with perspectives and voices from the margins? Connect these changes to your own social location and to that of the students in your class. Develop empathy and critical skills to increase your capacity to notice and respond to social injustices and inequities both in the classroom and on campus.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1 or 2)

<p>Faculty: Department: UBC Extended Learning Faculty Approval Date: 12/17/20 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: 12/16/20 Contact Person: Joenita Paulrajan Phone: 604-822-1470 Email: joenita.paulrajan@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Equity, Inclusion, Anti-Racism and Intercultural Communication</p> <p>[8434] UBC Extended Learning delivers leading-edge programs and services to help individuals and organizations work more effectively and equitably in diverse cultural settings, internationally and locally.</p> <p>[25145] In a world that is increasingly aware of the prevalence of racism, UBC ExL provides online courses and programs for individuals and organizations to support them in anti-racist work and to promote inclusive and meaningful intercultural interactions.</p> <p>[15372] Programs are currently offered in the following areas:</p> <p>[16694] Professional Development Programs [16695]</p> <ul style="list-style-type: none"> • Certificate in Equity, Diversity, and Inclusion • Certificate in Intercultural Studies • Certificate in International Development • Award of Achievement in Diversity and Inclusion 	<p>URL: http://www.calendar.ubc.ca/vancouver/p/roof/edit/index.cfm?tree=4,229,530,713</p> <p>Present Calendar Entry:</p> <p>Intercultural Communication, Diversity and Immigration</p> <p>[8434] The UBC Extended Learning Centre for Intercultural Communication (CIC) delivers leading-edge programs and services to help people and companies work more effectively and equitably in diverse cultural settings, internationally and domestically.</p> <p>[25145] In a world that is increasingly interconnected, CIC provides programs for individuals and organizations to promote meaningful intercultural interactions.</p> <p>[15372] Programs are currently offered in the following areas:</p> <p>[16694] Professional Development Programs [16695]</p> <ul style="list-style-type: none"> • Certificate in Immigration: Laws, Policies, and Procedures • Certificate in Intercultural Studies • Certificate in International Development • Award of Achievement in Diversity and Inclusion • Award of Achievement in Intercultural Communication <p>[26022] For more information, call 604-827-4203 or visit UBC Extended Learning.</p>



- [Award of Achievement in Intercultural Communication](#)
- [Award of Achievement in Anti-Racism](#)

[26022] For more information, call 604-827-4203 or visit [UBC Extended Learning](#).

Type of Action:

Create new UBC Certificate in Equity, Diversity, and Inclusion; remove Certificate in Immigration: Laws, Policies, and Procedures from the Calendar.

Rationale for Proposed Change:

A Certificate in Equity, Diversity, and Inclusion supports UBC's commitments in the Indigenous Strategic Plan and the Inclusion Action Plan to build capacity, deepen understanding and create change through learning opportunities for staff, faculty and the wider community.

UBC Extended Learning has been offering education in diversity and inclusion (D&I) for over ten years, with six-week professional development courses. Currently these courses bundle toward an Award of Achievement but increasing demand has pointed to an interest in additional education in this topic area. Our recent market scans and stakeholder consultations in late 2019 confirmed a gap in the market and strong interest in a more recognizable and robust credential in EDI from UBC.

This demand has been further accelerated with the recent increased awareness of the pervasive and systemic nature of racism, violence, and injustice toward Indigenous, Black and People of Colour (IBPOC). This raised awareness has resulted in participants in ExL's D&I courses hailing from education, healthcare, government, military, tourism, finance, marketing, media, and the arts indicating the breadth of sectors from which employers are seeking to build capacity, knowledge, and skills in this area. These learners share a similar sentiment to what several studies note, that while organizations may recognize the economic benefits of diversity and inclusion, there is much work



to be done to move from optics or performative gestures to comprehensive action, hence the need to educate more broadly for sustainable results and organizational culture change.

Separately, the Certificate in Immigration: Laws, Policies, and Procedures is being cancelled as of June 2021, due to the Immigration Consultants of Canada Regulatory Council's decision to require diplomas for entry into the profession. This change is unrelated to the Certificate in Equity, Diversity, and Inclusion.



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Extended Learning410 - 5950 University Boulevard
Vancouver, BC Canada V6T 1Z3

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November 19, 2020

To Senate Curriculum Committee,

UBC Extended Learning in partnership with the Centre for Excellence in Indigenous Health, is changing the name of our non-credit certificate program, Aboriginal Health and Community Administration.

Here is a link and description of the program under the Indigenous Health section for the UBC Calendar with an indication of which words need to change: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,1479>.

In partnership with the UBC Centre for Excellence in Indigenous Health, UBC Extended Learning offers the part-time Certificate in ~~Aboriginal~~ Health and ~~Community~~ Administration (AHCAP) for Indigenous communities to increase their capacity to deliver services, coordinate programs and promote the health of their people. For more information, call 604.822.1444 or visit UBC Extended Learning.

The proposed changes to the title and description are highlighted in yellow:

Indigenous Health Administration and **Leadership**

In partnership with the UBC Centre for Excellence in Indigenous Health, UBC Extended Learning offers the part-time Certificate in **Indigenous** Health Administration and **Leadership** for Indigenous communities to increase their capacity to deliver services, coordinate programs and promote the health and **wellness** of their people. For more information, call 604.822.1444 or visit UBC Extended Learning.

These minor changes are proposed to the course title and description to reflect current socio-political terminology and approaches in the field of Indigenous health. The title will change from Aboriginal to Indigenous, which is in keeping with the terminology utilized in the [UBC Indigenous Strategic Plan](#) and by the [Centre for Excellence in Indigenous Health](#). The scope of the program will not change as both Aboriginal and Indigenous refer to the same group of people i.e. First Nations, Metis and Inuit.

The addition of the word wellness in the description reflects a growing trend in the Indigenous health field towards a focus on holistic wellness and strength-based approaches. The program already has a wellness focus, so the description is being updated to reflect this.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen Rolston'.

Karen Rolston

Director, Career and Professional Programs
UBC Extended Learning



10 February 2021

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: February Joint Admissions and Curriculum Proposals (approval)

The Senate Admissions and Curriculum Committees have reviewed the material forwarded to them by the Faculties and encloses those proposals they deem as ready for approval.

The following is recommended to Senate:

Motion: *“That the revised Diploma in Accounting Program brought forward by the Faculty of Commerce and Business Administration, the new Master of Nutrition and Dietetics degree program and related news courses brought forward by the Faculty of Graduate and Postdoctoral Studies (Land and Food Systems), and the revised Bachelor of Science in Food, Nutrition and Health (FNH) Dietetics Major degree program and related new and revised courses brought forward by the Faculty of Land and Food Systems, and the be approved.”*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee

Dr. Claudia Krebs, Chair
Senate Curriculum Committee



FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

Revised program

Diploma in Accounting Program

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Land and Food Systems

New program

Master of Nutrition and Dietetics

New courses

HUNU 510 (3) Nutrition Assessment Across the Lifespan; HUNU 515 (3) Business & Entrepreneurship in Dietetics; HUNU 525 (3) Indigenous Health in Dietetics; HUNU 540 (4.5) Advances in Food Theory and Applications; HUNU 541 (3) Food Provision and Management in Dietetics; HUNU 545 (3) Counselling Skills in Dietetics; HUNU 550 (3) Advances in Human Nutrition; HUNU 560 (3) Leadership in Dietetics and Health; HUNU 573 (3) Population and Public Health Dietetics; HUNU 575 (3) Nutrition Care I; HUNU 576 (4) Nutrition Care II; HUNU 577 (4) Nutrition Care III; HUNU 579 (12) Dietetics Practice Education Placement I; HUNU 580 (3) Professional Dietetic Practice II; HUNU 581 (3) Dietetics Practice Education Placement II; HUNU 582 (12) Dietetics Practice Education Placement III; HUNU 583 (12) Dietetics Practice Education Placement IV

FACULTY OF LAND AND FOOD SYSTEMS

Revised program

Bachelor of Science in Food, Nutrition, and Health (FNH) Dietetics Major

New course

FNH 345 (3) Counselling Skills in Dietetics

Revised courses

FNH 340 (4.5) Food Theory and Applications, FNH 341 Food Theory Applications, FNH 381 (3) Dietetics Practice Education Placement I, FNH 480 (3) Professional Dietetic Practice II, FNH 481 (3) Dietetics Practice Education Placement II; FNH 482 (12) Dietetics Practice Education Placement III; FNH 483 (12) Dietetics Practice Education Placement IV



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Commerce Program: Diploma in Accounting Faculty Approval Date: 2020 Dec 21 Effective Session: 2021W</p>	<p>Date: November 3, 2020 Contact Person: Kin Lo / J G McIntosh Phone: 2-8430 / 2-8255 Email: kin.lo@sauder.ubc.ca; graham.mcintosh@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Diploma in Accounting Program</p> <p>Professional accounting is a respected career path that offers stimulating work, generous compensation and numerous opportunities for growth and advancement. The post-baccalaureate UBC Sauder Diploma in Accounting Program (DAP) bridges the gap for non-accounting degree graduates aspiring to earn a professional accounting designation, but lacking the prerequisite courses, to transition to a new career.</p> <p>DAP offers all prerequisite courses required for entry into the Chartered Professional Accountants (CPA) Professional Education Program (PEP). By combining the Diploma in Accounting with the knowledge gained through previous university studies, DAP graduates can create a leverageable career advantage.</p> <p>Visit DAP or contact the DAP Office by email or phone at 604.822.8412.</p> <p>Admission</p> <p>Applicants to DAP are required to have completed a four-year undergraduate degree with a minimum overall average of 65% in the last two years (60 credits) of study through a recognized university program.</p> <p>[Insert spacing between paragraphs]</p> <p>Applicants are also required to demonstrate English language proficiency, which can be achieved through one of the following options:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,297,0 (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>Present Calendar Entry:</p> <p>Diploma in Accounting</p> <p>Professional accounting is a respected career path that offers stimulating work, generous compensation and opportunity for growth and advancement. The UBC Diploma in Accounting Program (DAP) bridges the gap and equips degree graduates aspiring to a professional accounting designation, but lacking the prerequisite courses, to transition to a new career.</p> <p>The post-baccalaureate Diploma in Accounting allows students to obtain the theoretical and practical foundation needed to succeed in the new Chartered Professional Accountant (CPA) program, created through the recent merger of the Chartered Accountant (CA), Certified General Accountant (CGA), and Certified Management Accountant (CMA) designations. By combining the Diploma in Accounting with the broad perspective gained through undergraduate studies, graduates can create a leverageable career advantage.</p> <p>Visit DAP or contact the DAP Office by email or phone at 604.822.8412.</p> <p>Admission</p> <p>Applicants must have completed a four-year undergraduate degree with a minimum overall average of 65% in the last two years (60 credits) of study through a recognized university program. All applicants must demonstrate proficiency in English language skills at the university level by either successful completion of two university-level English courses (6 credits), or satisfactory results from a recognized test of English that meets the English Language Admission Standard. See DAP for more information.</p>



- An undergraduate or graduate degree from a recognized university in which English was the official language of instruction;
- OR
- An English language proficiency exam, either TOEFL iBT or IELTS Academic
 - TOEFL: overall score of 90, reading and listening with 22 each, and writing and speaking with 21 each (Use University Institution Code 0517)
 - IELTS: overall score of 6.5 with no part less than 6.0

The DAP program accepts new students three times a year, in January, May and September.

Program Start Date	Application Deadlines
January	November 1
May	March 1
September	July 1

Diploma Requirements

The DAP curriculum consists of 15 courses, 45 credits in total, which cover the theoretical and practical knowledge and skills required to excel in a career in accounting and business. In addition, the program develops enabling competencies in critical thinking, analytical problem solving, communication, and technical skills necessary to be effective in an accounting role.

The program requires the equivalent of 16 months' full-time study and offers classes in variety of delivery formats: in-person evenings and weekend classes, online, and blended which combines both in-person and online components. Working students have the flexibility to take the program part time and have up to 24 months to complete their courses.

Diploma in Accounting

DAP Courses	Credits
BUSI 291	3
BUSI 293	3
BUSI 294	3
BUSI 295	3
BUSI 335	3

The DAP program accepts new students three times a year, in January, May and September.

Program Start Date	Application Deadlines
January	November 1
May	March 1
September	July 1

Diploma Requirements

The DAP curriculum consists of 11 required courses, 33 credits in total, which together lay the theoretical and practical foundation for a career in the accounting profession. In addition, the program emphasizes critical thinking, analytical, and communication skills necessary to be effective in an accounting role. The program's intense, challenging curriculum is equivalent in workload, academic rigour, and student assessment to the Accounting option of Sauder's prestigious BCom program. By combining evening classes, online classes, or a hybrid of both, students can complete the program within 10 to 24 months while continuing to work. Each 3-credit course provides for 39 hours of classroom instruction.

Students can enrol in a maximum of 5 courses per winter term and 3 courses per summer term. Optional elective courses allow students to satisfy the specific requirements of the professional accounting designation programs.

Diploma in Accounting

DAP Courses	Credits
BUSI 293	3
BUSI 294	3
BUSI 335	3
BUSI 353 ¹	3
BUSI 354 ¹	3



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BUSI 353 ¹	3	BUSI 355 ¹	3
BUSI 354 ¹	3	BUSI 370	3
BUSI 355 ¹	3	BUSI 393	3
BUSI 370	3	BUSI 450 ¹	3
BUSI 393	3	BUSI 453 ¹	3
BUSI 414 ¹	3	BUSI 455 ¹	3
BUSI 450 ¹	3	Total Credits	33
BUSI 453 ¹	3	¹ Must be completed through D.A.P. with a minimum overall average of 60% to fulfill graduation requirements.	
BUSI 455 ¹	3		
BUSI 493 ¹	3	Type of Action: <ol style="list-style-type: none"> 1. Add additional courses to the program's core courses – BUSI 291 Application of Statistics in Business and BUSI 295 Managerial Economics (exemptions available for prior learning), BUSI 414 and BUSI 493 (completion through DAP required) 2. Update program description to reflect additional credit requirements and revised program length based on these additions 3. Specify in graduation requirements that the grades from all attempts at the noted courses are included in the graduation, which has been the standard practice; 4. Remove “ ” from DAP acronym to reflect the common naming convention of the program. 5. Update English language proficiency requirements to replace 6 credits of university-level English courses with more general options similar to those used for admission to Master's programs (see http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,182) 	
Total Credits	45		
¹ Must be completed through DAP with a minimum overall average of 60% to fulfill graduation requirements (includes grades from all attempts at the given course).		Rationale for Proposed Change: <p>DAP was originally designed as a bridging program to the three legacy Canadian accounting designations – CA, CGA and CMA. The core courses selected were common courses required by all three and the additional courses required by each were offered through DAP as additional electives for students to take, depending on which designation students were pursuing. In Oct 2013, the CA, CGA and CMA organizations agreed to merge to form the CPA and from this merger, the required pre-requisites for admission have been consolidated to one single set of courses. The proposed change to DAP's program completion requirements reflects the pre-requisite requirements for entry into the CPA Professional Education Program (PEP) and will minimize uncertainty for students to know which courses they will need to complete for CPA eligibility. BUSI 414 will be a required course for entry into PEP in Jan 2022.</p>	

Master of Nutrition and Dietetics: MND

Proposal

Faculty of Land and Food Systems
Food, Nutrition and Health
Human Nutrition | Dietetics

The University of British Columbia

December 2020¹

¹ Last revised January 27, 2021.

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1.0 New Program Proposal

1.1 Executive Summary

The University of British Columbia's (UBC's) Faculty of Land and Food Systems is proposing to offer a new graduate level professional health program as a second pathway to becoming a Registered Dietitian in British Columbia: a Master of Nutrition and Dietetics (MND) [from herein referred to as "the Program"]. The program will be full-time, consisting of courses and practice education (practicum) placements over 28 months. Graduates of the Program will be eligible to license in Canada upon passing the national regulatory exam and be eligible to work in health organization and research environments that include Provincial health authorities, private practices, rural and remote communities, management and leadership positions, policy and administration positions. The Program would be the first of its kind in Western Canada.

The program consists of 87.5 credits that will be primarily delivered in face-to-face format, including lectures, small group tutorials, and practice education placement (PEP) courses taking place in the field (also known as practicum). The proposed design includes 1430 hours of required practicum hours that will occur in both the Provincial Health Authorities and other settings such as Indigenous communities, rural settings, and settings that include leadership opportunities. Together, this Program will prepare students to work as Registered Dietitians in BC by meeting the following Program Outcomes:

- Assess food and nutrition needs of individuals, communities, and populations as part of interprofessional teams;
- Use a health equity lens to promote the health needs of individuals, communities, and populations;
- Lead, organize, monitor and evaluate food provision services to support the health of a group or organization;
- Enhance dietetic practice using evidence- and practice-based research skills;
- Communicate complex nutrition information to a variety of audiences using effective written, oral and visual communication skills;
- Lead dietetics and interprofessional teams to advance health through food and nutrition; and,
- Provide culturally appropriate and safe dietetic service to people from diverse socio-cultural backgrounds, including Indigenous Peoples.

Currently, the only pathway to becoming a Registered Dietitian in BC is a 5-year undergraduate program at UBC. Approximately 35-40% of students who apply already have an undergraduate degree². The Program will attract: 1) students from biological sciences, kinesiology, and health science undergraduate degrees who wish to pursue

² 'Alumni Survey', *UBC Dietetics Major*, 2018 <<https://dietetics-landfood.sites.olt.ubc.ca/files/2018/08/Alumni-survey-infographic-April-24-20182-1.pdf>> [accessed 30 September 2020].

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dietetics; 2) individuals trained as dietitians from outside Canada who want to become licensed dietitians in British Columbia; and 3) mid-career professionals who want to change careers and pursue dietetics.

The 2019 BC Labour Market Outlook classifies dietitians as a “high opportunity occupation” and projects an average of 82 job openings each year over the next ten years. The UBC undergraduate Dietetics Major currently graduates 36 students each year. The proposed Program would therefore meet the market demand and be a pathway to prepare students who already have an undergrad degree to meet market demand more quickly.

Results from a recent survey of students and alumni (n=129) solidified the need and demand for the Program, as 97% of respondents indicated they would be “interested” or “very interested” in this Program, citing “career considerations” and “enjoyment of learning” as their top motivations. As stated by one respondent: *“This (program) is an absolute NEED. This is a great option for people who do not know they wish to go into dietetics out of high school but have a strong undergraduate background already. We need to keep up with other programs in North America.”*

1.2 Credential

The proposed credential awarded will be a Master of Nutrition and Dietetics (MND). This degree will meet all [Integrated Competencies for Dietetic Education and Practice \(ICDEP\)](#) necessary to achieve national dietetics program accreditation from the Partnership in Dietetic Education and Practice (PDEP).

1.3 Location

The Master of Nutrition and Dietetics will be delivered on UBC Vancouver-Point Grey campus, which is located on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam). Practice Education Placements (PEP) will occur in various locations across British Columbia. We are privileged and thankful for this opportunity to teach our students on this land.

1.4 Faculty Offering Program

The program will be offered by Food, Nutrition and Health within the Faculty of Land and Food Systems (LFS) at UBC.

1.5 Program Start Date

The program will start September 2022, pending Ministry approval. The Program is scheduled to undergo accreditation in May 2022. This July 2020, PDEP released an updated ICDEP framework with expectation that all Dietetics training programs in Canada transition to match the requirements by September 2023. This places the Program at a very promising timeline. Early discussion with the Accreditation Council of

the PDEP indicated support for this proposed program, as several graduate courses will be modelled after the existing accredited undergraduate program (See Appendix 4.3 for letter of support).

1.6 Program Completion Time

The expected time to completion of the program is 28 months of full-time academic study.

1.7 Objectives and Program Learning Outcomes

The primary objective of this program is to prepare students to work as Registered Dietitians in Canada, primarily BC.

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

1. Assess food and nutrition needs of individuals, communities, and populations as part of interprofessional teams.
2. Use a health equity lens to plan, implement, and evaluate a nutrition plan to promote the health needs of individuals, communities, and populations.
3. Lead, organize, monitor and evaluate food provision services to support the health of a group or organization.
4. Enhance dietetic practice using evidence- and practice-based research skills.
5. Communicate complex nutrition information to a variety of audiences using effective written, oral and visual communication skills.
6. Lead dietetics and interprofessional teams to advance health through food and nutrition.
7. Provide culturally appropriate and safe dietetic service to people from diverse socio-cultural backgrounds, including Indigenous Peoples.

1.8 Contribution to UBC's Mandate, Strategic Plan, and Indigenous Strategic Plan

The Program supports creation of an exceptional learning environment that is aligned with UBC's Strategic Plan³ including but not limited to its focus on student learning, research excellence & community engagement, inclusion and collaboration:

- **Student Learning:** The teaching structure will be taught by local and provincial experts in nutrition and dietetics in order to deliver a comprehensive, applied dietetics curriculum of exceptionally high quality.
- **Research Excellence & Community Engagement:** The Program will include a research capstone project and continue to foster the strong link between provincial health authorities.

³ 'Shaping UBC's Next Century: Strategic Plan 2018- 2028' (The University of British Columbia, 2018).

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- **Inclusion:** The Dietetics Program is committed to inclusion in all facets of the proposed program.
 - Indigenous Course Content: Integrating Indigenous perspectives and content throughout coursework and offer a newly-developed *Indigenous Health in Dietetics* course (developed by a dietitian who self-identifies from mixed heritage including Tsimshian of the Lax Kw'Alaams band).
 - Indigenous Health and/or Rural Community practicum placements: Supporting all students to attend rural and/or Indigenous Health focused placements will promote diverse perspectives.
 - Equity in Admissions: The Program proposes to reserve 2 seats for Indigenous students. The program commits to exploring and supporting how to increase Indigenous and other marginalized applicants and engagement by working with equity-focused stakeholders.
 - Financial Aid for Marginalized Students: The Program will set aside 4% student financial aid to help off-set the costs of completing the program for students in need.
 - Affordability of Coursework: Many courses will have open-access readings and minimal requirements to purchase textbooks. Students will meet eligibility requirements for student loans through all program years.
- **Collaboration:** The Program aims to train students who can work cooperatively with others to achieve a common goal (“collaborative practice”) in dietetics practice and leadership roles, such as in community-based projects.

Aligned with UBC’s Indigenous Strategic Plan⁴, our Program aims to:

- **Prioritize the advancement of Indigenous peoples’ human rights and respect for Indigenous peoples:** We are committed to diversifying our student body by working with the Faculty of Land and Food Systems Indigenous Academic Advisor to support recruitment and retention of Indigenous Peoples in our program.
- **Moving research forward:** UBC Dietetics Major is spearheading research to examine how the program can diversify its student body and support Indigenous Peoples who want to become dietitians.
- **Indigenizing our curriculum and teaching the truth:** The Program is committed to integrate Indigenous history throughout the coursework and support all students to attend rural and/or Indigenous health-focused placements. Faculty are committed to learning about Indigenous history and will be facilitating *UBC 23 24* Indigenous Cultural Safety student workshops as part of the UBC Health Interprofessional Education series.

⁴ ‘UBC’s Indigenous Strategic Plan’ (The University of British Columbia, 2020).

1.9 Delivery Methods

The program consists of 87.5 credits coursework and practicum experiences that are based on the Integrated Competencies for Dietetic Education and Practice (ICDEP) ⁵ competencies set out by the Partnership for Dietetic Education and Practice (PDEP) - the national accreditation standards as they relate to dietetics.

Courses will be primarily delivered in a face-to-face format, including lectures, small group tutorials, and practice education courses taking place in the field. Some course content may be delivered online, and supplemented with face-to-face lectures and workshop time. In groups of 2-3, students will also complete a capstone research project that focuses on practice-based nutrition topics. The program also has students engage with community partners and create public health promotion and food provision projects. Students will develop applied skills in practicum, also known as practice education placements (PEPs).

1.10 Linked Learning Outcomes and Curriculum Design

While the proposed curriculum for this program has been designed to meet the standards set by PDEP and is based in ICDEP Competencies, our program addresses the feedback from stakeholders who have expressed the need to focus on the following areas:

1. Leadership skills to position students to take on leadership roles in interprofessional teams;
2. Enhanced counselling skills to work in more complex areas of practice;
3. Entrepreneurship and business skills to support consulting dietitians;
4. Indigenous People's Health and health equity to support diversifying our program;
5. Rigorous research training to support practicing evidence-based nutrition.

An overview of the Program learning outcomes as they relate to the course learning outcomes are found in **Table 1.10A**. The courses that are cross-listed with the undergraduate Dietetics Major are those that focus on professional practice competencies that are considered the foundation of dietetic practice (see **Table 2.3.1** for Cross-Comparisons from Undergraduate Dietetics Major with Master of Nutrition and Dietetics Program). Guided by Bloom's Taxonomy⁶, the Program focuses on *analyzing*, *synthesizing* and *evaluating* Dietetics practices, concepts and theories. For reference, all undergraduate courses (syllabi) that are cross-listed with the Program are in listed in Appendix 4.8.

⁵ 'Integrated Competencies for Dietetic Education and Practice, Version 3.0' (Partnership for Dietetic Education and Practice, 2020) <<https://www.pdep.ca/library/PDEP-Policies/Integrated-Competencies-For-Dietetic-Education-And.aspx>> [accessed 18 September 2020].

⁶ B.S. Bloom, 'Taxonomy of Educational Objectives: The Classification of Educational Goals.' (NY: Longmans, Green., 1956).

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Table 1.10 Mapping Program Learning Outcomes [LO] with Selected Course Learning Outcomes

Program LO: 1	Selected Course Learning Outcomes
Assess food and nutrition needs of individuals, communities, and populations as part of interprofessional teams.	<p><u>HUNU 510</u></p> <ul style="list-style-type: none"> • Compare, contrast, and choose appropriate nutrition assessment methods based on their strengths and limitations for various life stages and conditions of health and disease. • Interpret and utilize results of anthropometric, biochemical, clinical, and dietary assessment tools to assess an individual's nutrition status. • Discuss new or emerging indicators of nutrition assessment for individuals and populations. <p><u>HUNU 500 [pre-existing HUNU course, syllabus not included]</u></p> <ul style="list-style-type: none"> • Analyze and apply principles of equity, diversity, and inclusion to nutrition research <p><u>HUNU 550</u></p> <ul style="list-style-type: none"> • Analyze metabolic and biochemical bases of nutrient-nutrient interactions and their impact on health • Research new advances in physiological functions, digestion, absorptions, and metabolism of macro- and micro-nutrients • Summarize new advances in nutrient-gene interactions and their impact on macro- and micro-nutrient metabolism and physiological functions • Correlate how inadequate and excessive intake of macro- and micro-nutrients can cause adverse effects to health • Summarize new advances in energy metabolism and its regulation • Correlate how inadequate and excessive energy intake can cause adverse effects on health
Program LO: 2	
Use a health equity lens to plan, implement, and evaluate a nutrition plan to meet the needs of individuals, communities, and populations to promote health.	<p><u>HUNU 545</u></p> <ul style="list-style-type: none"> • Adapt nutrition counselling practice for clients based on ethnicity, race, gender, sex, sexual orientation, ability, body size, socio-economic status, education level, community affiliation and other facets of systemic identities. <p><u>HUNU 573</u></p> <ul style="list-style-type: none"> • Facilitate a discussion about how one's own identity, experience, or opinion affects (or is affected by) learning about social justice topics in population and public health. • Communicate how to plan a health promotion program within the context of public health nutrition. • Propose a public/community health intervention to address a nutrition-related issue using public health theory and frameworks. • Apply knowledge of food environments, dietary guidelines, and dietary practices to critically appraise public health practice within the context of Canadian diversity. <p><u>HUNU 575</u></p> <ul style="list-style-type: none"> • Choose appropriate practice guidelines and evidence-based resources to guide practice for the above diseases and conditions • Apply the Nutrition Care Process (NCP) to make nutrition diagnoses related to the above selected diseases and conditions • Create nutrition interventions using application of medical nutrition therapy to manage the above diseases and conditions, both collaboratively and individually <p><u>HUNU 579</u></p> <ul style="list-style-type: none"> • Discuss the nutrition care process within various dietetics contexts and propose nutrition care plans using evidenced-informed nutrition practice
Program LO: 3	
Lead, organize, monitor and evaluate food provision services to	<p><u>HUNU 540</u></p> <ul style="list-style-type: none"> • Demonstrate fundamental and advanced knowledge and skills of kitchen and food safety, practical outcomes of measurement techniques

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support the health of a group or organization.	<ul style="list-style-type: none"> Adapt preparation methods of home-style recipes to recipe development, recipe standardization and costing. <u>HUNU 541</u> <ul style="list-style-type: none"> Determine food provision requirements of a target audience and integrate socio-cultural and nutritional considerations Analyze relevant food system issues/tensions and propose strategies for dietitians to advocate or lead changes to improve the situation Collaborate with community-based partners to improve food literacy, food skills, or food service delivery
Program LO: 4	
Enhance dietetic practice using evidence- and practice-based research skills.	<u>HUNU 500 [pre-existing HUNU course, syllabus not included]</u> <ul style="list-style-type: none"> Evaluate experimental methods, research design, and statistical approaches used in nutrition research. Determine the most appropriate approach/method for a given research question. Differentiate unique factors that impact diet and considerations when conducting research at different developmental time points and life stages. <u>HUNU 575</u> <ul style="list-style-type: none"> Apply critical thinking and research skills to address nutrition care related practice concerns. <u>HUNU 579</u> <ul style="list-style-type: none"> Demonstrate effective written and oral communication skills by preparing, submitting, and presenting a research ethics proposal. Critically appraise the literature in order to identify relevant methodologies as they relate to practice-based evidence research Discuss the nutrition care process within various dietetics contexts and propose nutrition care plans using evidenced-informed nutrition practice. <u>HUNU 573</u> <ul style="list-style-type: none"> Critically appraise and facilitate discussions on a research paper related to population and public health. <u>HUNU 580</u> <ul style="list-style-type: none"> Communicate best practices in conducting dietetics practice-based research. <u>HUNU 581</u> <ul style="list-style-type: none"> Determine the appropriate evidence-informed approach of the research process and apply it to collect and analyze data and complete a professional-caliber, original practice-based research project under the supervision of a UBC Instructor and research preceptor. Communicate, disseminate and defend original research findings to the broader community of dietitians through preparation of an oral presentation and a manuscript suitable for submission to the Canadian Journal of Dietetic Practice and Research. <u>HUNU 582</u> <ul style="list-style-type: none"> Facilitate discussion on a published paper on a selected topic (nutrition-care, leadership/ management, food provision or population and public health).
Program LO: 5	
Communicate complex nutrition information to a variety of audiences using effective written, oral and visual communication skills.	<u>HUNU 540</u> <ul style="list-style-type: none"> Communicate and assess audience needs to adapt presentation(s) to meet such needs Model optimal presentation and facilitation skills for food products and preparation methods <u>HUNU 545</u> <ul style="list-style-type: none"> Assess clients' knowledge, learning needs, stage of behavioural change and motivational readiness in the counselling relationship. <u>HUNU 579</u>

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	<ul style="list-style-type: none"> • Demonstrate effective written and oral communication skills by preparing, submitting, and presenting a research ethics proposal. • Demonstrate effective interpersonal skills by employing principles of active listening, using and interpreting non-verbal communication. <p>HUNU 582</p> <ul style="list-style-type: none"> • Demonstrate best methods of communication and collaboration with others to achieve common goals. • Use effective writing and oral communication skills using different mediums such as online group discussions.
Program LO: 6	
Lead dietetics and interprofessional teams to advance health through food and nutrition.	<p>HUNU 515</p> <ul style="list-style-type: none"> • Critique a dietetics-related business scenario, develop an appropriate plan and apply the necessary concepts in business strategy, operations, marketing, leadership, financial management, ethics and entrepreneurship to manage and lead the business. • Communicate through a case study analysis the characteristics and skills necessary for an entrepreneur to manage a business in different facets of dietetic practices (e.g., food management, consulting and private practice). • Critique and evaluate the strengths & weaknesses of dietetics-related businesses to determine a strategy for differentiation within the industry. <p>HUNU 560</p> <ul style="list-style-type: none"> • Describe, compare and critically evaluate leadership theories and perspectives. Analyze a leadership issue that a dietitian may face working within an interprofessional setting and use effective oral and/or written communications skills to propose a viable solution using leadership concepts and skills. • Evaluate skills, strengths and weaknesses as a leader through self-reflective exercises and assessments. • Facilitate a discussion about change management and identify the principles that would best prepare and support audiences (individuals, teams, organizations) in implementing changes within an interprofessional setting. <p>HUNU 525</p> <ul style="list-style-type: none"> • Model and highlight Indigenous food sovereignty leadership and importance of relational practices.
Program LO: 7	
Provide culturally appropriate and safe dietetic service to people from diverse socio-cultural backgrounds, including Indigenous Peoples.	<p>HUNU 500 [pre-existing HUNU course, syllabus not included]</p> <ul style="list-style-type: none"> • Analyze and apply principles of equity, diversity, and inclusion (EDI) to nutrition research. <p>HUNU 545</p> <ul style="list-style-type: none"> • Analyze one's own values, biases, beliefs, expectations, and identities, especially in the cross-cultural counselling process. • Apply concepts of informed consent and other ethical and legal requirements to nutrition counselling. <p>HUNU 579</p> <ul style="list-style-type: none"> • Demonstrate professionalism, ethical and client-centered approaches to practice as they relate to dietetic practice by identifying client perspectives, needs and assets. <p>HUNU 525</p> <ul style="list-style-type: none"> • Examine the past and current impacts of colonization, colonial policy and racism on the health and wellbeing of Indigenous peoples across Canada, specifically how it impacts/influences increased rates of chronic diseases. • Integrate Indigenous culturally safe practices, and distinguish Indigenous specific racism at the structural and interpersonal levels.

1.11 Program Strengths

UBC's undergraduate Dietetics program is the only accredited dietetic training program in British Columbia. The UBC dietetics undergraduate program is an "integrated" program, meaning that students are guaranteed practicum placements once accepted and enrolled in the program. Not all other accredited Canadian dietetic programs are integrated. The proposed MND program will be the only integrated, entry-to-practice masters level dietetics credentialing program in Western Canada.

Many experts in the field throughout the Province will be drawn upon to support the program and students, both by teaching and being preceptors (supervising, coaching, guiding, and facilitating) students during their practicum. The Program also includes coursework that integrates various priorities identified by the Ministry of Health, in particular leadership training and interprofessional collaboration and by UBC Dietetics Alumni- advanced counselling, Indigenous People's health and entrepreneurship.

From a global standpoint, providing a graduate training program will better position UBC to attract competitive applicants. In the United States by 2024, all dietetic programs across that country will only be taught at the Master's level ⁷. Further, dietitians typically interface in interprofessional teams with other Allied Health programs at UBC, such as Occupational Therapy and Speech Language Pathology, which are taught at the Graduate Level. Therefore, the Program would better align the Dietetics professional with other interprofessional programs.

While the Program will continue to support placements in BC's Provincial Health Authorities, there will be an increased emphasis on supporting placements that are more rural/Indigenous health-focused, and in placements not currently offered. In its current form, all students have all placements within health authority settings. Further, 14 students are placed by lottery outside the Lower Mainland (2 in Northern health, 4 in Interior Health, 5 on Vancouver Island and 3 in Fraser East). In the proposed program, we will: (1) foster new opportunities for students to be placed in rural and/or Indigenous health settings that expand on current placement opportunities, and (2) work to increase placement settings in untapped areas not currently utilized (industry, private practice, etc.). Therefore, the Program will be in a position to maximize the untapped talent and skills of dietitians in practice in sectors across the Province within and outside of Health Authorities, allowing for a more sustainable and supportive future growth of the profession.

Finally, the Program is committed to equity, diversity, and inclusion and has reserved financial aid funding to recruit and support Indigenous, Black, other racialized students.

⁷ Commission on Dietetic Registration, 'Graduate Degree Registration Eligibility Requirement: Frequently Asked Questions (FAQ)' (Academy of Nutrition and Dietetics, 2020)
<<https://admin.cdrnet.org/vault/2459/web///Graduate%20Degree%20FAQ%202-2020.pdf>>.

1.12 Related Programs at UBC and other BC Post-Secondary Institutions

The University offers an integrated undergraduate dietetics program, which is currently the only dietetics training program in the province of British Columbia. Across Canada, there are other universities offering a Masters-credentialing program for prospective dietitians, but they are all (except one) programs that do not have integrated practicums guaranteed as part of the graduate degree. Therefore, this proposed Master's is distinct from those programs.

Table 1.12 Program Themes of Dietetic Graduate Programs in Canada⁸

	UBC	McGill	Brescia University of Western Ontario	Mount St Vincent University	Ryerson University	University of Guelph	University of Toronto
Name	Master of Nutrition and Dietetics	MSc Applied, Human Nutrition (Dietetics Credentialing)*	Master of Food and Nutrition	Master of Applied Human Nutrition	Master of Health Science in Nutrition Communication	Master of Applied Nutrition	Master of Public Health Nutrition and Dietetics
Duration	28 months	6 semesters + 1 qualifying yr	5 Terms	**see footnote	4 Terms	3 Semesters	20 months
Program Themes							
Policy & regulation			Yes		Yes		
Leadership	Yes		Yes			Yes	Yes
Public Health	Yes	Yes	Yes	Yes		Yes	Yes
Research	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Communication	Yes	Yes			Yes		
Social Justice	Yes						Yes

*McGill is currently the only Canadian program with an entry-to-practice Master's dietetics program with integrated practicum. It includes a Qualifying Year, followed by 74 required credits (incl. practicum); 52 credits are required to be eligible for MSc program, of which 30 can be taken in qualifying year. Otherwise, students advised to apply to BSc (Nutrition - Dietetics).

**Mount St Vincent's program requires 5.0 units (equivalent to 30 credits), plus the internship education program (3 placements, each comprising 1 unit). The duration of the program is unspecified. Students can complete their courses on a full or part time basis.

⁸ Partnership for Dietetic Education and Practice, 'Accredited Programs in Canada'
 <<https://www.pdep.ca/accreditation/accredited-program-list.aspx>> [accessed 18 September 2020].

1.12.1 Similarities and Differences with the existing Dietetics program

Both the existing undergraduate program (BSc Food Nutrition and Health, Dietetics Major) and the proposed graduate program (Master of Nutrition and Dietetics) are aligned with the ICDEP Competencies to abide by accreditation standards. The goal of the Program is to **complement**, not compete with, the existing bachelor's program. Compared to the undergraduate program, graduates from the Program will be trained in different areas of focus, such as research and enhancing leadership-skills, that will support the ongoing workforce needs in a sustainable way.

"Historically, it has been difficult to find masters-trained dietitians for our higher level dietitian and leadership positions including public health, research and educator roles, practice leader and other management positions. This program [compared to the undergraduate program] would encourage more dietitians to take on leadership roles within the public health sector." – *Letter of Support from Health Authority Leader (Attached)*

The following outlines the differences between the existing undergraduate Dietetics program and the "value proposition" of the Master of Nutrition and Dietetics graduate program:

1. **Cohort cohesiveness**: The undergraduate program will no longer be admitting individuals who have completed an undergraduate science degree. Currently, students who are admitted in the undergraduate program have a lot of gaps in their course schedules as they have completed many of the degree requirements in previous baccalaureate degrees, resulting in open blocks they must fill with other courses as the course sequencing prevents them completing the program more quickly. In our Market Analysis from UBC's Academic Services, Extended Learning (July 2020), 35% (total: 29/82) of dietitians who responded stated they had previously completed an undergraduate degree prior to entering in the UBC Dietetics Major. Previous survey data (2012-2016 Alumni Survey) showed up to 40% had previous degrees⁹.

"Most CDBC international applicants have prior education, minimally a bachelor, but we also often see applicants with master and doctorate degrees. Applicants also usually have varied work experience. The College would welcome a program that could be accessible to international applicants and become an additional route of entry to become licensed. This would support much needed effort on equity, diversity and inclusion." – *College of Dietitians of British Columbia (CBDC)*

"Captures more individuals who may become interested in a career in dietetics following a degree in related coursework" – *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

"So many students enter the program with previous degrees, and it's not a great use of their time/money to take many of the low-level undergrad courses." – *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

⁹ 'Alumni Survey', *UBC Dietetics Major*, 2018 <<https://dietetics-landfood.sites.olt.ubc.ca/files/2018/08/Alumni-survey-infographic-April-24-20182-1.pdf>> [accessed 30 September 2020].

"I would have loved this option [the Program] as I already had almost completed my undergrad degree and then had to end up taking so many extra courses (time and money!) just to get an undergrad in LFS." - *Anonymous Student (Student & Alumni Survey, July 2020)*

- 2. Advanced Leadership skills with a focus on interprofessional teams:** Unlike the undergraduate program, graduates from the proposed master's Program will gain leadership and managerial skills by participating in courses, activities and assessments not currently being offered in the bachelor's level. This would make them qualify for leadership and managerial positions within Health Authorities, and support leading interprofessional teams throughout the Province.

"The proposed focus areas seem appropriate. I know of many dietitians who have moved into leadership positions who do not know how to lead or manage; or even oversee large projects." - *Anonymous Industry Stakeholder (Stakeholder Survey, July 2020)*

"I think leadership is fabulous, as the undergraduate program does not offer leadership as an option." - *Anonymous Industry Stakeholder (Stakeholder Survey, July 2020)*

"I think the focus on leadership in healthcare, research and education are the key items as those are the roles that require MSc currently and are gaps in experience in the current dietetic workforce." - *Anonymous Industry Stakeholder (Stakeholder Survey, July 2020)*

"Dietitians need leadership skills to demonstrate their knowledge, critical thinking, and management skills in the workplace. I want to see more dietitians in management positions that have typically been filled by RNs, OTs, SW etc - dietitians can do just as good as a job if not better, but I rarely see them in management / leadership type roles." - *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

- 3. Advanced research and clinical-nutrition skills:** Students in the graduate cohort will have opportunities to draw relationships between their research courses and their clinical courses, as well as have more opportunities to critically appraise nutrition research papers while teaching about their learnings to their peers to really enrich their clinical learning experiences.

"Throughout the years, the College received comments from preceptors and employers about the need to have newly licensed dietitians that are more "practice-ready", especially with some of the complex clinical nutrition and interprofessional competencies. Having the opportunity to place individuals with prior learning and experience in dietetics in a master level practicum may help fulfill this need." - *College of Dietitians of British Columbia*

"Ability to interpret literature and apply a research-based approach are beneficial, particularly when developing clinical programming and trying to set standards for clinical care." - *Anonymous Industry Stakeholder (Stakeholder Survey, July 2020)*

“There is an increasing need in clinical settings, long term care facilities and in private practice. More insurances are covering dietitian visits and we need more qualified professionals.” - *Anonymous (Dietitian Student & Alumni Survey, July 2020)*

“Concepts related to health research: searching databases, reading articles, statistics, ethics, designing research projects.” - *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

4. **Advanced counselling/communication skills:** Students will have higher-level assessments and opportunities during coursework to lead and facilitate discussions, synthesize and articulate relationships between multiple courses to educate their peers on clinical, research, and social justice issues.

“A master program offers opportunity for more mature students to become Dietitians who already have a better sense of the world and how things work. This may allow us to arm the profession with wiser, more balanced Dietitians with life experience. Having a program that focuses on more counselling and managerial education would benefit the profession.” - *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

1.12.2 Students from UBC Nutritional Science or Food, Nutrition and Health Majors

Students who have completed a BSc in Nutritional Sciences or BSc in Food, Nutrition and Health at UBC would not have overlapping courses with the Program.

1.12.3 Students from other Dietetics programs across Canada

Students who have completed an accredited undergraduate program in dietetics elsewhere in Canada will not be eligible to complete this program, as the MND is an entry-to-practice credentialing program, and those applicants would already have met entry-to-practice requirements.

1.13 Institutional Contacts

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2.0 Program Description and Specification

2.1 Program Need

As of 2018, there were 1,290 dietitians in BC and 12,710 dietitians across Canada¹⁰. BC has the lowest ratio of dietitians to population of all provinces at 25.8/100,000 population, despite being the third most populous province. However, the Province is showing growing opportunities for dietitians. In British Columbia, the workforce grew by 104 between 2009 and 2013, an average of 26 (2%) registrants per year¹¹. Registration renewal from one year to the next was 98% during the period, with 17 (2%) registrants not renewing and 43 (4%) new registrants each year, on average.

“From January to June 2019, there were 64 inquiries from international applicants requesting information about licensure with the CDBC [The College of Dietitians of British Columbia]. This reflects a 33% growth in international inquiries compared to the same time in 2018. The number of inquiries annually has increased from 70 to 130 per year in 2018. In 2020, the College has received 120 inquiries to date (September).”

– *College of Dietitians of British Columbia*

An environmental scan over the last year showed that most jobs are found in Vancouver (followed by Nanaimo, Victoria, Chilliwack, Kelowna and Surrey). Key companies hiring this past year (ordered by frequency of job postings) include: 1) Retirement Concepts Senior Services Ltd 2) Vancouver Coastal Health 3) Regional District of Nanaimo 4) SODEXO 5) Interior Health Authority 6) Vancouver Island Health Authority 7) Compass Group¹². There is an anticipation of new jobs created in the near future as the BC provincial government commits to investing more into long term care, primary care, and mental health programs where dietitians are also employed.

“I love staff who are MSc prepared and find they have a different approach which is valuable.” – *Anonymous Industry Partner (Stakeholder Survey, July 2020)*

“Currently there is a shortage of dietitians with masters and we do struggle to find dietitians in BC who have their master for positions that require this as a qualification. This would also allow for up-skilling as currently the skill progression for dietitians is quite flat.” – *Anonymous Industry Partner (Stakeholder Survey, July 2020)*

Recent market research showed there is student demand for this program. Enrollment data from student surveys (2012-2016) confirms about 40% of current UBC Dietetics undergraduate

¹⁰ ‘Canada’s Health Care Providers, 2014 to 2018’ (Canadian Institute for Health Information., 2020).

¹¹ Dietitians of Canada, ‘Registered Dietitians In Canada: A Compilation of Provincial Workforce Data’, 2015 <<https://www.dietitians.ca/DietitiansOfCanada/media/Documents/Resources/Compilation-of-Provincial-Workforce-Data-Jan2016rev.pdf?ext=.pdf>> [accessed 18 September 2020].

¹² UBC Academic Services, Extended Learning, ‘EMSI Q1 2020 Dataset’ (The University of British Columbia, 2020) <https://a.economicmodeling.com/analyst/?t=34417#h=Pvzwy&page=occupation_snapshot>.

students already held a Bachelor's degree¹³. The Master's degree could be attractive to potential applicants (including working professionals transitioning from other careers) who do not want to pursue a second undergraduate degree and would prefer a shorter program which also equips them with elevated professional skills. They may also be motivated by the potential for higher salaries as a result of taking a graduate program pathway.

"It will be a great opportunity for those who already hold a degree to obtain an RD education. Masters Programs seem to be where the profession is heading." - *Anonymous Industry Partner (Stakeholder Survey, July 2020)*

"This was exactly the route I was looking for when I started my BSc in Dietetics 9 years ago, after already graduating from UBC with a BA in psych. I also think it will put RDs on par with the health professionals we work with, ie OTs, PTs, SLPs, MSWs, Psychs etc who all have a masters at minimum." - *Anonymous Dietitian (Student & Alumni Survey, July 2020)*

The Program comes at a critical time for Canada, especially given the recent events of COVID-19. The pandemic has highlighted the need for essential health care workers including dietitians (such as those working in intensive care, medical, and surgical units, and long-term care facilities). There are gaps in various settings, such as leadership positions within interprofessional teams and in new provincial priorities such as primary care¹⁴, which dietitians would be well-equipped to fill. Further, the Program will provide advanced training in research that would benefit the profession to continue to foster practice evidence-nutrition based practices.

2.2 Program Objectives and Themes

The core objective of the Program is to train individuals to license as registered dietitians to lead evidence-based research projects, interdisciplinary teams in various settings, and support advanced counselling/communications, and clinical nutrition.

The Program aims to:

- Assist the Province of British Columbia in expanding the number of graduating dietetic students to contribute to leadership, management, consulting and clinical practice positions in organizations across sectors of society.
- Build sustained relationships with different sectors to support students in areas that include and are not limited to the private sector, public sector, and civil society partners to support the Program. In return, these relationships will provide students with important professional networks.

Program Learning Objectives and related Curriculum Design can be seen in sections 1.7 and 1.10, respectively.

¹³ 'Alumni Survey', *UBC Dietetics Major*, 2018 <<https://dietetics-landfood.sites.olt.ubc.ca/files/2018/08/Alumni-survey-infographic-April-24-20182-1.pdf>> [accessed 30 September 2020].

¹⁴ Ministry of Health, *BC Budgets* (Government of British Columbia, 2020) <<https://www.bcbudget.gov.bc.ca/2020/sp/pdf/ministry/hlth.pdf>> [accessed 30 September 2020].

2.3 Target Audience and Enrolment Expectations

The enrolment for the Dietetics Major undergraduate program in the Faculty of Land and Food Systems has been stable over the past many years. Since 2013, the average number of applicants to the undergraduate program has been 85 per year. Thirty-one percent of applicants have attempted to enter the program more than once. Letters of admission are offered to approximately 36 individuals (approximately 40% of the application pool), with the exception of 2020 where 39 letters of admission were generated.

The Faculty of Land and Food Systems has transfer agreements in place with Langara College to support students enrolled in their Diploma in Food, Nutrition, and Health Transfer Program¹⁵ to be eligible to apply for the undergraduate dietetics program at UBC. Opportunities for transfer agreements with other institutions that offer biological science and health science programs will be explored to continue to sustain enrolment in the undergraduate program. Examples include Kwantlen Polytechnic University (KPU), who offers a Bachelors in Science in Biology and Bachelors in Health Science; and Simon Fraser University (SFU), who offers both Bachelors in Arts and Bachelors in Health Science, Kinesiology, Biological Sciences. Respondents from UBC's Market Analysis Survey, for example, stated they entered the UBC Dietetics Major holding existing baccalaureate degrees in forest science, psychology, biological sciences, health sciences and kinesiology.

Our Program is confident we will attract sufficient domestic and international students. In the 2019 Dietitians of Canada Educators Meeting, McGill University (Montreal, Quebec) the only other comparable Institution who offers a Master of Science Applied Program in Human Nutrition (Dietetics Credentialing), stated: *"Demand for the graduate program is increasing with currently about 80 applicants per year."* This program also reserves 50 seats for the undergraduate major in Dietetics, graduating 15 Graduate and 50 Undergraduate dietetic students per year.

Application and enrollment data from past years for UBC Dietetics Undergraduate Program has been consistent (**Table 2.3A**). It is conceivable that our Program expands past 20 seats, however as the Program will run in parallel with the undergraduate dietetics major, preceptor capacity and resource demands (i.e., staffing) will be considered before increasing enrollment. Enrollment projections are conservative for International students considering feedback from the College of Dietitians of British Columbia, and number of applicants per year to the undergraduate Dietetics program (**Table 2.3B**).

"Currently, the College licenses around 3-4 new international applicants on a yearly basis. This small number is affected by various factors including the amount of academic and practical upgrading required etc... [...]" - College of Dietitians of British Columbia

¹⁵ Langara College, 'Food, Nutrition, and Health Transfer Program', 2020 <<https://langara.ca/programs-and-courses/programs/food-nutrition-and-health-transfer/index.html>>.

Table 2.3A Enrollment Data to the Dietetics Undergraduate Major, 2015- 2020

Application Year	Total Applications	International Applications	% International
2020	94	13	14%
2019	66	10	15%
2018	91	8	9%
2017	86	7	8%
2016	73	3	4%

Table 2.3B International Applications to the Dietetics Undergraduate Major, 2016- 2020

	2020	2019	2018	2017	2016	2015
Total Applicants	94	66	91	86	104	103
Offered admissions	40	36	38	38	37	36
Accepted admissions	39	35	38	38	36	33

2.4 Admissions Requirements

Applicants to the Program are admitted through the [Master's Degree Admissions Application](#) through the Faculty of Graduate and Postdoctoral Studies (G+PS) at UBC. Therefore, applicants must meet the minimum requirements as outlined by the Faculty for admission: minimum of B+ (76%) average in third- and fourth-year level courses of a four-year bachelor's degree or academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher). Applicants who do not have an undergraduate degree will not be eligible to apply to the Program, and will be redirected to apply to the undergraduate Dietetics major.

In addition to the above general criteria, students must meet a minimum B average (72%) in the following prerequisite courses (or their equivalents):

- Human Physiology (3 credits), e.g. BIOL 155, BIOL 153, CAPS 301.
- Introductory Biochemistry (3 credits), e.g. BIOL 201, BIOC 202.
- Statistics (3 credits), e.g. STAT 200, LFS 252, BIOL 300, EPSE 482, FRST 231 (available online).
- Introductory Nutrition (3 credits), e.g. FNH 250 (available online).
- Introductory Food Science (3 credits), e.g. FNH 200 (available online).

Note: many of the courses listed above have pre-requisite requirements that must be fulfilled before students are able to complete the courses listed here. Students will need to plan accordingly to meet program admissions criteria. Interested applicants will be able to seek out appropriate advising from LFS graduate student advising and/or Dietetics program staff.

Applicants complete a non-academic application package, which includes blinded versions of a cover letter, resume, and two references. Applications will be scored objectively by a selection committee and the highest scoring eligible applicants will be offered an interview. Interviews will be conducted online with two Registered Dietitians.

2.5 Program Requirements

2.5.1 Course Requirements

The program is organized into 15 courses (48.5 credits) and four practicum courses (39 credits) for a total of 19 courses (87.5 total credits). Students must achieve B- (68%) average in all courses to remain in good standing in the program. Course requirements shown in **Table 2.5.1**.

Rationale for keeping FNH 380 (Professional Dietetic Practice I): Graduate programs are permitted a maximum of 6-credits of undergraduate coursework. Our program will have students participate in FNH 380 alongside the undergraduate Dietetics Major students. Both cohorts will be introduced to common professional practice principles and socialization to the profession of dietetics with no significant difference or expectations between undergraduate and graduate students. The second course in the professional dietetic practice series, HUNU 580, will have higher-level learning objectives, expectations, and assessments required from the MND students compared to the undergraduate equivalent FNH 480.

2.5.2 Practicum Requirements

The national accreditation standards¹⁶ require the completion of at minimum 1250 hours of practicum training in order for the program to be accredited. Upon graduation, students will be eligible to write the Canadian Dietetics Registration Examination to practice as dietitians. In its current form, the Program is designed to exceed these requirements as students will be provided with 1433 hours of practicum throughout their degree, ensuring they are well prepared to practice. An overview of the practicum hours is outlined in **Table 2.5.2**.

Rationale for credit load of practicum courses: UBC courses have credits assigned based on expected contact time (i.e., a 3-credit course has 39h of contact time [3h/week x 13 weeks = 39h]). Three of the practicum courses (HUNU 579, HUNU 582, HUNU 583) each have 487.5h of contact time over the 13 week course. Using the aforementioned calculation on contact time, these practicum courses have been assigned 12 credits each (37.5h/week x 13 weeks = 487.5h; 487.5h / 39h = 12.5-credits). When compared to other professional allied health programs at UBC, credits for practicum courses range from 4-12 credits, and vary based on length of time (6 weeks – 8 months). For example, one Pharmacy practicum course (PHAR 479) is 12-credits for 320h of contact time, and another course (PHRM 472), is 12-credits for a 13 week practicum. Therefore, our practicum credits are on par with the Pharmacy program at UBC. Further, the undergraduate Dietetics practicum courses have been assigned 12-credits based on contact hours, and therefore it would not be desirable for MND students to have equivalent practicum courses (13 weeks) be a fraction of the credits as the equivalent BSc practicum courses from a perception standpoint. When compared to the only other entry-level Masters program for dietetic accreditation in Canada (McGill University), the credit load (83 total credits, 37 credits for practicum) is similar to our proposed program¹⁷. Lastly, the credits in the MND program do

¹⁶ 'Integrated Competencies for Dietetic Education and Practice, Version 3.0'.

¹⁷ <https://www.mcgill.ca/nutrition/programs/graduate/mscappl/credentialing> [accessed December 15, 2020]

not affect tuition costs, unlike the BSc Dietetics program, as the tuition costs for the MND program are not based on per/credit financial modelling, but on financial viability of the program (see [Section 3.1 Budget and Tuition Fees](#) for details on tuition fees and financial modelling).

Table 2.5.1 Course Requirements for the MND Program

*FNH 380 (Professional Dietetic Practice I) is an existing undergraduate course in the Bachelor of Science in Food, Nutrition and Health (Dietetics Major) curriculum that is restricted to dietetics students only.

YEAR TAKEN	REQUIRED COURSES			CR.	PREREQUISITES
1	T1	Research Methods in Human Nutrition	HUNU 500	3	-
		Advances in Human Nutrition	HUNU 550	3	-
		Nutrition Assessment Across the Lifespan	HUNU 510	3	-
		Professional Dietetic Practice I	FNH 380*	3	-
	T2	Food Theory and Applications	HUNU 540	4.5	-
		Counselling Skills in Dietetics	HUNU 545	3	HUNU 510
		Population and Public Health Dietetics	HUNU 573	3	-
		Nutrition Care I	HUNU 575	3	HUNU 500, 510, 550
2	T3	Dietetics Practice Education Placement I	HUNU 579	12	HUNU 545, 575
		Business & Entrepreneurship in Dietetics	HUNU 515	3	-
		Food Provision and Management	HUNU 541	3	HUNU 540, 573, 575
		Leadership in Dietetics and Health	HUNU 560	3	-
	T2	Nutrition Care II	HUNU 576	4	HUNU 500, 575, 579
		Nutrition Care III	HUNU 577	4	HUNU 525 (or corequisite), 545, 573, 575, 576, 579
		Professional Dietetic Practice II	HUNU 580	3	FNH 380, HUNU 579
		Indigenous Health in Dietetics	HUNU 525	3	-
3	T3	Dietetics Practice Education Placement II	HUNU 581	3	HUNU 500, HUNU 580
		Dietetics Practice Education Placement III	HUNU 582	12	HUNU 579, 581
3	T1	Dietetics Practice Education Placement IV	HUNU 583	12	HUNU 582

2.5.2 Overview of Practicum Hours

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
	Winter Term 1				Winter Term 2				Summer Terms			
MND Y1									HUNU 579 [439 hours ¹]			
MND Y2					HUNU 581 [117 hours ²]				HUNU 582 [439 hours ¹]			
MND Y3	HUNU 583 [439 hours ¹]											

¹ Hours are calculated as follows, using 13 weeks minimum: [7.5h/day * 5 days/week * 13 weeks = 487.5h]; some placements may exceed 13 weeks.

² Hours are calculated using an average of 9h/week: [9h/week*13 weeks = 117h]

2.6 Program Overview

2.6.1 Accreditation Requirements

To meet accreditation requirements set by the Partnership for Dietetic Education and Practice (PDEP), the program requires students to demonstrate competency from the Integrated

Competencies for Dietetic Education and Practice¹⁸ set by the Alliance of Canadian Regulatory Bodies, Dietitians of Canada, and Canadian academic and practicum dietetic education programs. The Program will be integrated with the necessary practicum and academic requirements met in order for the program to obtain full accreditation and for graduates to be eligible to sit the Canadian Dietetic Registration Examination (CDRE). After completion of the national exam, students may register with the College of Dietitians of BC (or any provincial dietetics regulatory body in Canada) in order to use the protected title Registered Dietitian and practice dietetics.

The foundations of ICDEP are listed as seven *Domains of Competence* with practice competencies are embedded throughout these domains. Student assessments are based on observations of performance in practice-settings. Assessments are based on performance indicators and are evaluated according to Miller's Pyramid of Assessment¹⁹. While students must meet the minimum of each performance indicator in order to graduate, the Program will have students exceed the content required by ICDEP.

A higher-level overview of how our program meets the ICDEP requirements as it pertains to the *Domains of Competence* are listed as follows:

1. **Food and Nutrition Expertise:** HUNU 540, HUNU 541, HUNU 545, HUNU 550, HUNU 573, HUNU 575, HUNU 576, HUNU 577
2. **Professionalism and Ethics:** FNH 380, HUNU 525, HUNU 545, HUNU 579, HUNU 580, HUNU 581, HUNU 582, HUNU 583
3. **Communication and Collaboration:** all coursework
4. **Management and Leadership:** HUNU 500, HUNU 515, HUNU 540, HUNU 541, HUNU 545, HUNU 560, HUNU 579, HUNU 580, HUNU 581, HUNU 582, HUNU 583
5. **Nutrition Care:** HUNU 510, HUNU 575, HUNU 576, HUNU 577, HUNU 579, HUNU 582, HUNU 583
6. **Population Health Promotion:** HUNU 541, HUNU 573, HUNU 582, HUNU 583
7. **Food Provision:** HUNU 540, HUNU 541, HUNU 582, HUNU 583

The Faculty of Land and Food Systems has been working with the Accreditation Council to inform them of the proposed program. Once the program is approved at UBC, formal documents will be sent to the Accreditation Council. It has been agreed on that accreditation of the program has been scheduled for Spring 2022 to ensure the first graduating cohort graduates from an accredited program. At this time, all courses listed in this proposal will be formally mapped to the new ICDEP Competencies (See Appendix 4.3 for Letter of Support).

2.6.2 Graduation Requirements

Requirements for the completion of an MND degree include:

- 48.5 course credits. Students need to meet the requirements of B- (>68%) in each course or pass the course if a pass/fail course.

¹⁸ 'Integrated Competencies for Dietetic Education and Practice, Version 3.0'.

¹⁹ G.E. Miller, 'The Assessment of Clinical Skills/Competence/Performance', *Acad. Med.*, 65.9 (1990), s63–67.

- 39 practicum course credits (HUNU 579, HUNU 581, HUNU 582, HUNU 583). Students need to complete at least 1250 hours of practice education placements.
- Submission of the research capstone project (HUNU 581).
- Meet or exceed all performance indicators set by ICDEP v.3.0 (July 2020).

3.0 Resources

3.1 Budget and Tuition Fees

Consultation was conducted with UBC's Strategy + Decision Support (SDS) service (Joseph Ferguson, Senior Consultant) to develop a budget for the program and to model various scenarios to establish projections for a 10-year viability. A model was selected that generates sufficient tuition revenue to cover the incremental costs of the program, and by Year 7 of the program will be in surplus, allowing for new resources for the Dietetics Program and the Faculty of Land and Food Systems.

Tuition fees have been estimated using comparisons between other UBC Allied Health Programs (e.g., Occupational Therapy, Speech Language Pathology and Audiology, Counselling Psychology, Physical Therapy) and other Canadian Dietetic Programs that offer graduate training, as seen in the **Table 3.1.1** below.

Table 3.1.1. Comparable Entry-to-Practice Allied Health Programs

	UBC Dietetics	UBC Dietetics	McGill Dietetics	UBC Medicine	UBC Medicine	UBC Medicine	UBC Medicine	UBC Medicine
Name	Master of Nutrition and Dietetics	BSFN (Dietetics Major) ¹	MSc Applied, Human Nutrition (Dietetics Credentialing) ²	Master of Occupational Therapy	Master of Physical Therapy	Master of Science in Speech-Language Pathology	Master of Science in Genetic Counselling	Master of Health Administration
Duration	28 months	3 years + 2 prerequisite years	24 months + 1 qualifying year	24 months	26 months	24 months	24 months	24 months
Tuition Costs (\$ CAD)								
Domestic	29,174	31,800	21,970	15,877	15,877	10,191	41,960	30,978
International	69,674	201,040	50,105	89,552	91,798	n/a ³	44,086	51,636

¹ The BSFN, Bachelor of Science in Food, Nutrition and Health, (Dietetics Major) is the only accredited dietetics training program in BC.

² McGill is currently the only Canadian program with an entry-to-practice Master's dietetics program with integrated practicum. It includes a Qualifying Year, followed by 74 required credits (incl. practicum); 52 credits are required to be eligible for MSc program, of which 30 can be taken in qualifying year. Otherwise, students advised to apply to BSc (Nutrition - Dietetics).

³ UBC Master of Science Program in Speech-Language Pathology does not accept International students.

Students will pay a minimum of 7 instalments of the following:

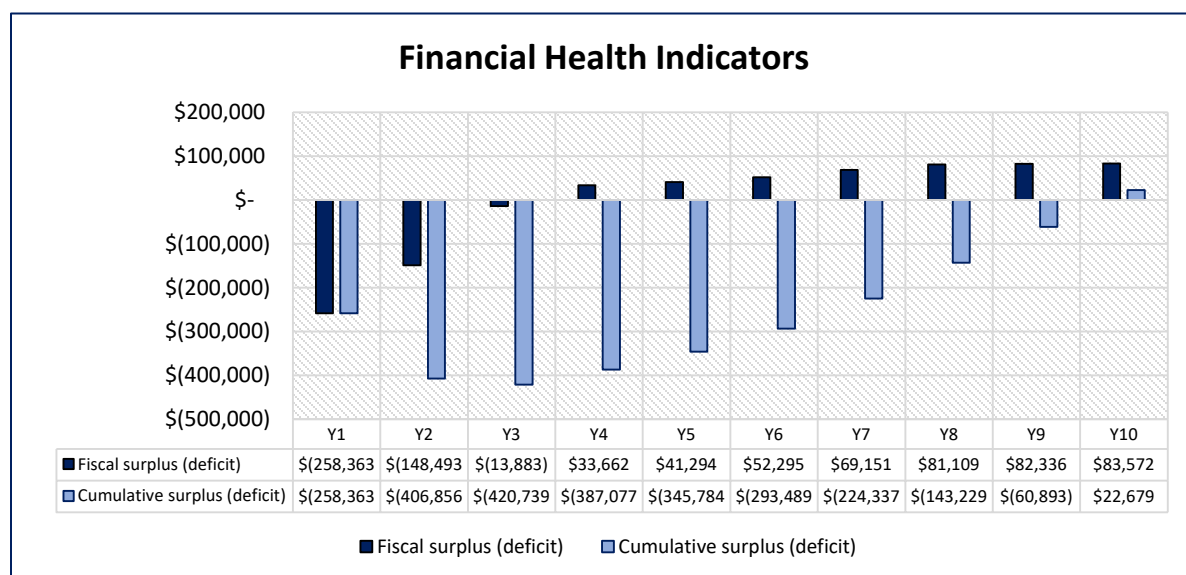
- Domestic students: \$4,168 per instalment
- International students \$9,953 per installment

These figures lead to total tuition fees of \$29,174 for domestic students and \$69,674 for international students. At this time, the Dietetics program does not receive seat-based funding from the Ministry of Health and this is not anticipated to change anytime in the near future. For this reason, it is reasonable and justifiable to cost tuition at the proposed amount.

Application fees are proposed to be \$108.00 for domestic applicants and \$168.25 for international applicants, in alignment with the currently approved graduate application fees for applications to be received for 2021W. These fees are subject to increases as approved by the Board of Governors.

The estimate for the annual enrolment in the program after the first two years of inception will be 12 students (10 domestic and 2 international students), and these numbers will increase with time to support 18 domestic and maintain 2 international students per cohort (maximum 60 students total in the Program in a given year).

The major budgeted expenditure item is faculty and staff for the program. Our program is committed to supporting Indigenous students and those who are faced with financial barriers to pursue higher education. The Program is committing 4% of tuition revenue to support students (financial aid). The rental of the program facility is expected to be provided at no cost. New faculty and staff hires will be required. The aim is to start with one Full-Time Dietetics Education Coordinator (Staff M&P Position, *new hire*), a tenure-track faculty (current program director), and a tenure-track Assistant Professor of Teaching (current Faculty member). An overview of the financial viability of the program is found in the figure below:



3.2 Resources

3.2.1. Human Resources

The Food, Nutrition and Health (FNH) program in the Faculty of Land and Food Systems has insufficient resources to administer and run the proposed Program, and thus additional human resources are required.

The UBC Director of Dietetics will steer the Program and report to Head of the FNH Program Director. One Full-Time (1.0 FTE) Staff (M&P) will be hired in the role of Dietetics Education Coordinator in year 1. By Year 2, a part-time (0.8 FTE) Staff (M&P) will be hired in the role of Dietetics Education Coordinator. Both Staff members will support the Director, and liaise with students and preceptors. Sessional instructors who are preceptors in the field and content experts will be hired to teach the courses in the program.

3.2.2 Preceptor Capacity

There are approximately 1350 Registered Dietitians in British Columbia. The Dietetics Program at UBC currently engages with 300 preceptors each year who host Year 5 practice education placement students. In a survey conducted to dietitians across the province, 51% of experienced preceptors respondents indicated they were willing to increase the precepting capacity by increasing number of students hosted per year (79%), extending placement length (44%), or taking more than 1 student at a time (28%). A high proportion (81%) of respondents who were not already preceptors indicated the willingness to take students on if asked. These results show promise for expanding practice education placements beyond Provincial Health Authorities, which will not only enrich the students' experiences, but also better connect with the Province's pool of eligible preceptors.

The Program is also committed to exploring non-dietitian preceptors as part of practice education hours for students in their later years of the program. Examples of preceptors include Indigenous Knowledge Keepers, management professionals, other allied health professionals, and medical professionals. Utilizing preceptors who are not trained in dietetics promotes interdisciplinary collaboration and critical thinking, and is also an opportunity for our students to showcase their dietetics knowledge in real practice settings that may not typically have access to dietitians.

3.2.3 Space

The program will be delivered in the FNH Building and the MacMillan Building (both are Land and Food System's Faculty faculty buildings). The Faculty currently has approximately 108 students enrolled in the undergraduate Dietetics program, which is located in the FNH building (2205 East Mall, Vancouver BC). The Director of Operations from the Faculty of Land and Food Systems confirmed there is student space for our Program's students. It is expected the existing facilities will be sufficient to accommodate an expansion in Dietetics student numbers with the proposed program for the foreseeable future.

3.2.4 Library

See Appendix 4.1 for the UBC Library Consultation Report.

3.2.5 International Student Support

As the MND program will be a graduate program, students will have advising support through the LFS Grad Office and the Associate Dean of Graduate Studies in LFS regarding general UBC issues. Like all international students at UBC (graduate, undergraduate, non-degree, etc.), these students will also receive support by the International Student Development team, which includes Registered Canadian Immigration Consultants for help with visas, study permits, work permits, health insurance coverage, and transitioning to life in Canada:

<https://students.ubc.ca/about-student-services/international-student-advising>.

Existing advising supports will be available to MND students, including UBC Dietetics Program Staff and Faculty of Graduate and Postdoctoral Studies Admissions Staff. Advising related to the dietetics profession, licensure, protected acts, and registration policies, will continue to be directed to the College of Dietitians of British Columbia through existing channels, as they are responsible for regulating the profession in BC and are prepared to field these types of questions. If the program is approved, the MND program also budgets for an additional 1.0 FTE staff in the first year, and another 0.8 FTE staff to support the program, which will include additional student advising.

For international prospective student inquiries related to suitability of the MND program and the degree conferred to graduates, UBC Dietetics Program staff will be available to advise students.

4.0 Appendix

4.1 UBC Internal Consultations Received

Please see attached documents for consultation forms from the following units:

- UBC Library
- UBC Commerce
- UBC Pharmacy, Faculty of Pharmaceutical Sciences
- UBC School of Nursing, Faculty of Applied Science
- UBC School of Kinesiology, Faculty of Education
- UBC First Nations and Indigenous Studies, Faculty of Arts
- UBC Occupational Therapy, Faculty of Medicine
- UBC First Nations House of Learning; UBC First Nations House of Learning provided extensive feedback on the proposal. A response was prepared to address the feedback and is also attached as a document.
- UBC Counselling Psychology, Faculty of Education
- UBC School of Population and Public Health

4.2 Consultations with units in other BC universities

Please see attached documents for consultation forms from the following units:

- Langara College Nutrition & Food Service Management, Faculty of Management; Langara provided extensive feedback on the proposal. A response was prepared to address the feedback and is also attached as a document.

Consultations were declined from the following:

- University of Northern BC
- Simon Fraser University

No responses were received when consultations were requested from the following:

- Kwantlen Polytechnic University

4.3 Letters and e-mail correspondence on proposed program

4.3.1. Email Correspondence with College of Dietitians of British Columbia

September 15, 2020

Hi Gordon,

Please see below my new proposed text. It is more factual and reflects better our current process for international applicants.

- From January to June 2019, there were 64 inquiries from international applicants requesting information about licensure with the CDBC. This reflects a 33% growth in international inquiries compared to the same time period in 2018. The number of inquiries annually has increased from 70 to 130 per year in 2018. In 2020, the College has received 120 inquiries to date (September). To be eligible to be assessed as substantially equivalent, international applicants need to submit different documentation and verify their credentials through a third-party agency. The degree must be authentic and show successful completion of an equivalent to a Canadian four years post-secondary education with a focus in dietetics. When applicants do not meet this criteria, they are directed to a Canadian dietetic program. If they complete this first step, they move on to complete the knowledge and practical assessment. When results indicate a failure or require significant upgrading, applicants are redirected to complete a Canadian approved programs. For more information on the CDBC assessment and registration process for international applicants, please consult our website [here](#). Currently, the College licenses around 3-4 new international applicants on yearly basis. This small number is affected by various factors including the amount of academic and practical upgrading required, the ability of the applicants to access a practicum (practical upgrades), the financial capacity of applicants, etc.

Most CDBC international applicants have prior education, minimally a bachelor, but we also often see applicants with master and doctorate degrees. Applicants also usually have varied work experience. The College would welcome a program that could be accessible to international applicants and become an additional route of entry to become licensed. This would support much needed effort on equity, diversity, and inclusion.

- Throughout the years, the College received comments from preceptors and employers about the need to have newly licensed dietitians that are more “practice-ready”, especially with some of the complex clinical nutrition and interprofessional competencies. Having the opportunity to place individuals with prior learning and experience in dietetics in a master level practicum may help fulfill this need.

Thank you for reaching out and giving me the opportunity to “enhance” my information/feedback.

Let me know if you have questions or would like additional clarification on some aspect of the added text.

Kind regards,
Joanie

Joanie Bouchard, M.Sc., RD

Registrar
College of Dietitians of BC
www.collegeofdietitiansbc.org

CDBC is operating a virtual office until further notice re: COVID-19. Please contact us by email. You may also request a phone appointment at any time.

CDBC offices are located on unceded Coast Salish territory, represented today by the Musqueam, Squamish and Tsleil-Waututh Nations.

This email message, including any attachments, contains confidential information and is intended strictly for the use of the intended receiver named above. *Any dissemination, distribution or copying of this email is prohibited.* If you have received this communication in error, please notify me by email or telephone and delete this message immediately. Thank you.



Supporting excellence in nutrition care through progressive regulation, professional standards and public awareness.

4.3.2. Letter of Support from Potential Employer

Please see attached file for letter of support for the MND program from a Dietitian Practice Leader and employer of Dietitians in Fraser Health Authority in BC.

4.3.3. Letter of Support from Dietitians of Canada

Please see attached file for letter of support from Dietitians of Canada for the MND program.

4.3.4. Email Correspondence with Graduate Student Society

Please see attached file for email correspondence with the Graduate Student Society regarding tuition consultation for the MND program, and the revisions made in response to their consultation.

4.4 Example Job Ads Suitable for Program Graduates

The attached job ads are all suitable for MND program graduates. Many applicants will come to the program with previous job experience, which may include managerial and/or supervisory experience, or experience in a healthcare setting, which could contribute to equivalent training, skills, and experience in managerial positions.

Other jobs listed below specify the base requirement of a Bachelor's degree, which MND program graduates would also be qualified for.

At this time, job postings do not reflect workplace union collective agreement differences in salaries/compensation because there is no current existing Master's level dietetics education program (similar to differentiation between Social Workers with a BSW versus MSW). Similarly, job posting descriptions will likely be updated to reflect the change in educational paths. This will be up to bargaining units once different educational training paths are created (such as the MND program). Informal discussion with the Classification Representative at the Health Sciences Association of BC indicates no anticipated concerns.

4.4.1. Provincial Health Services Authority Job Posting

Clinical Coordinator, Oncology Nutrition
BC Cancer Prince George, \$36.27 to \$45.25 per hour

What you'll do

- Provide clinical supervision and consultation for Oncology Nutrition Services staff at the Regional Cancer Centre.
- Review workload assignments and adjust schedules according to demands to ensure that staff levels meet operational requirements.
- Evaluate staff performance.
- Recruit staff through methods such as identifying vacancies, processing required internal paperwork, interviewing applicants and making recommendations to the Provincial Director, Nutrition, for selection to maintain approved staff complement.
- Collaborate with the Provincial Director, Nutrition, to develop and monitor the budget for Regional Cancer Centre Oncology Nutrition Services.

What you bring

- Master degree in Nutrition or in a related area from an accredited university.
- Membership in the College of Dietitians of British Columbia and Dietitians of Canada.
- Five years' clinical nutrition practice with experience in an oncology setting including a minimum of one year of supervisory experience or an equivalent combination of education and experience.

What's in it for you

Every PHSA employee enables the best possible patient care for our patients and their families. Whether you are providing direct care, conducting research, or making it possible for others to do their work, you impact the lives of British Columbians today and in the future. That's why we're focused on your care too – offering health, wellness, development programs to support you – at work and at home.

- Join one of BC's largest employers with province-wide programs, services and operations – offering vast opportunities for growth and development.
- Access to more than 2,000 in-house training programs.
- Enjoy a comprehensive benefits package, including municipal pension plan.
- 12 annual statutory holidays with generous vacation entitlement and accrualment.
- Perks include onsite fitness classes and discounts to 350 BC-wide recreational programs, travel, technology, car and bike sharing, and more.

Temporary, Part-Time (0.70 FTE Until January 2022)

Wage: \$36.27 to \$45.25 per hour

1215 Lethbridge Street, Prince George

Applications will be accepted until position is filled.

Monday to Friday: 0730-1530, 0800-1600, 0830-1630, or as operations require

Requisition Number: 99933

What we do

BC Cancer bccancer.bc.ca provides comprehensive cancer control for the people of British Columbia.

Provincial Health Services Authority (PHSA) plans, coordinates and evaluates specialized health services with the BC health authorities to provide equitable and cost-effective health care for people throughout the province. Our values reflect our commitment to excellence and include: Respect people – Be compassionate – Dare to innovate – Cultivate partnerships – Serve with purpose. Learn more about PHSA and our programs: jobs.phsa.ca/programs-and-services

PHSA is committed to employment equity and hires on the basis of merit, encouraging all qualified individuals to apply. We recognize that our ability to provide the best care for our diverse patient populations relies on a rich diversity of skills, knowledge, backgrounds and experiences, and value a safe, inclusive and welcoming environment.

ATTN: PHSA Employees:

To be considered as a PHSA employee (internal applicant) for this position, you must apply online via your internal profile at <http://internaljobs.phsa.ca>

Please note the internal job posting will no longer be accessible after the expiry date of November 8th, 2020. If the internal job posting has expired, please contact the Internal Jobs Help Desk and advise that you would like to be considered as a late internal applicant for this position. Please do not apply for the external job posting.

If you have not registered your internal profile, a password is required to log in for the first time. To obtain your password, please contact the Internal Jobs Help Desk at 604-875-7264 or 1-855-875-7264. Please note regular business hours are Monday – Friday (excluding stats), 8:30am to 4:30pm. For inquiries outside of regular business hours, please email the Internal Jobs Help Desk at internaljobshelpu@phsa.ca and a Help Desk Representative will contact you the next business day.

4.4.2. Vancouver Coastal Health Job Posting

HEALTH SCIENCE PROFESSIONALS

Number of Positions: 1

Job Title:

Dietitian, Primary Care

Union Code: (403) HS Professional CUPE

Job Pay Grade: 11 (\$34.95 - \$43.58 per hour)

Status (FTE): Regular Full Time - Baseline (1.00 FTE)

Dept / Work Area: PCN-Vancouver Oakridge / George Pearson Centre, Vancouver Oakridge PCN

Home Site: (12) Vancouver Community

Shift Times: Monday - Friday 8:30 to 16:30

Days Off: Sat, Sun, Stats

Start Date: SEP 21, 2020

JOB SUMMARY:

Within the context of a team-based model of care and in collaboration with the Primary Care Provider (Family Physician or Nurse Practitioner) and other members of the PCN Interdisciplinary team, the Primary Care Dietitian provides nutrition care through health promotion, disease prevention, treatment, support and rehabilitation to enable patients/clients to achieve and maintain optimal health outcomes. Develops and maintains partnerships with the Primary Care Provider in accordance with the local PCN care delivery model as co-designed by the PCN Partners (local Division of Family Practice, VCH Community of Care and First Nations Partners)

The Dietitian cares for patients/clients, who are in need of nutrition advice and support related to but not limited to chronic disease, weight management, gastro-intestinal, malnutrition, food allergies, and healthy lifestyle management. By assessing patients, the Dietitian assists the patient/client in setting goals and supporting their nutritional and health well-being through the provision of individual and/or group counselling. In collaboration with the patient/client

and interdisciplinary team, the Dietitian provides continuity of care by liaising with team members, coordinating ongoing care (internal and external), supporting transitions and navigating services.

Practices in accordance with established standards of professional practice as outlined by the College of Dietitians of British Columbia as well as within VCH vision and values, policies, standards, and decision support tools.

QUALIFICATIONS:**Education & Experience**

Current full registration with the College of Dietitians of British Columbia (CDBC). Two years' recent related clinical experience in community nutrition or equivalent combination of education, training and experience.

Restricted Activities A & C.

Valid B.C. driver's license and access to a vehicle.

Knowledge, Skills & Abilities

Knowledge of nutrition theory and practice within a patient/client and family centred model of care.

Knowledge of the standards of practice and guidelines for clinical practitioners established by the College of Dietitians of British Columbia.

Knowledge of the determinants of health and health promotion and chronic disease management principles and practices

Knowledge of enteral nutrition

Working knowledge of community health agencies and available community resources

Knowledge of other health care disciplines and their role in patient/client care.

Demonstrated ability to conduct relevant assessments per established standards of practice

Demonstrated ability to assess patient/client responses to care plan, and to respond appropriately.

Demonstrated ability to plan/deliver/evaluate health education for individuals and groups.

Demonstrated ability to teach, provide effective consultation and empower patients/clients to assume control over their health.

Demonstrated ability to communicate effectively both verbally and in writing

Demonstrated ability to develop and maintain collaborative working relationship with patients/clients, caregiver(s), co-workers and community partners.

Demonstrated ability to recognize when referral to another health care professional is required.

Demonstrated ability to support seamless transition in care.

Demonstrated ability to adjust to new or unexpected events, problem-solve, set priorities and deal with conflict.

Demonstrated ability to work in a team-based model of care.

Demonstrated ability to independently plan, organize and prioritize work.

Demonstrated ability to provide effective service in a variety of community settings and with diverse populations.

Demonstrated ability to promote Indigenous Cultural Safety.
Demonstrated computer skills including the ability to effectively use a computerized documentation system.
Working knowledge of research and quality improvement process and methodology.
Physical ability to carry out the duties of the position.

CLOSING DATE: AUG 08, 2020

4.4.3. Vancouver Island Health Authority Job Posting

Aboriginal Health Dietitian - (125986)

Close Date

Location: Royal Jubilee Hospital - Victoria, BC V8R 1J8 CA (Primary)

Multi-Site: Yes

Travel Requirement: Travel between multiple sites is a regular/on-going requirement

Shift Start Time/End Time: 08:00/16:00

Days Off: Weekend/Stats

Vacancy Type: Regular FT

Salary Range (Hourly Rate): \$34.95 - \$43.58

FTE: 1

Bi-weekly Hours: 75

Planned Start Date: Jun. 29 2020

Approximate End Date (For Temporary Assignments ONLY):

Pending Return of Incumbent: No

CRC required? (employee will be working with or have access to children or vulnerable adults and requires a Criminal Record Check): Required for Professional Registration

Job Description

In accordance with the Vision, Purpose, and Values, and strategic direction of Island Health (Vancouver Island Health Authority), patient and staff safety is a priority and a responsibility shared by everyone; as such, the requirement to continuously improve quality and safety is inherent in all aspects of this position.

Reporting to the Manager, Aboriginal Health and working as a part of an interdisciplinary team, the Dietitian provides leadership, expertise and support around best practices in Nutrition. The Dietitian works in collaboration with Indigenous Communities, First Nations Health Authority (FNHA) and other key partners. Grounded in humility and cultural safety (Indigenous specific anti-racism) collaborates with Indigenous peoples to support policy development, program planning and service delivery that enhances self-determination for Indigenous individuals, families and communities. Based on Indigenous perspectives that food is medicine, the Dietitian walks alongside and supports community driven projects that promote Indigenous Food access

to safe, nutritious, affordable, culturally appropriate foods, which promote promoting healthy eating.

The Dietitian has professional, advisory and education responsibilities in food security, nutrition and healthy eating including ensuring Indigenous perspective are considered in the Dietitian scope of practice; advising management, staff and Indigenous individuals, communities and organizations on matters relating to nutrition, food security. The Dietitian also ensures that all activity collaboration on specific initiatives, policy development, community outreach, and Indigenous resource development is undertaken with the understanding of colonial impacts on Indigenous peoples' nutritional health.

The Dietitian builds respectful relationship with local First Nations and Indigenous agencies which influence/support community participation and Indigenous Food Sovereignty. The Dietitian advocates for Indigenous Food Security by facilitating dialogue and ensuring the addressing of Indigenous considerations. With a solid understanding of Indigenous perspectives on Food Sovereignty, the Dietitian will participate in federal/provincial program and policy development to advocate for change.

Travel may be a requirement of this position. Transportation arrangements must meet the operational requirements of the Vancouver Island Health Authority in accordance with the service assignment and may require the use of a personal vehicle.

QUALIFICATIONS:

EDUCATION, TRAINING AND EXPERIENCE

Bachelor's degree from a recognized university with a major in dietetics/nutrition or equivalent. Completion of an accredited dietetic internship program. Registration with the College of Dietitians of British Columbia (CDBC) required. Eligible for registration in Dietitians of Canada. PHSA San'yas Core Health Cultural Safety and 1 Advanced ICS Module. Knowledge of colonial history and Indigenous-specific racism. Evidence of ongoing professional development. Two (2) years of recent related experience or an equivalent combination of education, training and experience.

SKILLS AND ABILITIES

- Relational practice grounded in humility.
- Demonstrated ability to listen, work collaboratively and build/strengthen networks.
- Demonstrated understanding of Indigenous specific racism at the structural and interpersonal levels.
- Demonstrated understanding of current and past impacts of colonization.
- Demonstrated ability to work in health promotion and Indigenous food sovereignty in an outreach community setting.
- Ability to work independently, organize workload and establish priorities.
- Ability to work collaboratively and effectively in both an internal and an Aboriginal community setting.

- Ability to work effectively with staff, interdisciplinary teams, inter-sectoral groups or committees and individuals.
- Computer literacy, particularly with word processing.
- Ability to develop policy and recommend changes and revisions in programs and services and write comprehensive reports and grant applications.
- Ability to speak in public, make presentations and address Aboriginal community/organizational groups; do demonstrations to diverse age groups and audiences.
- Valid BC Driver's License.
- Physical ability to perform the duties of the position.

Link to Full Job Description

<https://jd.viha.ca/JD890.pdf>

Additional information for applicants

This position requires travel between southern Vancouver Island First Nations Communities.

Requisition CA

Health Science Professionals

Affiliation/Union

CUPE

4.4.4. Dietitians of Canada Job Posting

Position Available: PEN: Practice-based Evidence in Nutrition® Content Manager

Closing Date for Applications: Friday, October 16, 2020

Dietitians of Canada

Dietitians are driven by a curiosity to understand the science behind food and its connection to health. Dietitians of Canada (DC) is the national professional association for Canadian Dietitians. We represent a passionate community of thought leaders, who are sought after for their expertise across all areas of food, nutrition and health. As an association, our focus is on advocacy, professional practice, leadership development and building a diverse and inclusive professional community. Our purpose is to connect and support members, while increasing awareness of the role and value of dietitians. After more than 80 years, we remain an innovative organization with strong member leadership and a desire to embrace the future.

DC is committed to being a mutually supportive, engaged, diverse and inclusive professional community. To that end, we encourage applications from First Nations, Métis and Inuit peoples, racialized persons and those who identify as 2SLGBTQ+.

Background

PEN: Practice-based Evidence in Nutrition® is a dynamic knowledge translation subscription service developed by Dietitians of Canada with input from thought leaders in dietetic practice, knowledge translation and technology. The PEN System is governed by a collaborative partnership comprised of the British Dietetic Association, Dietitians Australia and DC. Its powerful search tools and “Knowledge Pathway” format deliver evidence-based answers to practice-based questions related to dietetics and human health easily and efficiently.

Position: PEN Content Manager 0.8 FTE

DC is seeking a team player with a strong sense of personal accountability to build and manage strategic relationships that support the PEN System and develop innovative and practical solutions to challenges related to PEN content development. As an integral member of the PEN Team, the PEN Content Manager will plan, coordinate and manage the development and review of evidence-based content for the PEN System using the PEN Content Management System. The PEN Content Manager will work from a home-based office situated anywhere in Canada.

Main Responsibilities**Content Management**

- Oversee the development of content for the PEN System using the PEN Content Management System (PCMS) and established principles of critical appraisal, evidence-based decision-making and knowledge translation and transfer.
- Establish, coordinate and manage the individual content development schedules in conjunction with content authors and with respect for the overarching PEN Content Development Plan.
- Find and engage contributors for PEN content development and review via the PCMS database, DC Networks and other PEN partners while ensuring that PEN processes are followed.
- As issues are identified with the PEN website or PCMS platform, work with the IT team and PEN Team to develop solutions that improve user experience and streamline PEN processes.

Stakeholder Management & Relationship Building

- Build and maintain strong relationships with the DC and Global PEN teams, other DC staff, the IT team, and other PEN partners.
- Work to establish and maintain a large and diverse national and international professional network to facilitate finding and engaging authors and reviewers for PEN content.

- As needed, participate in the recruitment, orientation, training and mentoring of authors and reviewers for developing PEN content in accordance with the PEN Authors and Reviewers Guide.
- In collaboration with other DC staff, liaise with educators (internship coordinators and university program leaders and course instructors) to facilitate student engagement with the PEN System.
- Provide excellent customer service by responding to questions and comments submitted to the PCMS and the PEN website within 72 hours.

Strategy

- Develop and execute an annual PEN Content Development Plan in consultation with the PEN Senior Evidence Analyst and other PEN Team members, DC staff, and other national and global PEN partners.
- Implement a system by which PEN content is prioritized in a manner that takes into account PEN partner and PEN user needs.
- Lead the Global PEN Content Development Working Group.
- Contribute to the development of standards that determine acceptable PEN content.
- Make recommendations for improving the processes used to update and create PEN content.
- Scan academic journals, grey literature and news media for ideas for new PEN topics and key resources associated with PEN content updates.
- Develop, execute and analyze user surveys to evaluate the user experience.
- Monitor metrics related to PEN content production and make suggestions for improvement.
- Develop a system for gathering, interpreting and reporting information available from Google Analytics to evaluate PEN content use in light of PEN Team and DC business objectives.

Education and Experience

- Education to be eligible for membership in DC and a Master's degree in nutrition, public health, adult education, communication or related program.
- Registration with a provincial dietetic regulatory body.
- At least four years of experience in critical appraisal, knowledge translation and knowledge management with experience in website administration and project management and familiarity with Google Analytics.
- Demonstrated talent for nutrition education and electronic communications.
- Demonstrated ability to work independently and as part of a collaborative team from a remote office in a highly technical, computer-based workplace.

- Proven ability to engage, manage and build strategic relationships with a variety of stakeholders.
- Exceptional organizational and time-management skills.
- Fluency in English (written and oral); French bilingualism is considered an asset.
- Experience managing databases, IT platforms and systems, or a website is preferred.
- Familiarity with the GRADE system of evidence appraisal is an asset.

To apply

Along with your resume, send a cover letter linking your knowledge, experience and achievements to the position requirements and outlining your salary expectations for a 0.8 FTE position to jobsearch@dietitians.ca by Friday, October 16, 2020. Please indicate “PEN Content Manager” in the email subject line.

We encourage applications from First Nations, Métis and Inuit peoples, racialized persons and those who identify as 2SLGBTQ+.

We thank all the applicants, but only those selected for an interview will be contacted.

4.5 Curriculum Proposal Form: New Program

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: Nutrition and Dietetics Degree Offered: M.N.D. Program Overview The Master of Nutrition and Dietetics (MND) is an entry-to-practice professional graduate program that meets the accreditation standards for the dietetics profession in Canada. Graduates of the MND program will be eligible to write the national exam to qualify to register with a provincial dietetic regulatory body in order to use the designation Registered Dietitian (or Dietitian) and practice dietetics. The program involves 28 months of study with practice education placements occurring throughout the program and across British Columbia. The curriculum includes courses that focus on advanced clinical nutrition, food provision management, leadership, business and entrepreneurship, counselling, Indigenous People's health, social justice and professional dietetic practice. This program is intended for applicants who hold an undergraduate degree. Applicants who do not hold an undergraduate degree are invited to apply to the entry-to-practice undergraduate Dietetics Major .	URL: n/a Present Calendar Entry: n/a Type of Action: Create new degree program Rationale for Proposed Change: The existing undergraduate UBC Dietetics Major is the only dietetics training program in British Columbia. British Columbia is experiencing significant demand for health care professionals, and dietitians are no exception. The 2019 BC Labour Market Outlook classifies dietitians as a "high opportunity occupation" and projects an average of 82 job openings each year over the next ten years. Currently, UBC Dietetics graduates cannot meet this market demand and many dietitian employers are required to hire out-of-province. To address this demand, UBC is proposing to offer a two and a half year (28 month) Master of Nutrition and Dietetics (MND) program as an additional pathway to becoming a Registered Dietitian. A 28-month design would accommodate the coursework and practicum training required by national accreditation standards and allow advanced professional education in areas such as management, leadership, counselling, and research experiences that would set this graduate degree apart from the existing undergraduate program. The MND is intended for students who have a BSc in nutrition, social sciences, or other areas of the health sciences and who have completed specific prerequisite courses. All of the coursework credits are composed of in-class or online lectures or tutorials through

<p>Admission Requirements</p> <p>Admission to the program is offered on a competitive basis due to annual enrolment limits. Applicants must meet the minimum admission requirements established by the Faculty of Graduate and Postdoctoral Studies. Note there is an English proficiency requirement.</p> <p>Additional admission requirements include:</p> <ul style="list-style-type: none"> • Successful completion and an academic standing of at least 72% (B) final mark is required in each pre-requisite course (or their equivalents)*: <ul style="list-style-type: none"> - Human Physiology (3 credits), e.g. BIOL 155, BIOL 153, CAPS 301. - Introductory Biochemistry (3 credits), e.g. BIOL 201, BIOC 202. - Statistics (3 credits), e.g. STAT 200, LFS 252, BIOL 300, EPSE 482, FRST 231. - Introductory Nutrition (3 credits), e.g. FNH 250. - Introductory Food Science (3 credits), e.g. FNH 200. <p>*Note: Many of the above courses have required pre-requisite courses. Applicants should seek out appropriate advising from LFS Graduate Student Advising to ensure they meet admissions requirements.</p> <ul style="list-style-type: none"> • Non-academic Application Components: <ul style="list-style-type: none"> (1) Cover letter, resume, and references. (2) Interview. <p>These application components are used to assess an applicant's commitment to and suitability for the profession of dietetics.</p>	<p>UBC's Point Grey Campus (Vancouver). Practice education placements (PEPs) would be at Provincial Health Authorities and other placements around BC.</p> <p>This proposed program is expected to attract essentially the same type and number of students that currently enter the undergraduate stream of the dietetics major, which currently accepts ~36-38 students per year. In 2020, there were 95 applicants, of which 40 were accepted and 39 enrolled. We recently surveyed 153 of our students and alumni to understand the potential demand for a graduate program. Ninety percent indicated they would be "interested" or "very interested" in the MND option, citing "career considerations" and "enjoyment of learning" as their top motivations. Recent surveys also showed up to 40% of applicants to the UBC undergraduate Dietetics program already had a pre-existing health science or related degree. Respondents also indicated they would be willing to pay higher tuition fees for a graduate-level professional program of this kind.</p> <p>A graduate dietetic training program at UBC would be the first of its kind in Western Canada, increasing the number and diversity of applicants to the dietetics field. Many prospective dietetic students have already completed an undergraduate degree prior to program entry and are interested in graduate education. While the undergraduate program would remain at the core of UBC's Dietetics program, there are many advantages to introducing a graduate-level option. In addition to expertise in clinical nutrition, graduates would be equipped to contribute to the field of applied human nutrition research and would have advanced competence in areas such as leadership/management and public health. This additional training for leadership and managerial roles would complement, not compete with, the undergraduate cohort. Pre-consultation discussions with the BC Ministry of Health have showed favour for a graduate-level</p>
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<p>Non-academic application components are assessed on a variety of metrics. For details, refer to the program website.</p> <p>Candidates are selected for interviews based on competitive academic standing in senior-level courses and non-academic components. Fulfillment of the minimum requirements, however, does not guarantee an interview.</p> <p>For more information on admission score and factors that will be considered for an applicant's suitability for the program, refer to the program website.</p> <p>Program Requirements</p> <p>The program consists of 87.5 credits, 39 of which are practice education placements (practicum).</p> <p>Students must successfully complete all academic requirements of coursework:</p> <p>FNH 380, HUNU 500, 510, 515, 525, 540¹, 541², 545, 550, 560, 573, 575, 576, 577, 579³, 580, 581³, 582³, 583³.</p> <p>¹Course registrants are required to possess a current Food Safe I Certificate.</p> <p>²Students are required to possess a current Food Safe II Certificate.</p> <p>³Practice education placement (practicum) courses.</p> <p>Once admitted to the MND Program, all students are required to abide by program-specific policies and maintain a good academic standing. Students must also meet the following program-specific advancement requirements: they must pass all courses, maintain an academic average at or above B- (68%). If a student is unable to pass a practice education placement component of the program, the student is permitted to redo one practicum placement (of a maximum</p>	<p>entry-to-practice dietetics credentialing program.</p>
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<p>duration of 4 weeks) once to achieve competency. Students who are unable to demonstrate competency during their practice education placements will fail the course and are required to withdraw from the program.</p> <p>Students can expect to relocate for part or all of the practice education component of the program to ensure well rounded experiences and equitable placement rotation between all students in the province. Exemptions for attending an out-of-town placement are granted only under certain limited circumstances. Relocation accommodations for students in specific circumstances (e.g. care of a dependent) will be considered in placement decisions.</p> <p>Contact Information</p> <p>Dietetics Education Coordinator Faculty of Land and Food Systems</p>	
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4.6 Curriculum Proposal Form: New Courses

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 510 (3) Nutrition Assessment Across the Lifespan [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 3 credit course (HUNU 510) on nutrition assessment tools is foundational nutrition theory for dietetic practice. The course content relates assessment tools and methods to various human life stages from preconception, childhood, to older age. Students will have to apply fundamentals covered in this course to real-world applications and cases. This course will form the basis (pre-requisite) for future coursework in the proposed graduate program. The prerequisites for this course are specified as introductory nutrition (FNH 250 or equivalent) and introductory physiology (BIOL 155, 153, CAPS 301, or equivalent) as students will need a basic understanding of nutrition concepts and physiology in order to be successful in this course. The pre-requisite courses listed are the same as listed for admissions requirements to the graduate program. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 515 (3) Business & Entrepreneurship in Dietetics [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 3 credit course (HUNU 515) will help students build skills in entrepreneurship and business management. Business concepts and working in private practice are skills requested by practicing dietitians and alumni from previous surveys. This course is tailored to future practicing dietitians and has different content and graduate level requirements not met in FNH 415. This course will help meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 525 (3) Indigenous Health in Dietetics [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 3 credit course (HUNU 525) will provide students with a foundational overview and critical perspective on Indigenous health in the field of dietetics. Although the dietetics program as a whole is working on improving cultural safety and decolonization, this course was developed to specifically address critical issues relating to Indigenous cultural safety and health in dietetics. Concepts in this course will provide an essential framework for future practice as a dietitian. Students are not required to have any prerequisite courses, but students who have taken HUNU 545 and HUNU 573 will have already have topics introduced such as power, oppression, bias, and stigma in healthcare which will be reinforced in the specific Indigenous perspective in this course. This course will meet specific competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 540 (4.5) Advances in Food Theory and Applications Restricted to students in the Master of Nutrition and Dietetics graduate program. [1.5-3-0] Corequisites: All of HUNU 545, HUNU 573.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 4.5 credit course (HUNU 540) will provide the basis of food theory and practical applications which will be needed for future coursework in the proposed graduate program. This course will be cross-listed (same lecture and lab) with undergraduate students in FNH 340, but HUNU 540 students will have additional graduate-level requirements such as more independent work, drawing relationships from other graduate-level course work (HUNU 545, HUNU 573), and will require higher-level assignments from students. Students are required to hold a current Food Safe Level I certificate prior to starting this course (noted in UBC Calendar). This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 541 (3) Food Provision and Management in Dietetics Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0] Corequisites: All of HUNU 540, HUNU 573, HUNU 575.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 3 credit course (HUNU 541) will provide students with a foundational overview and application of leadership in food provision to prepare students for operational and human resource management in food service systems and food provision operations (public or private). Concepts in this course intersect with and complement other courses in the proposed graduate program, such as HUNU 515 (Business and Entrepreneurship in Dietetics) and HUNU 560 (Leadership in Dietetics and Health), but these courses will not be required corequisites as they are not required for completion of this course. Concepts in HUNU 540, 573, and 575 are required for this course as a prerequisite. Students are required to possess a Food Safe II certificate (by week 4) of this course. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 545 (3) Counselling Skills in Dietetics Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0] Prerequisites: HUNU 510.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 3 credit course (HUNU 545) will provide students with essential counselling and communication skills needed for practice as a dietitian. Concepts in this course will lead into future coursework in the proposed graduate program. It will be cross-listed with the undergraduate equivalent (FNH 345) but will have additional graduate level requirements, such as more independent counselling critique and practice. The prerequisite of HUNU 510 (Nutrition Assessment Across the Lifespan) will be taken in the term prior to this course, and is required because assessment skills are necessary in order to provide counselling. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 550 (3) Advances in Human Nutrition [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 3 credit course (HUNU 550) on foundational nutrition concepts will cover advanced macronutrient and micronutrient biochemistry. Students will have to apply fundamentals covered in this course to real-world applications and cases. This course will form the basis for future coursework in the proposed graduate program. Students will need a basic understanding of nutrition concepts and biochemistry in order to be successful in this course, and pre-requisite knowledge is already captured in admission requirements for the program. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 560 (3) Leadership in Dietetics and Health Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 3 credit course (HUNU 560) will address key concepts needed by dietitians to be leaders in interdisciplinary teams and within dietetics, especially as it relates to the healthcare spectrum (public health, clinical management, professional practice, education, etc.). There has been much support from stakeholders (alumni, industry leaders, Ministry of Health) identifying leadership potential and needs for dietetics graduates. This course will introduce leadership concepts and theories, and provide a framework in which students will use leadership skills in future courses and practice education placements (practicums). This course will help prepare students to take on more leadership roles in the workforce. This course will also meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 573 (3) Population and Public Health Dietetics Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 3 credit course (HUNU 573) will provide students with a foundational overview and critical perspective in population/public health issues to prepare dietetics graduates to work in population and public health domains. Dietitians work in community agencies, public health units, community health clinics, and government roles which require population-based health knowledge and skills. Concepts in this course relate well to other coursework in the proposed graduate program (HUNU 525, 545, HUNU 560), such as health equity, social determinants of health, weight bias, and racism. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 575 (3) Nutrition Care I Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0] Prerequisites: All of HUNU 500, HUNU 510, HUNU 550.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 3 credit course (HUNU 575) will provide students with foundational nutrition care principles and skills in medical nutrition therapy needed for practice as a dietitian. Concepts in this course relate to other coursework in the proposed graduate program (HUNU 545, 541), and this course is required prior to the students' first Practice Education placements in the following Term. This course will be cross-listed with the undergraduate course (FNH 375) but graduate students will have additional higher-level requirements, such as independent work and a term project which draws on previous graduate-level coursework (HUNU 500, 510, 550). This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 576 (4) Nutrition Care II Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-1] Prerequisites: All of HUNU 500, HUNU 575, HUNU 579.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: <p>This new 4 credit course (HUNU 576) will build upon concepts introduced in HUNU 575 related to medical nutrition therapy and the nutrition care process. Concepts in this course will lead into HUNU 577 and relate to other coursework (HUNU 500, HUNU 575, and HUNU 579) in the proposed graduate program. This course will be cross-listed with the undergraduate equivalent (FNH 470) but graduate students will have additional graduate level requirements, such as case study presentations and critical appraisal of research articles in an additional weekly tutorial session (FNH 470 students are welcome to attend for additional shared learning). This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land & Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 577 (4) Nutrition Care III Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-1] Prerequisites: All of HUNU 545, HUNU 573, HUNU 575, HUNU 576, HUNU 579. Corequisites: HUNU 525.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This new 4 credit course (HUNU 577) will build upon concepts introduced in HUNU 576 related to medical nutrition therapy and the nutrition care process. Concepts in this course will relate directly to other coursework in the proposed graduate program (HUNU 525, HUNU 545, HUNU 573, and HUNU 579). This course will be cross-listed with the undergraduate equivalent (FNH 471) but graduate students will have additional graduate level requirements, such as case study presentations and critical appraisal of research articles in an additional weekly tutorial session (FNH 471 students are welcome to attend for additional shared learning). This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 579 (12) Dietetics Practice Education Placement I Pass/Fail. Restricted to students in the Master of Nutrition and Dietetics graduate program. Prerequisites: All of HUNU 545, HUNU 575.	URL: n/a Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: The purpose of HUNU 579 is to learn the core elements of applied dietetic practice. This course is designed to provide opportunities for students to work with clients from diverse personal, social, and cultural backgrounds, in various settings, e.g. acute and long-term care, business and industry, community agencies, community health centres and clinics, government, home health agencies, institutional food provision, post-secondary education, private practice. The dietetic practicum provides students with a wide range of opportunities to acquire competency and experience through performance in a practice setting, and also to become familiar with a variety of professional activities as the first PEP in progressive applied dietetics practice education placements intended to meet ICDEP competencies in the following domains: Management and Leadership, Nutrition Care, Food and Nutrition Expertise, Population and Public Health, Food Provision, Communication and Collaboration, and Professionalism and Ethics. Students will need counselling (HUNU 545) and nutrition care (HUNU 575) in order to complete clinical placements in this practicum course. This course will achieve approximately 487 practicum hours out of the 1250h total needed for national accreditation requirements by the Partnership for Dietetic Education and Practice.

	<p>X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(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.)</p>
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UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 580 (3) Professional Dietetic Practice II Pass/Fail. Restricted to students in the Master of Nutrition and Dietetics graduate program. [3-0-0] Prerequisite: All of FNH 380, HUNU 579.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This course is necessary in order to complete future practice education placements in Year 2 and builds upon concepts introduced in Year 1 professional practice course (FNH 380). This course will draw upon recent Practice Education Placements (PEPs) for the graduate students (13 weeks of practicum from HUNU 579) and integrate learnings to prepare for the remainder of PEPs (HUNU 581, 582, 583). This course will be cross-listed with the undergraduate equivalent (FNH 480) but graduate students will have additional graduate level requirements, such as research presentations and leading discussions on critical appraisal of research articles. This course will meet competencies necessary for accreditation by the Partnership for Dietetic Education and Practice. X Pass/Fail or <input type="checkbox"/> 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

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 581 (3) Dietetics Practice Education Placement II Restricted to students in the Master of Nutrition and Dietetics graduate program. Prerequisites: All of HUNU 500, HUNU 579.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: The purpose of HUNU 581 is to build on the core elements of dietetic practice introduced in HUNU 579 (Dietetics Practice Education Placement I). This course is designed to provide opportunity to conduct practice-based research in real practice environments with the support of a Research Preceptor (dietitian in the community) and course instructor. Research may be based in various settings, including hospitals, schools, higher education settings, and community agencies. This course will achieve approximately 117 practicum hours out of the 1250h total needed for national accreditation requirements by the Partnership for Dietetic Education and Practice. This course is graded due to the capstone research project component. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 582 (12) Dietetics Practice Education Placement III Pass/Fail. Restricted to students in the Master of Nutrition and Dietetics graduate program. Prerequisites: All of HUNU 579, HUNU 580, HUNU 581.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: The purpose of FNH 582 is to learn the core elements of dietetic practice. This course builds on experiences and skills gained in HUNU 579 and 581. This course is designed to provide opportunities for students to work with clients from diverse personal, social, and cultural backgrounds, in various settings, e.g. acute and long-term care, business and industry, community agencies, community health centres and clinics, government, home health agencies, institutional food provision, post-secondary education, private practice. The dietetic practicum provides students with a wide range of opportunities to acquire competency and experience through performance in a practice setting, and also to become familiar with a variety of professional activities as the third PEP in progressive applied dietetics practice education placements intended to meet ICDEP competencies in the following domains: Management and Leadership, Nutrition Care, Food and Nutrition Expertise, Population and Public Health, Food Provision, Communication and Collaboration, and Professionalism and Ethics. This course will achieve approximately 487 practicum hours out of the 1250h total needed for national accreditation requirements by the Partnership for Dietetic Education and Practice.

	<p><input checked="" type="checkbox"/> X Pass/Fail or grading <input type="checkbox"/> Honours/Pass/Fail</p> <p>(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.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2022	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: HUNU 583 (12) Dietetics Practice Education Placement IV Pass/Fail. Restricted to students in the Master of Nutrition and Dietetics graduate program. Prerequisites: HUNU 582.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: The purpose of FNH 583 is to learn the core elements of dietetic practice. This course is the last of a 4-part series and builds on experiences and skills gained in HUNU 579, 581 and 582. This course is designed to provide opportunities for students to work with clients from diverse personal, social, and cultural backgrounds, in various settings, e.g. acute and long-term care, business and industry, community agencies, community health centres and clinics, government, home health agencies, institutional food provision, post-secondary education, private practice. The dietetic practicum provides students with a wide range of opportunities to acquire competency and experience through performance in a practice setting, and also to become familiar with a variety of professional activities as the final PEP in progressive applied dietetics practice education placements intended to meet ICDEP competencies in the following domains: Management and Leadership, Nutrition Care, Food and Nutrition Expertise, Population and Public Health, Food Provision, Communication and Collaboration, and Professionalism and Ethics. This course will achieve approximately 487 practicum hours out of the 1250h total needed for national accreditation requirements by the Partnership for Dietetic Education and Practice.

	<p>X Pass/Fail or <input type="checkbox"/> 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.)</p>
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The Univeristy of British Columbia Bachelor of Science
Faculty of Land and Food Systems | Food, Nutrition and Health

Changes to the Dietetics Major

MEMO

To: UBC Senate – Vancouver

From: Tamara Cohen, PhD, RD, Director of Dietetics, Assistant Professor
Faculty of Land and Food Systems | Food, Nutrition and Health

Date: December 2 2020¹

RE: Substantial changes to UBC's Dietetics Major

¹ Last revised January 18 2021.

December 2020

Vancouver Senate
University of British Columbia

RE: Changes to UBC's Bachelor of Science - Food, Nutrition and Health, *Dietetics Major*

Dear Senate Members,

I am writing to inform you of the proposed changes to UBC's undergraduate (BSc) Dietetics Major. Our program is accredited by the national Partnership for Dietetic Education and Practice (PDEP) and is based on the Accreditation Standards for Dietetic Education Programs in Canada set by PDEP². Our current program model admits 36 students per year who have met a minimum of two years of prerequisite courses (54 university transfer prerequisite credits). The Dietetics major is a third-year entry, three-year program with Year 3 and 4 of the Major being full-time campus-based coursework and the final year (Year 5) being full time applied Practice Education Placements (PEP). UBC is the only institution in British Columbia that is accredited to have students be eligible to write the Canadian Dietetic Registration Exam (CDRE) to qualify as Registered Dietitians (RDs). Registered dietitians are a recognized health profession as outlined by the Provincial *Health Professions Act*. Dietitians are an essential part of the healthcare system and the demand for dietetics expertise is growing as the province positions itself to invest more into primary care, mental health, care for the aging population, health promotion, and chronic disease management. There is an urgent need in the province to expand our program to meet the health needs of British Columbians and support growing work opportunities.

In January 2020, I, Tamara Cohen, was appointed as UBC's new Director of Dietetics. Part of my mandate is to expand program graduates from 36 seats to 50 seats per year. Prior to my appointment I formed and am currently chairing UBC's Dietetics Program Advisory Committee (DPAC). This committee consists of dietitians who represent different practice areas and span different geographical areas of the province; there is also a student representative and a recent graduate from UBC's dietetics program on the committee. The purpose of DPAC is to advise on program and curriculum changes to ensure a successful and sustainable program expansion. While the BSc will remain the heart of dietetics, I am also spearheading a new graduate program that will mirror our current undergraduate framework: a self-funded entry-to-practice Master's in Nutrition and Dietetics (MND). Our undergraduate program is highly competitive with an admission rate of less than 40% of applicants obtaining a seat in the program. Students must complete a series of prerequisites and submit an admissions package to be considered for an interview. Each year we review approximately 85 applications, interview 50 individuals and admit 36 per year. Of our 36 students admitted to the program, approximately 40% have a pre-existing undergraduate degree. This graduate program will be targeted to those who have a previous degree, thereby freeing up seats in our undergraduate program for students who do not already have a baccalaureate degree. Our goal is to launch the Master's program in 2022 and successfully complete accreditation in 2023 (renewal of accreditation for the BSc program is scheduled for 2022).

To ensure a successful expansion, and considering feedback from many years of program graduate surveys, DPAC, and other stakeholders, there is a strong need to restructure the current undergraduate program, specifically as it relates to 1) **timing of Practice Education Placements (PEP)** and 2) **curriculum - to meet the needs of students and supervising dietitians** (preceptors). Practice education placements

² Partnership for Dietetic Education and Practice.

are complex and resource-intensive. From a program perspective, providing practice-based learning earlier helps students conceptualize theories learned in coursework and contextualize concepts in a real-life practice setting. Further, in program evaluation surveys students and alumni have consistently expressed wanting earlier exposure to practice, because as students, it is challenging to put theory into context without being exposed to practice earlier.

Therefore, in brief, we are proposing the following changes:

1) **Timing of PEP:** In our restructured framework, PEP will be offered throughout the major, starting in Year 3, opposed to the current model which has it being offered only in Year 5. Specifically, we will have students in PEP during the month of May for a 4-week rotation in Year 3 and sometime during the Summer Term Year 4 (exact time TBD) for a 4-week rotation. The final placement would occur in the fifth year - finishing at the end of April, as opposed to the current model that has students finishing the end of June. This proposed plan will also benefit BC's health organizations, specifically the health authorities, a major employer of new graduates, who often seek program graduates for employment and dietitian coverage during the summer months. Students would be eligible to practice with temporary licenses until they write and pass the national CDRE to register as full Registered Dietitians. In July 2020, DPAC released a survey to stakeholders from across the province to gain feedback on changes to PEP, and 94% of respondents (n=180) agreed with changing the PEP from Year 5 to offering PEP during Years 3, 4 and 5.

2) **Curriculum changes:** To ensure students are well prepared for PEP, our program is proposing curriculum changes to our core Professional Practice courses and changes to the Academic Calendar. For example, we will be introducing two new courses that will be cross-listed with the Master's program: *Counselling Skills in Dietetics (FNH 345)* and *Foundations of Nutrition Care I (FNH 375)*, of which the latter has already been approved by Senate. Considering student workload, we are also proposing to merge two courses (FNH 340 and 341) to one 4.5 credit course. Other curriculum changes include credit allotment for PEP courses and reducing the number of restricted electives. Recent survey results suggest that 94% of respondents (n=163) agree with these curriculum changes.

In June 2020, UBC's Dietetics program released an **Equity, Diversity, and Inclusion Statement** (<https://dietetics-landfood.sites.olt.ubc.ca/files/2020/06/Dietetics-Equity-Diversity-Inclusion-statement-2020.pdf>). We are committed to Indigenizing and decolonizing our dietetics program curriculum, diversifying and promoting equity in our admissions process, and promoting diverse voices by having racialized and other equity-seeking groups as members who sit on our various committees. We will also be working alongside UBC's House of First Nations and UBC's Equity and Inclusion Office to ensure our changes remain culturally safe and are done in an appropriate manner. Aligned with this commitment, our newly structured program will be introducing more placements focusing on rural communities and/or Indigenous peoples' health. In our current model, only a small percentage of students get exposure to rural community placements. We have received tremendous support for this proposed change, as recent survey results that 83% of respondents (n=178) support introducing mandatory rural and/or Indigenous Health placements to the Dietetics Major. Including more rural placements also puts the Dietetics program in line with other allied health programs at UBC, such as Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Aligned with our commitment of equity and diversity, our program is suggesting changes to our admissions criteria. Our program will continue to reserve 2 seats for individuals who identify as Indigenous Peoples. We will work with our faculty Indigenous Academic Advisor and a consultant focused on equity,

diversity, and inclusion (EDI) to ensure our admissions criteria align with best practices. Our program is also undergoing a literature review and research proposal (supported by Year 5 practicum students) on evaluating the current admissions process from an EDI perspective. One idea may include, but is not limited to, creating specific committees focusing on Indigenous curriculum and EDI practices within our program. Based on our research findings and stakeholder engagement, we will continue to amend and improve our admissions process and curriculum. This may include, but is not limited to, reserving seats or interview slots in the program for applicants who identify as racialized, 2SLGBTQ+, (Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, and more), or living with a disability. Our team will work alongside UBC's Equity and Inclusion Office to ensure our admissions criteria and way of operating are considered safe and best practices.

Given the suggestions by DPAC, stakeholder feedback, and our commitment to addressing EDI as it relates to the Dietetics Program and the profession, our program is requesting Senate's approval on the following changes as they relate to the undergraduate Dietetics Program. ***Category 1 and Category 2 proposals are submitted together in this package to avoid confusion and maintain the correct credit totals, footnotes, and other details.***

Changes to Year 3 of the Dietetics Major

1. FNH 381: Professional Dietetic Practice II

- Category 1 with attached syllabus
- Changes:
 - A) Format: Change from a campus-based course to a practice education placement
 - B) Name: Change name from Professional Dietetics Practice II to Dietetics Practice Education Placement I

Rationale: In its current form, FNH 381 (3) is a course-based 3-week intensive course offered in May of Year 3. This course reviews the principles of counselling and communications. Stakeholder feedback suggested that there is a need to offer more counselling curriculum in our program. Currently FNH 381 is the only course that teaches counselling. Therefore, our revised program will be introducing a new counselling course that will span a full term (FNH 345 "Counselling Skills in Dietetics, Year 3, Term 2, 13-weeks, 3-credits) that will expand on the course content currently taught in this class. Further, there is a need to introduce practicums earlier in the program so student's gain real-life experiences earlier in the degree. Seeing as students in Year 3 are currently taking a 3-week course in May, we are changing the course from campus-based to field-based to address the need to offer practicum placements earlier.

Therefore, the content from the current FNH 381 will be redistributed in two ways: (1) as part of FNH 380, and (2) in a new proposed course, FNH 345 (3) Counselling Skills in Dietetics. In the past 7 years, there has not been a student who has 'failed' FNH 381 therefore we do not anticipate having to create an alternative remedial academic plan should any students from the Dietetics 2021 cohort not meet the requirements to pass the current FNH 381. However, should this be the case, they will be withheld from entering 4th year standing and alternative assessments will be put in place at the discretion of the Director of Dietetics and Course Instructor.

Calendar change: Name change from Professional Dietetics Practice II to Dietetics Practice Education Placement I, altered course curriculum.

2. FNH 340: Food Theory (3) to merge with FNH 341: Food Theory Applications (3)

- Category 1 with attached syllabus
- Changes:

A) Course: Merge FNH 340 (3 credits, Year 1, Term 2) and FNH 341 (3 credits, Year 1, Term 2) to one course (FNH 340, 4.5 credits, Year 1, Term 2)

B) Name change: To reflect new course Food Theory **and Applications**

C) Credits: After lengthy discussion, we feel students will be best served by a single 4.5 credit course. The credit reduction by combining these courses was captured back in FNH 482 and FNH 483.

- Rationale: As it currently stands, these courses are heavily interrelated as one is theory based and the other is application. From an accreditation standpoint, both courses met the exact same academic competencies set by PDEP, therefore merging them to one 4.5 credit course would not only better reflect the workload that the courses represent, but also “free up” space in the course schedule.
- Calendar change: Credits from 6 credits total (3 per course) to 4.5 credits. Change to course name, description and co-requisites removed as it will be merged to one course.

3. Social Science Courses

- Category 2
- Changes: Remove the social science elective courses currently in Year 3
- Rationale: We will be offering a new course in Year 3 (FNH 345: *Counselling Skills in Dietetics*). To balance student workload and align with the newly updated ICDEP requirements, we are removing the elective.
- Calendar change: Remove Social Science requirement in in Year 3.

4. FNH 345: Counselling Skills in Dietetics

- Category 1 with attached syllabus
- Changes: New course in counselling as it relates to dietetic practice.
- Rationale: At the current time we are only offering 3-weeks (3-hours/ class) of counselling training to our students in FNH 381. Stakeholder feedback strongly suggests the need for additional counselling training in our program. We are removing a Social Science elective (3-credits) and will be introducing an in-class 3hour/ week, 3-credit counselling course.
- Calendar Change: Add FNH 345 (3) Counselling Skills in Dietetics to Term 2 of Year 3.

Changes to Year 4 of the Dietetics Major

5. Total credits for Restrictive Electives in Year 4

- Category 2
- Changes: Remove 3-credits from the current 12-credit requirement.
- Rationale: To balance student workload, we are removing 3-credits from the restrictive electives in Year 4.
- Calendar change: Remove a restricted elected in Year 4.

6. FNH 480: Professional Dietetic Practice III

- Category 1 with attached syllabus
- Changes: Name change from Professional Dietetic Practice III to Professional Dietetic Practice II; changes to Learning Outcomes.
- Rationale: We removed FNH 381 which was Professional Dietetic Practice II therefore we need to change FNH 480 name to Professional Dietetic Practice II. As we removed FNH 381, there were

some content that needed to be part of our curriculum. Therefore, we are capturing this content in FNH 480.

- Calendar change: Name change

7. FNH 481: Dietetics Practice Education Placement I

- Category 2
- Changes:
 - A) Reduce credits from 9 credits to 3-credits;
 - B) Name change from Dietetics Practice Education I to Dietetics Practice Education Placement II;
 - C) Change when course is offered from Year 5 Term 1 (Sept- December) to Year 4 Term 2 (August, 4-weeks);
 - D) Pre-requisites change to reflect the level of the practicum; and
 - E) Add credit restriction limit for FNH 481 and HUNU 581
- Rationale: Reduce credits to reflect the time students are enrolled in the course. This course will be the 2nd practicum course of 4 that the Major will now offer. The name of the course needs to change to reflect the “level” of the practicum. Currently this field-based course is offered Term 1 of year 5 (Sep to Dec). We will be offering this course in August (Year 4, Term 2; 4-weeks, full-time). Prerequisites will change to “Fourth year standing in the Dietetics major” to reflect the time when the course is being offered. The course has a graduate level equivalent (HUNU 581) and students will only be granted credit for one of the courses.
- Calendar change: Credit reduction from 9 credits to 3-credits, title change to Dietetics Practice Education Placement II, prerequisite change, and time when offered (in August of Year 4, prior to entering Year 5 of the program).

Changes to Year 5 of the Dietetics Major

8. FNH 482: Dietetics Practice Education II

- Category 2
- Changes:
 - A) Increase credits from 9 credits to 12-credits;
 - B) Name change from Dietetics Practice Education II to Dietetics Practice Education Placement III;
 - C) Change when course is offered from Year 5 -Term 2 (Jan to Apr) to Year 5 Term 1 (Sept- December); and
 - D) Add credit restriction limit for FNH 482 and HUNU 582
- Rationale: Increase credits to more accurately reflect the actual time students are required to invest in the course. This course will be the 3rd practicum course of 4 that the Major will now offer. The name of the course needs to change to reflect the “level” of the practicum. Currently this field-based course is listed to be offered in Term 2 (Jan to Apr) – we will be offering this course in Year 5 Term 1 (Sept- Dec). The course has a graduate level equivalent (HUNU 582) and students will only be granted credit for one of the courses.
- Calendar change: Increase credits from 9 to 12 credits, title change to Dietetics Practice Education Placement III, prerequisite change, and time when offered.

9. FNH 483: Dietetics Practice Education III

- Category 2
- Changes:
 - A) Increase credits from 6 credits to 12-credits;
 - B) Name change from Dietetics Practice Education III to Dietetics Practice Education Placement ..IV;
 - C) Change when course is offered from Year 5 Summer Term 1 (Apr to June) to Year 5 Term 2 (Jan-Apr); and
 - D) Add credit restriction limit for FNH 483 and HUNU 583
- Rationale: Increase credits to more accurately reflect the actual time students are required to invest in the course. This course will be the 4th practicum course of 4 that the Major will now offer. The name of the course needs to change to reflect the “level” of the practicum. Currently this field-based course is listed to be offered in Term 1-2 (June- Sept) – we will be offering this course in Year 5 Term 2 (Jan- Apr). The course has a graduate level equivalent (HUNU 583) and students will only be granted credit for one of the courses.
- Calendar change: Increase credits from 6 to 12 credits, title change to Dietetics Practice Education Placement IV, and time when offered.

Calendar Changes: Category 1

1. Students caught mid-program: As mentioned, our plan is seek Senate approval by Spring 2021 so we can implement the proposed changes for September 2021. From September 2021 to September 2023, our program will support students in the “current” model. Our plan for students who are caught mid-program (i.e., those admitted prior to Sept 2021) is to have them continue to course as they normally would. In the Academic Calendar, we will therefore outline two streams for the Dietetics Major: one for students admitted prior to Winter 2021 and one for students admitted after Winter 2021. We intend to keep these notices in the Academic Calendar until all students successfully graduate from the program.

2. Admissions: Currently students must be invited to an interview to be shortlisted for admissions. Students are ranked on academic performance (40%), cover letter/ resume (25%), references (5%) and in-person interview with two dietitians (30%). Due to COVID-19, this year we conducted interviews over Zoom. This process was seamless and therefore we will continue to offer remote interviews. As students must achieve a minimum average grade to be considered for the program, we are reducing the weighting of scores for the academic performance from 40% to 30% and increasing the cover letter/resume to 30% and references to 10%. Further, we are encouraging our Indigenous applicants to reach out to our student services to be granted an admissions fee exemption.

Thank you for considering these major changes to our Dietetics Major. These changes are substantial and necessary as we work on creating a new program that is sustainable to support an expansion all while meeting the needs of the students and the profession.

Sincerely,



Tamara R. Cohen, PhD, RD

Assistant Professor, Director of Dietetics

Email: tamara.cohen@ubc.ca

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: <p style="color: blue;">Dietetics Major</p> <p>The Dietetics Major is a professional program planned to meet the accreditation standards for the dietetics profession in Canada. Graduates are eligible to write a national exam to qualify to register with a provincial dietetic regulatory body in order to use the designation Registered Dietitian and practice dietetics. The program involves five years of study: two prerequisite years and three program years. Practice education placements occur in year 3, 4 and 5 and span across British Columbia. The curriculum includes general courses in both biological and social sciences, as well as courses more directly related to dietetics such as basic and applied human nutrition, food and food systems, management, and professional dietetic practice.</p> <p>The Dietetics Major differs from other nutrition-related majors offered by the Faculty, in that it is a regulated health profession training program. The Dietetics Major has specific applicant selection procedures and includes campus-based and practice education courses to assist students to develop knowledge and skills for dietetic practice.</p> <p>Admission</p> <p>Admission to the Dietetics Major is to third-year and is based on:</p> <p>1. Initial screening for:</p> <ul style="list-style-type: none"> Prerequisite Requirements Admission to the Dietetics Major is limited 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,11 Present Calendar Entry: <p style="color: blue;">Dietetics Major</p> <p>The Dietetics Major is a professional program planned to meet the accreditation standards for the dietetics profession in Canada. Graduates are eligible to write a national exam to qualify to register with a provincial dietetic regulatory body in order to use the designation Registered Dietitian and practice dietetics. The program involves five years of study: two prerequisite years and three program years (year five is spent in practice education placements across British Columbia). The curriculum includes general courses in both biological and social sciences, as well as courses more directly related to dietetics such as basic and applied human nutrition, food and food systems, management, and professional dietetic practice.</p> <p>The Dietetics Major differs from other nutrition-related majors offered by the Faculty, in that it is a regulated health profession training program. The Dietetics Major has specific applicant selection procedures and includes campus-based and practice education courses to assist students to develop knowledge and skills for dietetic practice.</p> <p>Admission</p> <p>Admission to the Dietetics Major is to third-year and is based on:</p> <p>1. Initial screening for:</p>

<p>to students who will have completed a minimum of 54 credits of university or college coursework by April 30 of the year in which they are applying for admission. This must include the following prerequisites (or their equivalents): LFS 150 or ENGL 112 or WRDS 150 (or WRDS 150A/B); BIOL 112¹, 121, 155² and 200; BIOL 201 (or BIOC 202); CHEM 121 (or 111), 123 (or 113),³ 205⁴, and 233 (or 203 and 213); FNH 200⁵ and 250^{5,6}; LFS 250⁵ and 252^{4,7}; Social Science (3 credits⁸). These prerequisites can be met by following years one and two of the Food, Nutrition and Health Major, along with careful course planning (as some requirements are different).⁹</p> <p>¹Transfer students unable to access an equivalent course may take a course equivalent to MICB 201.</p> <p>²BIOL 153 or CAPS 301 will also be accepted.</p> <p>³Or approved equivalent courses.</p> <p>⁴Note: This course has a first-year math requirement. See UBC course guide for details.</p> <p>⁵These courses have online sections (students planning to transfer into third-year dietetics from other institutions may enrol via non-degree studies).</p> <p>⁶Several BC post-secondary institutions offer an equivalent course.</p> <p>⁷Equivalent courses include BIOL 300, EPSE 482, FRST 231 (available online), STAT 200.</p> <p>⁸Course that addresses normal human behaviour in a North American context. List of acceptable courses is posted on the Dietetics Major website.</p> <p>⁹Math courses are not required prerequisites for Dietetics and are, therefore, not used towards admission GPA. However, math courses are required for year promotion within the Food Nutrition and Health Major, and to meet prerequisite requirements for some required courses.</p>	<ul style="list-style-type: none"> Prerequisite Requirements Admission to the Dietetics Major is limited to students who will have completed a minimum of 54 credits of university or college coursework by April 30 of the year in which they are applying for admission. This must include the following prerequisites (or their equivalents): LFS 150 or ENGL 112 or WRDS 150; BIOL 112¹, 121, 155² and 200; BIOL 201 (or BIOC 202); CHEM 121 (or 111), 123 (or 113), 205³ and 233 (or 203 and 213); FNH 200⁴ and 250^{4,5}; LFS 250⁴ and 252^{3,6}; Social Science (3 credits⁷). These prerequisites can be met by following years one and two of the Food, Nutrition and Health Major, along with careful course planning (as some requirements are different).⁸ <p>¹Transfer students unable to access an equivalent course may take a course equivalent to MICB 201.</p> <p>²BIOL 153 or CAPS 301 will also be accepted.</p> <p>³Note: This course has a first year math requirement. See UBC course guide for details.</p> <p>⁴These courses have online sections (students planning to transfer into third-year dietetics from other institutions may enrol via non-degree studies).</p> <p>⁵Several BC post-secondary institutions offer an equivalent course.</p> <p>⁶Equivalent courses include BIOL 300, EPSE 482, FRST 231 (available online), STAT 200.</p> <p>⁷Course that addresses normal human behaviour in a North American context. List of acceptable courses is posted on the Dietetics Major website.</p> <p>⁸Math courses are not required prerequisites for Dietetics and are, therefore, not used towards admission GPA. However, math courses are required for year promotion within the Food Nutrition and Health Major, and to meet prerequisite requirements for some required courses.</p>
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<ul style="list-style-type: none"> • Academic Performance Admission is based on a minimum academic standing of 70%, calculated as a cumulative average of grades from all prerequisite (years one and two) and any program courses (years three and four) taken. Elective courses are not included in this calculation. (NOTE: In alignment with academic performance standards in place for admitted students, applicants must achieve a minimum level of academic performance (68%) in any 300 and 400 level FNH course taken prior to admission that is included in the course requirements for the Dietetics Major.) Note that due to enrolment limitations, the academic standard required for admission is typically higher than the published minimum. • Non-academic Application Components (cover letter, resume, and references) These application components are used to assess an applicant's commitment to and suitability for the profession of dietetics. For more details, refer to the current Application Information Package. <p>Non-academic application components are assessed using the following indicators of commitment to and suitability for the profession of dietetics:</p> <ul style="list-style-type: none"> • commitment to the dietetics profession (demonstrated interest in and understanding of the profession; demonstrated effort to seek professionally-relevant experiences) • critical thinking skills (ability to analyze and integrate information and apply knowledge to make sound judgements) • decision-making skills (ability to make sound, timely decisions) • dependability (ability to work with minimal supervision, be consistently dependable) • initiative/self-directedness (ability to independently initiate activities, seek new opportunities) • leadership skills (ability to gain support of and lead others) 	<ul style="list-style-type: none"> • Academic Performance Admission is based on a minimum academic standing of 70%, calculated as a cumulative average of grades from all prerequisite (years one and two) and any program courses (years three and four) taken. Elective courses are not included in this calculation. (NOTE: In alignment with academic performance standards in place for admitted students, applicants must achieve a minimum level of academic performance (68%) in any 300 and 400 level FNH course taken prior to admission that is included in the course requirements for the Dietetics Major.) Note that due to enrolment limitations, the academic standard required for admission is typically higher than the published minimum. • Non-academic Application Components (cover letter, resume, and references) These application components are used to assess an applicant's commitment to and suitability for the profession of dietetics. For more details, refer to the current Application Information Package. <p>Non-academic application components are assessed using the following indicators of commitment to and suitability for the profession of dietetics:</p> <ul style="list-style-type: none"> • commitment to the dietetics profession (demonstrated interest in and understanding of the profession; demonstrated effort to seek professionally-relevant experiences) • critical thinking skills (ability to analyze and integrate information and apply knowledge to make sound judgements) • decision-making skills (ability to make sound, timely decisions) • dependability (ability to work with minimal supervision, be consistently dependable) • initiative/self-directedness (ability to independently initiate activities, seek new opportunities) • leadership skills (ability to gain support of and lead others) • learning abilities (ability to learn quickly and independently, quest for knowledge)
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<ul style="list-style-type: none"> • learning abilities (ability to learn quickly and independently, quest for knowledge) • organizational/planning skills (ability to develop sound plans with attention to detail) • perseverance (ability to function effectively despite discouragement and setbacks) • response to feedback (ability to accept constructive feedback, develop plans for improvement and implement these plans) • suitability for health care environment (potential to work in a fast-paced environment with diverse patients and clients who face health challenges) • team skills (ability to work cooperatively and effectively with others) • time management skills (ability to consistently manage time effectively and efficiently) • written and oral communication skills (ability to communicate clearly, concisely, accurately) 	<ul style="list-style-type: none"> • organizational/planning skills (ability to develop sound plans with attention to detail) • perseverance (ability to function effectively despite discouragement and setbacks) • response to feedback (ability to accept constructive feedback, develop plans for improvement and implement these plans) • suitability for health care environment (potential to work in a fast-paced environment with diverse patients and clients who face health challenges) • team skills (ability to work cooperatively and effectively with others) • time management skills (ability to consistently manage time effectively and efficiently) • written and oral communication skills (ability to communicate clearly, concisely, accurately)
<p>2. Interview (short-listed applicants only)</p> <p>Short-listed candidates will be invited to participate in a brief (15 minute) online or phone interview with two registered dietitians. Interviews are scheduled on a designated interview day in late April or early May.</p> <p>The main purpose of the interview is to assess oral communication skills (ability to convey information clearly and effectively), as strong oral communication skills are essential for dietetic practice. The interview will also be used (in addition to the cover letter, resume, and references) to assess an applicant's commitment to and suitability for dietetics as a career choice.</p> <p>The interview guide varies each year. Questions are fairly broad, focusing on applicant attributes, skills, and commitment to dietetics as a profession.</p> <p>A criteria-based scoring form and a consensus process are used to assess interview performance.</p>	<p>2. Interview (short-listed applicants only)</p> <p>Short-listed candidates will be invited to participate in a brief (15 minute) personal at UBC interview with two registered dietitians. Interviews are scheduled on a designated interview day in late April or early May. Applicants who reside outside the Lower Mainland and are unable to come to UBC for an interview are interviewed using online technology or by telephone.</p> <p>The main purpose of the interview is to assess oral communication skills (ability to convey information clearly and effectively), as strong oral communication skills are essential for dietetic practice. The interview will also be used (in addition to the cover letter, resume, and references) to assess an applicant's commitment to and suitability for dietetics as a career choice.</p> <p>The interview guide varies each year. Questions are fairly broad, focusing on applicant attributes, skills, and commitment to dietetics as a profession.</p> <p>A criteria-based scoring form and a consensus process are used to assess interview performance.</p>

<p>Admission Score</p> <p>Applicants are admitted on the basis of a final admissions score, as follows:</p> <ul style="list-style-type: none"> • Academic Performance: 30% • Cover letter/resume: 30% • References: 10% • Interview: 30% <p>Each assessment component includes minimum acceptable criteria which must be met in order for the applicant to be considered (regardless of scores obtained in other components).</p> <p>Preparing to Apply:</p> <p>Dietetics is a professional program and it is essential that all prospective applicants take steps to consider whether this is an appropriate career choice for them, and obtain relevant skills and experience prior to applying. For further guidance, refer to the program website.</p> <p>Application</p> <p>The annual application deadline is the last Friday in January for September admission. All application components must be received by this date.</p> <p>Application to the Dietetics Major has two components:</p> <ul style="list-style-type: none"> • Online application to enter the B.Sc. (FNH) program in the Faculty of Land and Food Systems (LFS) (not applicable to students already enrolled in this program) • A Dietetics Major application package, to be submitted to the Faculty. <p>Application procedures:</p> <ul style="list-style-type: none"> • Non-UBC students must apply online through Enrolment Services to enter the B.Sc. (FNH) program in UBC's Faculty of Land and Food Systems (LFS). External applicants are encouraged to contact LFS Student Services in advance of applying to ensure they have met prerequisite course requirements. 	<p>Admission Score</p> <p>Applicants are admitted on the basis of a final admissions score, as follows:</p> <ul style="list-style-type: none"> • Academic Performance: 40% • Cover letter/resume: 25% • References: 5% • Interview: 30% <p>Each assessment component includes minimum acceptable criteria which must be met in order for the applicant to be considered (regardless of scores obtained in other components).</p> <p>Preparing to Apply:</p> <p>Dietetics is a professional program and it is essential that all prospective applicants take steps to consider whether this is an appropriate career choice for them, and obtain relevant skills and experience prior to applying. For further guidance, refer to the program website.</p> <p>Application</p> <p>The annual application deadline is January 31 for September admission. All application components must be received by this date.</p> <p>Application to the Dietetics Major has two components:</p> <ul style="list-style-type: none"> • Online application to enter the B.Sc. (FNH) program in the Faculty of Land and Food Systems (LFS) (not applicable to students already enrolled in this program) • A Dietetics Major application package, to be submitted to the Faculty. <p>Application procedures:</p> <ul style="list-style-type: none"> • Non-UBC students must apply online through Enrolment Services to enter the B.Sc. (FNH) program in UBC's Faculty of Land and Food Systems (LFS). External applicants are encouraged to contact LFS Student Services in advance of applying to ensure they have met prerequisite course requirements.
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<ul style="list-style-type: none"> • Current UBC students who are not already enrolled in the B.Sc. (FNH) program must apply online through Enrolment Services to enter the program. In the event of an unsuccessful application, students in good standing have the ability to remain in their original program/faculty. • All applicants must submit a Dietetics Major application package to the Faculty (prepared using forms and guidelines available online). Each application package must include: <ul style="list-style-type: none"> ○ completed application form ○ transcripts (as required) ○ cover letter ○ resume ○ two completed reference forms ○ the Integrated Dietetics Program Application Fee (as listed here^a) <p>^aIf you self-identify as an Indigenous applicant, please contact LFS Student Services to inquire about a fee exemption.</p> <p>Short-listed candidates are identified for the interview component based on a preliminary applicant score which considers both academic and non-academic application components.</p> <p>Final applicant scores are computed once interviews are complete and final marks for the term are available (external applicants are required to submit final transcripts by the end of April). Applicants are typically informed about their admission status by late May.</p> <p>All admission offers are considered conditional pending receipt of a satisfactory criminal record check conducted according to Criminal Record Check Review Act procedures.</p> <p>Program Information</p> <p>All students accepted to the program are admitted to third year.</p> <p>Due to extra administrative costs associated with an integrated practice education program, an annual supplemental fee (as listed here, see Land and Food Systems section) is applied to students in</p>	<ul style="list-style-type: none"> • Current UBC students who are not already enrolled in the B.Sc. (FNH) program must apply online through Enrolment Services to enter the program. In the event of an unsuccessful application, students in good standing have the ability to remain in their original program/faculty. • All applicants must submit a Dietetics Major application package to the Faculty (prepared using forms and guidelines available online). Each application package must include: <ul style="list-style-type: none"> ○ completed application form ○ transcripts (as required) ○ cover letter ○ resume ○ two completed reference forms ○ the Integrated Dietetics Program Application Fee (as listed here) <p>Short-listed candidates are identified for the interview component based on a preliminary applicant score which considers both academic and non-academic application components.</p> <p>Final applicant scores are computed once interviews are complete and final marks for the term are available (external applicants are required to submit final transcripts by the end of April). Applicants are typically informed about their admission status by late May.</p> <p>All admission offers are considered conditional pending receipt of a satisfactory criminal record check conducted according to Criminal Record Check Review Act procedures.</p> <p>Program Information</p> <p>All students accepted to the program are admitted to third year.</p> <p>Due to extra administrative costs associated with an integrated practice education program, an annual supplemental fee (as listed here, see Land and Food Systems section) is applied to students in each year (years three, four, and five) of the program.</p> <p>Students in the program must also fulfill, and bear any costs associated with, any practice education</p>
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each year (years three, four, and five) of the program.

Students in the program must also fulfill, and bear any costs associated with, any practice education program requirements mandated by UBC and/or placement agencies, including student accident insurance, immunizations, Food Safe certificates, and respiratory mask fitting, **violence prevention training** (further details are provided on the [program website](#)).

Advancement Requirements

Once admitted to the Dietetics Major, all students are required to abide by program-specific policies and maintain a [good academic standing](#). Students must also meet the following program-specific advancement requirements: they must pass all courses, maintain an academic average at or above the minimum for entry into the program (70%) and achieve a minimum level of academic performance (68%) in each 300- and 400-level FNH course. The program reserves the right to require a student to change majors if they are not meeting these criteria.

The Dietetics undergraduate program incorporates practice education in years 3, 4 and 5.

Dietetics Major

Third Year	
BIOC 302	3
FNH 340 ¹	4.5
FNH 345	3
FNH 350	3
FNH 351	3
FNH 370	3
FNH 371	3
FNH 375	3
FNH 380	3
FNH 381 ²	3
FNH 398	4

program requirements mandated by UBC and/or placement agencies, including student accident insurance, immunizations, Food Safe certificates, and respiratory mask fitting (further details are provided on the [program website](#)).

Advancement Requirements

Once admitted to the Dietetics Major, all students are required to abide by program-specific policies and maintain a [good academic standing](#). Students must also meet the following program-specific advancement requirements: they must pass all courses, maintain an academic average at or above the minimum for entry into the program (70%) and achieve a minimum level of academic performance (68%) in each 300- and 400-level FNH course. The program reserves the right to require a student to change majors if they are not meeting these criteria.

Dietetics Major

Third Year	
BIOC 302	3
FNH 340	3
FNH 341	3
FNH 350	3
FNH 351	3
FNH 370	3
FNH 371	3
FNH 380	3
FNH 381 [±]	3
FNH 398	3
LFS 350	3
Social Science²	3
Total Credits	36
Fourth Year	
FNH 415	3
FNH 440	3

Total Credits	35.5		
Fourth Year			
FNH 415	3		
FNH 440 ³	3		
FNH 470	3		
FNH 473	3		
FNH 475	3		
FNH 480	3		
FNH 481 ⁴	3		
LFS 350	3		
Restricted electives ⁵	9		
Total Credits	33		
Fifth Year			
FNH 482 ⁶	12		
FNH 483 ⁷	12		
Total Credits	24		
Overall five-year total credits		146.5	
¹ FNH 340: Course registrants are required to possess a FoodSafe I certificate and show proof of completion on the first day of FNH 340.			
² FNH 381 involves practice education placements in Term 3 of Year 3.			
³ FNH 440: Course registrants are required to possess a FoodSafe II certificate and show proof of completion on the first day of FNH 440.			
⁴ FNH 481 involves practice education placements in Term 3 of Year 4			
⁵ Restricted electives are to be chosen from a list of approved electives posted on the Dietetics Major website , or by consultation with a Program Advisor.			
⁶ FNH 482 involves practice education placements in Term 1 of Year 5			
⁷ FNH 483 involves practice education placements in Term 2 of Year 5			
FNH 470	3		
FNH 473	3		
FNH 475	3		
FNH 480	3		
Restricted electives ³	12		
Total Credits	30		
Fifth Year			
FNH 481²	9		
FNH 482 ³	9		
FNH 483 ³	6		
Total Credits	24		
Overall five-year total credits		144	
¹ FNH 381 is offered in May.			
² Course that addresses normal human behaviour in a North American context. List of acceptable courses is posted on the Dietetics Major website			
³ Restricted electives are to be chosen from a list of approved electives posted on the Dietetics Major website , or by consultation with a Program Advisor.			
⁴ FNH 481, 482, and 483 involve full-time practice education placements between September and June.			
Type of Action:			
Revise Advancement Requirements for Dietetics Major.			
Specifically:			
1. Revise when practice education occurs 2. Specify the WRDS 150 sections 3. Adjust footnote for CHEM 205 4. Change interview requirement from personal to video interview 5. Adjust admission score 6. Change admissions date and fee waiver 7. Add additional training (violence prevention) 8. Addition to program description			

	<ol style="list-style-type: none"> 9. Reflect proposed changes to FNH 340 and 341 10. Add FNH 345 to year 3 11. Add FNH 375 to year 3 12. Change FNH 381 from course-based to practice education (field-based) 13. Remove LFS 350, Social Science elective from year 3 and revise total 3rd year credits 14. Remove 3-credits from the restricted electives, and add LFS 350 to year 4. 15. Revise credits for FNH 481 and revise total credits in year 4 16. Revise credits for FNH 482, FNH 483 17. Revise total program credits 18. Revise footnote 1, delete footnote 2, renumber footnotes and add footnotes 4 and 5 <p>Rationale for Proposed Change:</p> <p>1. Revise when practice education occurs There is a need to introduce practicums earlier in the program so student's gain real-life experiences earlier in the degree. We are changing the course from course-based to field-based to address the need to offer practicum placements earlier. Students are already taught the principles of practice education in FNH 380 (3), which will prepare them for FNH 381.</p> <p>2. Specify the Words 150 sections Clarification is needed for the specific sections of Words 150 that students can register in. As such, footnotes are adjusted accordingly.</p> <p>3. Adjust footnote for Chem 205 On the recommendation of LFS Student Services our program is keeping the lab component as a requirement whereas some programs are not. Due to Covid-19, the lab and lecture components of the courses are being split – we have been advised to indicate that both lab and lecture are needed for our program.</p> <p>4. Change interview requirement from personal to video interview Due to COVID-19, this year we conducted interviews over Zoom. This process was seamless,</p>
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	<p>and beneficial for students, and therefore we will continue to offer remote interviews.</p> <p>5. Adjust admission score</p> <p>Less weight is being placed on previous academic performance as students must achieve a minimum average grade to be considered for the program. Communication and team work is important so more weight is being placed on the cover letter/resume and references.</p> <p>6. Admissions date and fee waiver</p> <p>The admission date will prevent weekend deadlines which are problematic for applicants and program administration. Aligned with our EDI statement, we are also waiving the admissions fee for individuals who identify as Indigenous.</p> <p>7. Add additional training (violence prevention)</p> <p>Students are required to complete the Violence Prevention training for their placement preparation</p> <p>8. Addition to program description</p> <p>Clarification on program requirements for present and future students is needed with the program changes proposed.</p> <p>9. Reflect proposed changes to FNH 340 and 341</p> <p>We are merging FNH 340 (3 credits, Year 1, Term 2) and FNH 341 (3 credits, Year 1, Term 2) to one course (FNH 340, 4.5 credits, Year 1, Term 2). To reflect this new course, we will change the name to "Food Theory and Applications". As it currently stands, FNH 340 and FNH 341 are heavily interrelated as one is theory based (FNH 340) and the other is application (FNH 341). From an accreditation standpoint, both courses meet the exact same academic competencies set by Partnership for Dietetic Education and Practice, therefore merging them to one 4.5 credit course would not only better reflect the workload that the courses represent, but also "free up" space in the course schedule for other essential learning outcomes. The credit reduction by merging these courses was captured back in FNH 482/ 483.</p> <p>10. Add FNH 345 to year 3</p> <p>We will be offering a new course in Third Year (FNH 345: Counselling Skills in Dietetics). A course of this</p>
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	<p>type has been requested by alumni and current students in Alumni Surveys for several years. Currently FNH 381 (3) is the only course that offered in our program that reviews the principles of counselling and communications, and by offering this new course (FNH 345), these skills will be taught in greater depth. Further, we are changing FNH 381 from course-based to field-based to address the need to offer practicum placements earlier.</p> <p>11. Add FNH 375 to year 3</p> <p>FNH 375 (3) Nutrition Care I will be offered in Term 1 of Year 3 of the Dietetics Major. This course will teach the principles of nutrition care that are necessary to support student's success in their first practice education placement in May.</p> <p>12. Change FNH 381 from course-based to practice education (field-based)</p> <p>The content of the current FNH 381 will be redistributed in two ways: (1) as part of FNH 380, and (2) in a new proposed course, FNH 345 (3) Counselling Skills in Dietetics. In the past 7 years, there has not been a student who has 'failed' FNH 381 therefore we do not anticipate having to create an alternative remedial academic plan should any students from the Dietetics 2021 cohort not meet the requirements to pass the current FNH 381. However, should this be the case, they will be withheld from entering 4th year standing and alternative assessments will be put in place at the discretion of the Director of Dietetics and Course Instructor.</p> <p>13. Remove LFS 350, Social Science elective from year 3 and revise total 3rd year credits</p> <p>LFS 350 is moved to 4th year to balance credits for Year 3 and Year 4. Social Science elective was removed from Year 3 as it does not fulfill an accreditation requirement and essential courses FNH 345 and 375 are needed instead. An elective (3 credits) was eliminated to keep the credits to 30 in 4th year which will also balance student workload thereby preventing additional student stress.</p> <p>14. Remove 3-credits from the restricted electives, and add LFS 350 to year 4.</p>
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	<p>LFS 350 is a core LFS course and has now been moved from Year 3 to Year 4 to balance student workload and meet the LFS undergraduate requirements.</p> <p>To ensure student's workloads are balanced, Year 4 will include 9 credits of restrictive electives compared to the current 12-credits.</p> <p>15. Revise credits for FNH 481 and revise total credits in year 4</p> <p>Revise credits for FNH 481 and revise total credits in Year 4. The reduced credits to reflect the time students are enrolled in the course. This course will be the 2nd practicum course of 4 that the Major will now offer. We will be offering this course in Year 4, Term 2; 4-weeks, full-time.</p> <p>16. Revise credits for FNH 482, FNH 483</p> <p>Increase credits to more accurately reflect the actual time students are required to invest in these courses. These courses will be the 3rd (FNH 482) and 4th (FNH 483) practicum course of the Major, both offered in the 5th year. The additional 4 credits came from reducing the credits in FNH 481 and merging FNH 340 with 341.</p> <p>17. Revise total program credits</p> <p>Total program credits will reflect the above modifications.</p> <p>18. Revise footnote 1, delete footnote 2, renumber footnotes and add footnotes 4 and 5</p> <p>Footnotes have been updated, and revised to reflect the actual time periods when the practice education courses will be required. With the program changes, students will now graduate in April rather than June, which will enhance their employment opportunities.</p>
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca</p>
<p>Proposed Calendar Entry: FNH 340 (4.5) Food Theory and Applications</p> <p>Principles of food preparation based on the physical and chemical properties of food, and experimental and practical applications to food preparation.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [1.5-3-0]</i></p> <p><i>Prerequisite:</i> FNH 200 and either (a) all of CHEM 111, CHEM 113 or (b) all of CHEM 121, CHEM 123.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=FNH</p> <p>Present Calendar Entry: FNH 340-3 Food Theory Principles of food preparation based on the physical and chemical properties of food.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i></p> <p><i>Prerequisite:</i> FNH 200 and either (a) all of CHEM 111, CHEM 113 or (b) all of CHEM 121, CHEM 123.</p> <p>Type of Action: Change course credits; Change course title and description; change vector</p> <p>Rationale for Proposed Change: As it currently stands, these courses are heavily interrelated as FNH 340 is theory based and FNH 341 is application. From an accreditation standpoint, both courses meet the same academic competencies set by Partnership for Dietetic Education and Practice, therefore merging them to one 4.5 (1.5 lecture- 3.0 lab) credit course would better reflect the program outcome needs. The credit reduction by merging these courses was captured back in FNH 482/483.</p>

	<div><input checked="" type="checkbox"/></div> <div>Not available for Cr/D/F grading (undergraduate courses only)</div> <div>Rationale for not being available for Cr/D/F:</div> <div>This is a required course for the Dietetics major and BEd-BSFN Dual Degree program students. Only these students are allowed to register in this course.</div>
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**UBC Curriculum Proposal Form
Change to Course or Program**

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 345 (3) Counselling Skills in Dietetics Counselling in dietetics: communication theory and foundational counselling skills. Prerequisites: FNH 370.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: Currently counselling is taught as part of a 3-credit, 3-week intensive summer course (FNH 381). Stakeholder feedback strongly suggests the need for additional counselling and communication training in our program. We are introducing this course which will allow more practice and depth of knowledge in these essential skills. FNH 370 is required as a pre-req as this course covers the basis of nutritional assessment, the first step in understanding the focus of a nutritional intervention- in this case, counselling the client. <div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> <div style="margin-left: 10px;"> Not available for Cr/D/F grading (undergraduate courses only) </div> </div> Rationale for not being available for Cr/D/F: This is a required course for the Dietetics major. Only students in the Dietetics major are allowed to register in it.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 381 (3) Dietetics Practice Education Placement I Practice education placements in settings across British Columbia. Restricted to students in the Dietetics Major. This course is not eligible for Credit/D/Fail grading. Prerequisites: FNH 380, FNH 375.	URL: n/a Present Calendar Entry: FNH 381 (3) Professional Dietetic Practice II Themes include: nutrition communications, professional practice, and dietetic practice environments. Restricted to students in the Dietetics Major. This course is not eligible for Credit/D/Fail grading. Prerequisite: FNH 380. Third-year standing in the Dietetics Major. Type of Action: Change to a field-based course Rationale for Proposed Change: Stakeholder feedback strongly suggested that there is a need to introduce practicums earlier in the program so student's gain experiences in practice throughout the degree. Further, many UBC Health Allied Programs have practicum placements in their first year of the program, unlike UBC Dietetics that currently has students enter in Year 5 (their last year). The summer of 3 rd year is the best opportunity to do this by converting the current summer course (FNH 381) from course-based to field-based. The course will have students to be

	<p>in placements for 4 weeks in the month of MAY</p> <p>The content of the current FNH 381 will be redistributed in two ways: (1) as part of the orientation students receive prior to starting in September of 3rd year, and (2) in a new proposed course, FNH 345 (3) Counselling Skills in Dietetics. In the past 7 years, there has not been a student who has 'failed' FNH 381 therefore we do not anticipate having to create an alternative remedial academic plan should any students from the Dietetics 2021 cohort not meet the requirements to pass the current FNH 381. However, should this be the case, they will be withheld from entering 4th year standing and alternative assessments will be put in place at the discretion of the Director of Dietetics and Course Instructor. The pre-requisites have changed as students need to have completed FNH 380 (professional practice) and counselling (FNH 345) to ensure they are prepared for practicum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: 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 checked="" type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading</p>
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Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 480 (3) Professional Dietetic Practice II Skill development and application for practice education placements and dietetic practice settings. Restricted to students in the Dietetics Major. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 380, FNH 381.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,11 Present Calendar Entry: FNH 480 (3) Professional Dietetic Practice II Skill development and application for practice education placements and dietetic practice settings. Restricted to students in the Dietetics Major. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> All of FNH 380, FNH 381. Fourth-year standing in the Dietetics Major. Type of Action: Change course name; Change learning outcomes; Remove prerequisite Rationale for Proposed Change: We revised FNH 381, which was previously Professional Dietetic Practice II, therefore we need to change the FNH 480 course name to Professional Dietetic Practice II. Learning outcomes in FNH 480 were changed to reflect new course content that was in FNH 381 to ensure the program continues to meet accreditation standards. Prerequisite that the student has to be in good standing is redundant therefore removed from calendar. Syllabus is attached.

	<div data-bbox="792 195 849 237"><input checked="" type="checkbox"/></div> <p>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.)</p> <p>Rationale for not being available for Cr/D/F: This is a required course for the Dietetics major. Only students in the Dietetic major are allowed to register in it.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2026*	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: (Course deleted)	URL: Present Calendar Entry: FNH 341 Food Theory Applications Experimental and practical application of scientific principles and theories to problems of food preparation. Note: Course registrants are required to possess a Foodsafe I certificate. Co-reqs: FNH 340. Type of Action: Delete course Rationale for Proposed Change: FNH 340 and FNH 341 are heavily interrelated as FNH 340 is theory based and FNH 341 is application. From an accreditation standpoint, both courses meet the same academic competencies set by Partnership for Dietetic Education and Practice, therefore merging them to one 4.5 credit course (FNH 340) better reflects the program outcome needs. *Effective Academic Year: The Faculty requests this course remain in the Academic Calendar until the 2026/27 academic year. There is no anticipated need for FNH 341 beyond W2025.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 481 (3) Dietetics Practice Education Placement II P ractice education placements in settings across British Columbia. Restricted to students in the Dietetics Major. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 380, FNH 381, FNH 480.	URL: https://courses.students.ubc.ca/cs/course-schedule?pname=subjarea&tname=subj-course&dept=FNH&course=481 Present Calendar Entry: FNH 481 (9) Dietetics Practice Education I Full-time practice education placements in practice settings across British Columbia. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 380, FNH 381, Fifth-year standing in the Dietetics Major. Type of Action: Change course name; Change course credits; Change prerequisites Rationale for Proposed Change: Reduce credits to reflect the time students are enrolled in the course, which is 4 weeks opposed to 12 weeks in length. This course will be the 2nd practicum course of 4 that the Major will now offer. The name of the course needs to change to reflect the “level” of the practicum. Prerequisites will change to include the Professional Practice in Dietetic Course (FNH 480)- a course that teaches the principles of practice. The credits removed from this course were captured back in FNH 482 and FNH 483.

	<div data-bbox="797 195 857 237"><input checked="" type="checkbox"/></div> <p data-bbox="885 212 1315 285">Not available for Cr/D/F grading (undergraduate courses only)</p> <p data-bbox="792 289 1339 443">Rationale for not being available for Cr/D/F: This is a required course for the Dietetics major. Only students in the Dietetic major are allowed to register in it. <input type="checkbox"/></p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 482 (12) Dietetics Practice Education Placement III P Practice education placements in settings across British Columbia. Restricted to students in the Dietetics Major. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 481.	URL: https://courses.students.ubc.ca/cs/course/schedule?pname=subjarea&tname=subj-course&dept=FNH&course=482 Present Calendar Entry: FNH 482 (9) Dietetics Practice Education II Full-time practice education placements in practice settings across British Columbia. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 481, Fifth-year standing in the Dietetics Major. Type of Action: Change course name; Change course credits Rationale for Proposed Change: Increase credits to reflect the time students are enrolled in the course which is 4 months. This course will be the 3 rd practicum course of 4 that the Major will now offer. The name of the course needs to change to reflect the “level” of the practicum. The prerequisite as it reads is redundant therefore moving the sentence. The credit reduction in FNH 481 were captured back in this course. <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px; display: flex; align-items: center; justify-content: center;">√</div> <div> Not available for Cr/D/F grading (undergraduate courses only) </div> </div>

	<p>(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.)</p> <p>Rationale for not being available for Cr/D/F: This is a required course for the Dietetics major. Only students in the Dietetic major are allowed to register in it. <input type="checkbox"/></p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: 08-Oct-2020 Effective Session (W or S): W Effective Academic Year: 2021	Date: 16-Sept-2020 Contact Person: Tamara R. Cohen Phone: 604-827-0362 Email: tamara.cohen@ubc.ca
Proposed Calendar Entry: FNH 483 (12) Dietetics Practice Education Placement IV <p>Practice education placements in settings across British Columbia. Restricted to students in the Dietetics Major.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> FNH 482.</p>	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,11 Present Calendar Entry: <p>FNH 483 (6) Dietetics Practice Education III</p> <p>Full-time practice education placements in practice settings across British Columbia. Pass/Fail.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> FNH 482, Fifth-year standing in the Dietetics Major.</p> <p>Type of Action: Change course name; Change course credits; Change prerequisites</p> <p>Rationale for Proposed Change:</p> <p>Increase credits to reflect the time students are enrolled in the course which is 4 months. This course will be the 4th practicum course of 4 that the Major will now require. The name of the course needs to change to reflect the "level" of the practicum. The prerequisite as it reads is redundant therefore moving the sentence. The credit reduction in FNH 481 were captured back in this course.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> √ </div> <div> Not available for Cr/D/F grading (undergraduate courses only) </div> </div>

	<p>Rationale for not being available for Cr/D/F:</p> <p>This is a required course for the Dietetics major. Only students in the Dietetic major are allowed to register in it.</p>
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10 February 2021

To: Vancouver Senate

From: Senate Academic Policy and Teaching and Learning Committees

Re: Extension of the Course Withdrawal Deadline for 2020 Winter Session Term 2

The Senate Academic Policy and Teaching and Learning Committees have separately considered and approved an extension of the course withdrawal (W) deadline for 2020 Winter Session Term 2 as a way to continue to support students. The Vancouver Senate approved a similar course withdrawal deadline extension for Term 1, as did the Okanagan Senate for both Terms 1 and 2. The following memo sets out reasons for recommending the extension, the process by which students may request such an extension, and the need for clear communications to students about this option and the extended deadline.

The following is recommended to Senate:

Motion: *“That Senate directs the Faculties to normally grant formal withdrawal (W) standing upon the request of a student for a course or courses taken in Term 2 of the 2020 Winter Session, provided such a request is made on or before April 14th, 2021.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Dr. Joanne Fox, Chair
Senate Teaching and Learning Committee

To: Senate

From: Senate Teaching and Learning Committee

Re: Extension of the Course Withdrawal Deadline for Term 2

Date: Jan 28th, 2021

Jointly with the Senate Academic Policy, the Senate Teaching and Learning Committee is recommending that an extension of the course withdrawal (W) deadline be provided to students in Term 2.

In considering this motion, the Senate Teaching and Learning Committee gathered additional information about ways in which the Faculties have supported students in flexible and compassionate manners during the Winter terms. A review of these materials revealed that the Faculties, and Faculty Advising offices, are indeed being flexible and compassionate in their interpretations of Academic Concessions Policies and course W deadlines during these extraordinary times.

Data from Enrolment Services indicated that there were 2,139 students who were granted course W in Term 1 (with an average of 1.4 course W actions per student). This represents an approximately 2 fold increase relative to the 2018/2019 academic years. This increase in the total number of course withdrawals occurred in the context of the extension of the course W deadline to December 4th, 2020 as adopted by the UBC Vancouver Senate in Term 1.

Extending a similar course withdrawal deadline extension into Term 2 is being proposed as an additional way to continue to support students in flexible ways. This motion aligns with the language of what was adopted at the UBC Okanagan Senate for both Term 1 and Term 2. The language is also parallel with what the UBC Vancouver Senate adopted for Term 1, and importantly, would give both students and advising offices much more advance warning of this course W deadline extension.

Both Committees recognized that some programs may have differently aligned calendars in Term 2 due to different start dates in Term 2 (while most programs started Jan 11th, some programs opted to start on Jan 4th). These issues were discussed and it was decided that for clarity the extension date would remain as April 14th, 2021 for all programs as this will be the last day of class for most programs.

Making a request for a course W using the extended deadline will not be a self-serve process. Both committees recognized that this may cause increased workload for Faculty Advising offices, and also recognized the value of encouraging students to connect with Faculty Advising offices so that students are aware of their options and the potential consequences of choices. .

Last but not least, clear communications to students about this option of course W and the extended deadlines are needed. In particular, there is a need to help students understand both the positive and negative impacts of a course withdrawal. Clear communications for students about a variety of issues not limited and including the impacts of a W on their transcripts, possible impacts on award eligibility, financial aid, student loans, applications to subsequent programs, and alternative options to course W would be useful in ensuring that students are able to make informed decisions.



To: Senate

From: Nominating Committee

Re: A) Appointments to the President's Advisory Committee for the Extension of Appointment of the Vice-Provost and Associate Vice-President Enrolment and Academic Facilities.
B) Appointment to Equity, Diversity, and Inclusion Action Team (Conditional on approval of Academic Policy Report) (approval) (docket pages xx-xx)

Date: 5 February 2021

Appointments to the President's Advisory Committee for the Extension of Appointment of the Vice-Provost and Associate Vice-President Enrolment and Academic Facilities.

The Senate Nominating Committee would thank the many senators who expressed an interest in serving on this Committee. Under Policy AP6, the Senate must recommend two senators, one of whom must be a faculty member. After consideration, the Committee would recommend:

That Senate appoint Robert Boushel and George Tsiakos to the President's Advisory Committee for the Extension of Appointment of the Vice-Provost and Associate Vice-President Enrolment and Academic Facilities.

Appointment to Equity, Diversity, and Inclusion Action Team (Conditional on approval of Academic Policy Report)

NB: The Nominating Committee would note that this recommendation is being made conditionally on the Senate approving the recommendation of the Academic Policy committee earlier on the agenda.

The Senate Nominating Committee would thank those faculty members on Senate who put forward their names for consideration to serve on this Committee. Under the proposed Action Team membership, the Senate is to appoint one senator who must be a faculty member to this committee. After consideration, the Committee would recommend:

That Senate appoint HsingChi Von Bergmann to the Inclusion Action Plan Goal 2 Action A Action Team.

The University of British Columbia
Planning for a Return to Campus
Winter Session 2021/22

The UBC Context

We are approaching a full year of disruption to university life as a result of the COVID-19 pandemic: the year has been stressful, challenging and filled with uncertainty for all members of the UBC community. The approval of vaccines and rollout of immunization campaigns offer the prospect of significantly reducing the threat that COVID-19 poses to our community over the coming months. This, together with the recognition of the accumulated and on-going stresses and challenges of largely-remote teaching and working, means that it is time to initiate the planning for a return to campus.

A Process, not an Event

It is important to stress that this will be a process, not an event, that will unfold over an extended period of time, most likely until (and, possibly, beyond) the end of the 2021 calendar year. The challenge over the coming months, as the immunization campaign proceeds, will be to balance the desire to return to the much-missed aspects of university life that have been curtailed over the past 12 months with the evolving guidance from public health officials, and the provincial and federal governments.

Ways to Return to Campus

Our students have greatly missed the elements of campus community and student life that are such an integral part of being a student at UBC, as well as the vast majority of their instruction which is traditionally delivered in person. A thoughtfully planned return to campus for them will enable a safe resumption of these vital elements of student life. There will be increasing opportunities for more in-person instruction as the guidelines for operations during the pandemic evolve – particularly with respect to social distancing requirements, which have profound and limiting implications for occupancy of teaching space. Faculties and units within the VP Students portfolio will have creative ideas around how to create opportunities for safe interaction beyond scheduled classes, which might involve co-curricular and other on-campus activities.

Immediate Planning Requirements

We face an immediate planning need for 2021W1 course scheduling starting now. Our approach, to plan simultaneously for two different scenarios of teaching space occupancy, is described in more detail in the accompanying document. Taking a two-pronged approach allows us to complete necessary planning, whilst delaying a final decision about which courses will be in-person and which online until the latest possible time (mid-May), still ensuring the regular registration period (June-July) for students to select their courses.

Thank you for your engagement in making this work for students

We commit to regular communication on how plans are evolving over the coming months and we are open to hearing your ideas and your concerns at any time.

The University of British Columbia

Academic Delivery: 2021/22 Winter Session

February 3, 2021

Summary: Recent vaccine and treatment approvals are expected to change the course of the COVID-19 pandemic, which has driven the substantial majority of instruction at UBC online since mid-March, 2020, and has forced a significant curtailment of student life. Given expected timetables for vaccine distribution, it is time to plan a significant return to in person activities on campus, including more in person instruction in 2021/22 Winter Session, as it becomes feasible to do so. This can be best enabled by commencing schedule planning for two different scenarios. We recommend scheduling all classes for Winter term 1 in classrooms now, on the assumption that a return to full capacity utilization will be possible, while maintaining the potential to fall back to an already-prepared alternative schedule that respects 2m physical distancing, or to wholly remote delivery if pandemic conditions warrant.

Introduction

The COVID-19 pandemic has driven decisions about planned remote instruction in Summer Session 2020, Winter Session 2020/21, and Summer Session 2021. While most instruction has been remotely delivered during this period, it has been possible to perform some instruction face-to-face – especially in the case of coursework or activity that cannot be performed remotely, such as music instruction, clinical experiences, and laboratory work.

In many respects, the state of the pandemic is improving, with vaccines now approved for use in Canada, and a supply having been secured. If the plans^{1,2} remain accurate, the end of September 2021 and the end of December 2021 will see the completion of the COVID-19 immunization campaigns for British Columbians and all eligible Canadians, respectively.³ This is an admittedly hopeful view; recounted below are some uncertainties that persist.

Another line of reasoning that prompts the focus on a resumption of face-to-face teaching includes the concerns about students' mental health, the ability of students to make progress toward completion of their degrees, and the quality of the student experience (outside as well as inside the classroom). Many faculty members, too, would favour a resumption of familiar patterns of work that feature in-person interactions with students and staff.

¹ Canada's COVID-19 Immunization Plan: Saving Lives and Livelihoods. <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/canadas-reponse/canadas-covid-19-immunization-plan.html#a12> (accessed January 17, 2021).

² COVID-19 Immunization Plan - Province of British Columbia (gov.bc.ca)

³ <https://www.cbc.ca/news/politics/canadian-vaccines-september-2021-1.5844314> (accessed January 17, 2021)

It will be important for communications about the upcoming Winter Session to convey that the return to in-person instruction will be a process that will take time. The university will do its best to accommodate student interest in the return to the classroom and campus activities, while making decisions in the best interest of faculty, staff and students, and informed by public health advice on the evolving pandemic.

The considerations suggest there is a choice of planning options that UBC can adopt. These are as follows:

- A. Schedule general teaching space (GTS) at 100% capacity for all courses. This allows for in person instruction, if physical distancing expectations have been relaxed, and sufficient community immunity prevails. It could be possible to commence some classes remotely if prevailing conditions require that – e.g., for the month of September – and to move later to in-person instruction.
- B. Schedule general teaching space at ~1/3 capacity to accommodate some smaller classes, with the rest online. This allows for in person instruction with current physical distancing expectations (2m) met, for approximately 18% of UBC's courses.
- C. Have an essentially online WT1, which is a repeat of 2020/21 WT1.

For planning purposes, we recommend planning for both Options A and B when constructing the class schedule, beginning with Option A as the 'best case' planning assumption. A move from Option A-->C (or B-->C) can happen anytime if the evolution of the pandemic requires it. The choice to pursue Option A or B can be made for WT1, provided this is decided by mid-May. The deadline is required to allow time to revise the class schedule for either Option A (all in-person classes scheduled in GTS up to full capacity) or Option B (smaller classes scheduled into GTS at ~1/3 capacity, others online) and keep to published registration periods for students.

Therefore, the proposal is that academic programs will proceed with normal scheduling and GTS booking now (Option A), while developing a list of those courses they would teach in-person with physical distancing of 2m under Option B. Instructors would be well advised to have recourse to remote teaching materials in case their course moves to online delivery in WT1 via a decision for Option B by mid-May, or if the moves A-->C or B-->C if required by some adverse development in the pandemic.

Hence, students will know at the time of registration (beginning at the end of June) which of their courses will be in person and which online. If the evolution of the pandemic and the immunization campaigns go well, much of their educational experience will take place in-person (Option A). If current 2m physical spacing expectations prevail by mid-May, they can expect to have some of their classes meeting in-person, while others will shift to online (Option B) for WT1. Other student community activities (outside of classes) can also take place, to the extent that they are safe to do so. Students can rest assured, however, that even in the event of a serious turn during the pandemic, UBC will be prepared to move instruction primarily online, as in 2020/21 WT1 (Option C).

The proposal also includes an expectation that most faculty will be preparing to deliver their courses in person (Option A). In consultation with their Head or Director, faculty members may plan from the

start for their course to be an online course because that is how it is normally delivered, or because they have health-related concerns about participating in-person such as compromised immunity. If the pandemic conditions do not improve significantly, instructors in some larger courses may be asked to take recourse to their previously-prepared online delivery methods (Option B). In any case, for nearly all courses, instructors are asked to have recourse to online delivery if the pandemic conditions require it (Option C).

Finally, the proposal includes an expectation that most staff in student-facing roles will be prepared to offer their services in-person under Option A. If the instructional modality must shift to Option B or Option C, then student service roles may take recourse to remote advising, etc. as pursued in earlier stages of the pandemic and consistent with current safety plans.

Practical considerations for program planning

At the time of this writing, the most consequential restriction on UBC's ability to return to normal activity is the expectation of physical distancing. This modifies the availability of teaching spaces as well as limiting the occupancy capacity of other venues such as libraries, informal study spaces and dining. It prevents the largest classes UBC traditionally holds from taking place as in prior years, despite the Provincial Health Officer lifting the restriction of gatherings to 50 persons, when the group is engaged in an educational activity (see below). If these restrictions continue, it will still be possible to have many (approximately 18% of) UBC courses offered in UBC general teaching spaces (Option B). If the expectation for physical distancing can be relaxed, this will expand opportunities for face-to-face instruction considerably (Option A).

The recommendation will be to schedule classrooms for all in-person courses in WT1 and WT2, and convert those that will be online in WT1 later if Option B or C must be pursued – as this direction of location change (in-person to online) is much easier to facilitate than the opposite (online to in-person). To be clear, every course with required in-person content that is offered in 2021/22 WT1 will need to have a fallback plan to shift to remote delivery if prevailing conditions warrant the move to Option B or C. That unfortunate potential transition back to remote delivery should be eased by the existence of online versions of most classes from Summer Session 2020, Winter Session 2020/21, and Summer Session 2021. Likewise, for a course with planned in-person content, it may be possible to begin online using some of this already-prepared material from prior terms.

The aim will be to provide as many students as possible in 2021 WT1 with the chance to build face-to-face learning opportunities into their schedules, as the prevailing pandemic conditions permit, and to benefit from the many on campus supports, services, and activities that enhance their experience, maturation, and growth. Likewise, for faculty members, those who prefer to teach face-to-face will have the opportunity to do so, while those with COVID-19 related health concerns will – in consultation with their Head or Director – plan to teach remotely without recourse to workplace accommodations by scheduling their courses for remote delivery in any Option, A, B or C, in WT1 or WT2.

Potential models for building face-to-face opportunities into course offerings can be varied. Multi-section courses could offer one or more sections in person, with the remaining sections online. Other

courses may elect to have all lectures online, but offer a number of regular tutorial or seminar slots in person, with the remainder online. Smaller elective courses could be offered in person, with remote students able to take subsequent offerings of these courses. Classes may have one meeting in person each week (recorded and/or moderated by a TA for remote students) and others online for all students.

The challenge is great for program planning. It should be possible to satisfy the compelling interest to return to face-to-face teaching that we hear from many students and mental health experts, while maintaining the fallback Options B and C. Program planners should avoid building in expectations of double-duty for instructors – i.e., simultaneously teaching a course in person and online – but the idea of beginning the term online and switching to in-person holds appeal in some courses.

There will be a range of views on the return to campus

One should expect there will be a range of views on the return to campus, even if it is a substantial move, but falls short of complete return. This is natural, considering the grave nature of the pandemic, and the uncertainties we detail below. The university community should benefit from these thoughts about the experience and planning:

- Students in the thousands have been living on campus throughout the pandemic, and have shown themselves to be responsible about public health precautions. This has prevented large-scale outbreaks or disruptions.
- Hundreds of course sections at UBC have been offered face-to-face during the pandemic, with public health precautions successfully preventing large-scale outbreaks or disruptions.
- K-12 education has had considerable experience with face-to-face teaching during much of the pandemic, and there are many lessons to build upon based on practice and research.⁴
- By the time individual courses are offered, most of the planned immunization campaigns will have been completed. Therefore, their effectiveness can be known before individual instructors step into the classroom for courses where they have planned in-person content or activities. There would still be time to shift to (or at least begin with) online delivery, except in a few areas where that is not feasible.
- The University could make available to faculty and staff expert opinion on public health considerations in the post-secondary educational sector, in the form of townhalls or briefings. This can include the role classroom management techniques (such as assigned seating) can play in reducing close contacts among students.

⁴ The WHO reviewed COVID-19 research findings with respect to children and adolescents. Of all COVID-19 cases reported globally, children and adolescents under 18 represented about 8% of cases, in 2020, while comprising 29% of the global population. Only 0.2% of deaths were reported in people under the age of 20 years. Several studies showed that school re-openings have not been associated with significant increases in community transmission or spikes. Schools have not been identified as superspreading settings except in a few examples where safety measures were not well enforced. School closures adversely affect children in many ways besides their education, including equity, health (physical and mental health) and development. Henrietta Fore, UNICEF Executive Director concluded, “As we enter the second year of the COVID-19 pandemic, and as cases continue to soar around the world, no effort should be spared to keep schools open or prioritize them in reopening plans.... [c]losing schools must be a measure of last resort, after all other options have been considered.”

Other implications of a return to face-to-face teaching

Returning to face-to-face teaching on UBC's campuses has other implications. Student services will have to ramp up the availability of housing and dining. Student advising, counselling and health care will have to shift gradually back to campus as students repopulate in person, whilst also continuing to maintain a virtual presence for remote students. Libraries and study spaces will have to be reopened. Staff in departments and schools, in Faculties and administrative offices, will also return. And, external agencies will need to modify their services, including TransLink. The University will have to examine all of this through the lens of COVID-19 safety planning.

2021/22 Winter Term 1 decision-making

UBC faces an important decision about how to conduct instruction in 2021/22 Winter Session. This decision must be made in a way that balances the risks and opportunities associated with various aspects of the situation and different approaches. These considerations include:

- The dynamics of SARS-CoV-2 transmission are better understood, being enabled by prolonged close contact with infected individuals^{5,6}.
- Effective vaccines and increasingly effective treatments are now available – although in the public arena some are voicing concerns about supply chains and inoculation plans.
- The future course of the pandemic, globally and locally, still has some uncertainty – new genetic variants of the virus may lengthen the time to bring the pandemic to a manageable state
- Certain aspects about the vaccines are not yet clear, such as whether vaccine recipients can still transmit the virus, and the longevity of protection the vaccines confer.
- The potential exists for changing orders and recommendations from the Provincial Health Officer and the health authorities persists.
- Strategies to limit prolonged close contact in educational settings are suggested by ongoing research (including at UBC), focusing on assigned seating and patterns of classroom utilisation. The value of these approaches extends not just to students in cohort-based programs, but also to students who take courses with different peers in different classes.
- Digital applications can aid in completion of health self-assessments, attendance tracking and contact tracing.
- There is an increasing number of students accumulating a backlog of required laboratory coursework, which must be addressed to avoid delays in graduation and progression.
- Graduate courses and upper year undergraduate courses tend to be more easily accommodated within the classroom inventory, given typical enrolments, even with physical distancing (Option B).

⁵ Klompas M, Baker MA, Rhee C. Airborne Transmission of SARS-CoV-2: Theoretical Considerations and Available Evidence. *JAMA*. 2020;324(5):441–442. doi:10.1001/jama.2020.12458

⁶ B.C. Centre for Disease Control. Interim Guidance: Public Health Management of cases and contacts associated with novel coronavirus (COVID-19) in the community. September 25, 2020. http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20Manuals/Epid/CD%20Manual/Chapter%201%20-%20CDC/2019-nCoV-Interim_Guidelines.pdf

- UBC now has positive experience running hundreds of in-person courses, with robust safety plans, during the pandemic.
- The ability of international students (including graduate students acting as TAs) to acquire study permits and to travel internationally to Canada is significantly improved, with onsite testing increasingly available as required by airlines and immigration. However, careful watch of the prevailing travel conditions for students from different points of departure must be maintained.
- Remote instruction versions of many courses from 2020/21 Winter and Summer Sessions, and 2021/22 Summer Session will have been built and used, which affords a backup plan in case 2021/22 Winter Session must be redirected to remote instruction for public health reasons. To be sure, this backup plan would be less traumatic to execute than the emergency transition to remote teaching of March 2020.

Timing of the decision

Planning for the overall approach to instruction in 2021/22 WT1 must begin now. In a typical year, scheduling for Winter Session would have started by now and needs to start by February without placing additional demands on staff involved in constructing the schedule of courses and booking of general teaching space. The decision about whether to pursue Option A, B or C in 2021/22 WT1 needs to be finalized no later than mid-May.

Consultation

In this document, we have developed the points to consider in making the important decision about the mode of instruction in 2021/22 Winter Session Term 1. In formulating the approach, the key individuals, or parties to work with and to consult include:

- the Associate Provost, Teaching and Learning;
- the Executive;
- the Deans;
- the Associate Deans, Academic and Associate Deans, Students;
- the Associate Vice-President Enrolment Services & Registrar;
- the Vice-Provost & Associate Vice-President, Enrolment & Academic Facilities;
- the Senate Teaching and Learning Committees and Senates at Vancouver and Okanagan;
- the Faculty Association;
- the Board of Governors;
- the elected student government leadership;
- the COVID-19 Campus Leadership Advisory Committee; and
- a consultative committee to be established by the President.

The UBC administration will continue to consult with public health, the Ministry of Advanced Education and Skills Training, and the Canadian Bureau for International Education, which has partnered with the Canadian Government to identify issues and supports for international students' travel.

Provincial Health Officer's orders and guidelines

In preparation for the 2020/2021 academic year, public post-secondary institutions collaborated with stakeholders, the BCCDC, WorkSafeBC, and the Deputy Provincial Health Officer to develop comprehensive health and safety guidelines for campus operations. The post-secondary [Go-Forward Guidelines](#) (December 2020 edition) identify general occupational health and safety protocols to assist with the development of campus safety plans. The goal of these protocols is to support the gradual increase of in-person teaching, learning, research, and administrative and support services, while reducing the risk of SARS-CoV-2 transmission. The most significant requirement is that UBC have COVID-19 Safety Plans that outline the policies, guidelines, and procedures put in place to reduce the risk of transmission. The UBC community has contributed countless hours to ensuring that this requirement has been satisfactorily met. On August 7, 2020, the Provincial Health Officer issued a *Gatherings and Events Order* that clarified that the *restriction on gatherings of more than 50 people does not apply to educational activities at post-secondary institutions*. Groups larger than 50 may assemble at post-secondary institutions if they are engaged in educational activities, provided that appropriate risk mitigation strategies are in place.

For in-person instruction, the Go-Forward Guidelines recommend the following:

- Develop safety plans for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.
- Implement instructor and student orientation procedures prior to room usage where applicable.
- Where possible, consider the use of cohorts and assigned seating in classrooms for students who work and/or learn together to reduce the number of close contacts and to facilitate contact tracing should it become necessary.
- Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.
 - Implement measures to restrict the number of people within the physical space at any given time.
 - Consider using shifts to minimize close contact.
 - Consider supplemental portable handwashing stations where needed.

Other features need to be in place to support an expansion of in-person teaching for 2021/22 Winter Session, Term 1. Other considerations needed may include:

- Continued attention to public health practices of students, staff, and faculty;
- Mandatory attendance-taking (perhaps employing attendance surveys) to facilitate contact tracing, if needed, and assigned seating to minimize the number of unique close contacts a student may have during in-person classes;
- Following public health guidelines concerning health self-assessment, screening, and testing;

- Modification of infrastructure and introduction of barriers to promote spatial separation such as plexiglass shields⁷ at front of general teaching classrooms;
- For those courses that will continue to be offered online, continuation of supports offered by CTLT and Faculty-based learning support units, including the learning technology rover program and course redesign consultations, and additional technical support through the LTHub, UBC IT, UBC Studios and AV services;
- Expanded availability of supervised informal study spaces that allow students to attend a class in-person, followed immediately by an online class;
- 14-day quarantine of returning out-of-country students with sufficient notice to make plans and to travel for the start of 2021/22 Winter Session, Term 1;
- Reopening of academic facilities for undergraduate student access to informal learning spaces (with requisite modification, if any), and conversion of some space, such as libraries, gyms, the UBC Life Building, new portable structures, the Tennis Centre, or off-campus spaces into supervised informal learning environments (much like the Irving K. Barber Learning Centre) so that students can take on-line classes while on campus;
- Scaling up of the field evaluation of surveillance/screening rapid antigen testing being undertaken in Orchards Commons, on a voluntary basis, including testing samples of people without symptoms and monitoring numbers of confirmed cases and positivity rates;
- Working with UBC Energy and Water Services to develop a wastewater monitoring program that will contribute to understanding campus infection rates and trends;
- Seeing whether UBC can collaborate with Vancouver Coastal Health to establish immunization clinics on campus for the month of August, and collaborate with YVR in an airport-based immunization clinic for inbound international and domestic students (if approved by VCH); and
- Developing more outdoor, organized extracurricular events for students so that they may socialize and have some fun while remaining in a controlled environment.

⁷ The Go-Forward Guidelines refer to Plexiglas as an engineering control. WorksafeBC uses the same language on their post-secondary institution site: [education-advanced](#). Finally, a BC CDC document refers to Plexiglas shields as a strategy for use 'where physical distance cannot be easily maintained': http://www.bccdc.ca/Health-Info-Site/Documents/COVID19_ToolsStrategiesSaferOperations.pdf

Appendix: Principles

The following principles have been developed to guide our approach to teaching and learning:

1. The University will place the health and wellbeing of students, staff, and faculty above all other considerations.
2. The University will continue to follow the guidance and direction of the Provincial Health Officer, and the Health Authorities with respect to protecting public safety, and make decisions in consultation with the Ministry of Advanced Education and Skills Training.
3. The University is committed to the highest standards in teaching and learning, student experience, and student support services, irrespective of modality of educational engagement.
4. The University will provide support to faculty and teaching assistants to enable high quality instruction, whatever the mode of delivery.
5. Students in remote or rural settings will receive careful consideration and support, given the extra challenges of internet connectivity they may face.
6. Decisions regarding in-person and remote learning will be driven by program quality and fairness across all student demographics, and pedagogical needs as determined by Faculties.
7. The University will prioritize advising to enable students nearing completion the ability to complete their courses of study, or to complete elements that cannot easily be undertaken online, wherever possible.
8. The University acknowledges that students and their families are experiencing financial challenges, and will do what it can to address these in concert with provincial and federal government programs.
9. Tuition, fees, and related costs will balance fairness, manner of program delivery, service levels, and the need to manage responsibly the finances of the University.
10. The University will provide as much certainty as possible to students, faculty and staff by making and communicating decisions as early as possible.
11. The University will introduce needed public health restrictions as they occur, recognizing that it will be extremely challenging to shift completely the mode of delivery mid-way through an academic term. In this respect, due consideration will be given to the impacts on students, particularly those that may not be residing close to our campuses.
12. The University will collaborate with peer institutions across British Columbia and Canada to share and create academic programming where it can enhance efficiency and maintain quality.