THE UNIVERSITY OF BRITISH COLUMBIA
Office of the Senate
Brock Hall | 2016 - 1874 East Mall
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Vancouver Senate

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

WEDNESDAY, 17 MARCH 2021

6:00 P.M.

VIA ZOOM

1. **Call to Order and Territorial Acknowledgement – Mr J. Maximillian Holmes** (information)

2. **Minutes of the Meeting of 10 February 2021 – Mr J. Maximillian Holmes** (approval) (docket pages 3-23)

3. **Business Arising from the Minutes – Mr J. Maximillian Holmes**

   Report and Recommendations of the Climate Emergency Task Force (approval) (docket pages 24-198)

   The Senate Agenda Committee would recommend the following motion for Senate's Consideration:

   That the Senate endorse in principle the Report and Recommendations of the Climate Emergency Task Force.

4. **Topic of Broad Academic Interest– Dr Andrew Szeri, Dr Sheryl Lightfoot, and Dr Margaret Moss**

   Indigenous Strategic Plan (discussion) (docket pages 199-238)

5. **Academic Policy Committee – Dr Kin Lo**

   a) Revisions to Policy on Minimum Funding for Doctor of Philosophy Students (approval) (docket pages 239-241)
   b) Time Zone Considerations for Final Examinations (information) (docket page 242)

6. **Awards Committee – Dr Sally Thorne**

   New and Revised Awards (approval) (docket pages 243-256)

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7. **Curriculum Committee – Dr Claudia Krebs**
   a) Curriculum Proposals from the Faculties of Arts, Graduate and Postdoctoral Studies, and Pharmaceutical Sciences (approval) (docket pages 257-310)
   b) Course Code Changes for Workday Implementation (approval) (docket pages 311-312

8. **Research and Scholarship Committee – Dr Guy Faulkner**

   Revisions to Criteria for Designation as a Global Research Excellence Institute (approval) (docket pages 313-320)

9. **Teaching & Learning Committee – Dr Joanne Fox**

   Use of Remote Invigilation Tools (approval) (docket pages 321-332)

10. **Report from the Provost – Dr Andrew Szeri**

    Disestablishment of the Biomedical Research Centre (approval) (docket pages 333-341)

11. **Other Business**

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VANCOUVER SENATE

MINUTES OF 10 FEBRUARY 2021

DRAFT

Attendance

Present: S. Ono, K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, B. Frank, J. Benedet J. Innes, S. Porter, R Helsley, D Kelleher, R. Yada, M. Coughtrie, S. Gopalakrishnan, K. Lo, N. Ford, R. Boushel, J. Bulkan, H. Zerriffi, 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, H. von Bergmann, C. Menzies, S. Grayston, A. Ivanov, Price, C. Jaeger, S. Pelech, S. Thorne, S. Singh, L. Stothers, I. Price, P. Wolf, C. F. Andrew, G. Faulkner, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, H. Leong, A Dulay, M. Tan, A. Uzama, G. Tsiakos, C. J. Greenman, M. Higgins, R. Topping, A. Gonzalez, J. Zheng, C. Evans,. D. Agosti-Moro, D. Nguyen, C. Moonias, A. Sandhu, N. Rygnestad-Stahl, D. Liu, J. Burnham, C. Hakim, J. M. Hplmes E. Bhangu, M. Lorenz, A. Alemzadeh-Mehrizi T. Yan,

Regrets: S. Point, M. Aronson, C. Marshall, M. Kuus, A. Fisher, J. G. Stewart, M. Stewart, L. Burr, A. Zhao, C. Godwin, N. Pang,

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono called sixth regular meeting of the Senate for the 2020/2021 academic year to order at 6:11 pm.

Minutes of the Previous Meetings

Claudia Krebs }
HsingChi Von Bergmann

That the Minutes of 20 January 2021 be approved as corrected.

Corrections: Spelling of Senator Agosti-Moro and Alamzadeh-Mehrizi's names.

Approved

Chair's Remarks

President Ono said that he was pleased to note that the Climate Emergency Task Force had presented its report and recommendations. He advised that the report and recommendations were endorsed in principle by the Board of Governors sustainability committee and would go to the full Board for discussion on February 16. The same report had been submitted to the Senates for information at this meeting. Dr Ono noted that despite the exceptional circumstances caused by the pandemic, the Task Force consulted widely with the UBC community and had produced a comprehensive, forward-looking report and recommendations. He thanked co-chairs Walter Mérida and Michelle Marcus and all the members of the Task Force and working groups for their hard work and dedication over the past several months as well as everyone who participated or provided comments. The President said that he respected the recommendations that have been made and the careful work that has gone into them. He assured the Senate that all the recommendations will be taken into account as we plan the path forward. Dr Ono further noted that the climate continues to pose extensive and disastrous threats to peoples' lives and livelihoods both locally and globally, contributing to famine, migration, and disease worldwide, including impact on individual physical and mental well-being, especially for Indigenous and marginalized communities that bear the harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis. The President advised that UBC was already acting on many of the recommendations in the report and that UBC was been a world leader in reducing emissions on our campuses for over 10 years. UBC is working on an updated Climate Action Plan which will define new emissions reduction actions and targets, along with implementation strategies for the next 10 years for both campuses. This includes the expansion of the Bioenergy Facility later this year that will reduce UBC Vancouver's Scope 1+2 emissions to approximately 62% over 2007 levels.

Dr Ono noted that earlier in the week, he and Chief Wayne Sparrow of the Musqueam had signed terms of engagement, with a view to building upon and improving our relationship as good neighbours and to avoid or resolve future conflict by developing a new and constructive relationship and to reconcile historical differences. The President said that this was just one step along the road to reconciliation, but it is an important one. UBC recognizes that we are connected with Musqueam through our shared past and future, and a meaningful and enduring relationship will strengthen our respective communities. Further to this, UBC had recently opened a new Office of Indigenous Strategic Initiatives, which will coordinate the implementation of UBC's 2020 Indigenous Strategic Plan. Dr Ono described this as part of an innovative, Indigenous-led and Indigenous human rights-based governance structure that is being set up to support the Plan's implementation across both the Vancouver and Okanagan campuses.

In closing, Dr Ono advised Senate that he had established an Advisory Committee to review Professor Andrew Szeri's performance as Provost and Vice-President Academic and to make a recommendation to me concerning his reappointment. The Advisory Committee is now seeking feedback regarding Professor Szeri's performance. Dr Ono asked senators to submit their comments to the advisory committee.

Climate Emergency

The Senate welcomed Professor Walter Mérida of the Faculty of Applied Science, Co-Chair of the Climate Emergency Task Force, to present on their work.

Dr Mérida outlined the work of the Climate Emergency Task Force. He noted the tremendous work of many people, mostly volunteers, in a time of great difficulty. Dr Mérida said that climate change is real today, largely due to the burning of fossil fuels. He noted that even if all of our pledges were met, our civilization was nowhere near achieving a two-degree goal. For Canada to meet its own goals, it would need to shut down combustion in an area the size of Quebec.

Dr Mérida said that the taskforce was established in 2019. At that time, the global average temperature was 1.9 degrees above pre-industrial levels and the highest on record. Dr Mérida noted the leadership of students in particular in drawing attention to this crisis. He noted that nearly 4000 people engaged with the taskforce through online surveys, forums, pop-ups and other dialogues. The group quickly learned the different needs between campuses of UBC.

Nine strategic priorities and 28 recommendations were developed by the task force. The strategic priorities were:

- Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour
- Demonstrate institutional leadership on climate justice
- Establish mechanisms and processes that ensure Indigenous perspectives, communities, and worldviews shape the development and implementation of climate related initiatives and policies
- Expand, strengthen and coordinate climate research at UBC
- Foster a culture of engagement & advocacy on climate action
- Support community wellbeing in the face of the climate crisis
- Expand climate education opportunities and resources for the UBC community and broader public
- Develop new and strengthen existing partnerships to tackle the climate emergency
- Accelerate emissions reductions at UBCV and UBCO in response to the Climate Emergency: Climate Action Plan 2030

Dr Mérida noted that this work had should deficiencies and opportunities within UBC, but also the areas in which UBC was already world leading. He then gave an outline of activates already underway at UBC in the realms of research, operational, community engagement, and academic

matters. He described this report as a call to action for UBC to combat climate change and its impacts, the beginning of a conversation, and an opportunity to become a global resource on climate action. In closing he expressed his thanks to the Task Force and his co-chair, Michelle Marcus.

Senator Burnham asked why the plan was only being brought to the Senate for information rather than for approval.

> Dr Ono said that the administration would be open to this; he noted that the Board took it on itself to propose its endorsement and that he would be supportive of the Senate wished to do the same.

Senator Holmes, Chair of the Senate Agenda Committee, said that if the administration wanted this endorsed, they normally would have sent a request to the Agenda Committee to that effect. He said that the administration could make that request if they would like.

> The President said we could consider the matter now or at another time.

Senator Pelech said that this was a detailed document only seen for a few days on a complex subject and he would not be comfortable approving it without having an opportunity to review it further.

Senator Menzies said that as we only received this a few days prior and under the impression that it was for information, and that he would like more time to review the matter before considering it for approval.

Several senators debated how to address this matter. Senator Holmes said that as chair of the Agenda Committee they would put this matter on the next Senate agenda for endorsement.

Correspondence

Dr Ono noted that a letter was received from the student senators entitled “Senate 2023” that outlined their political goals for this triennium. Dr Ono thanked the students for sharing their objectives with their colleagues and encouraged all senators to read and consider the document, and in particular, for committee chairs to consider if and when the recommendations therein could be considered by their committees this triennium.

Senator Bhangu said that this document was both a reiteration of existing priorities and new goals for this triennium. In particular, it was motivated as students on senate only had terms of one year versus three for faculty and convocation senators. The goal of document was to be a comprehensive and cohesive document for future student senators to keep in mind. The students hoped that it would be a flexible and living document. She noted that many of the priorities listed were in line with those of UBC at large, and that if even 1/3rd of them were realized it would be a positive impact upon the University.

Dr Ono thanked the students for their positive impact already upon the University.

Academic Policy Committee

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

INCLUSION ACTION PLAN ACTION TEAM

Kin Lo HsingChi von Bergmann	}	*That Senate approves the action team structure set out in the proposal*

Dr Lo noted that 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. This process had been developed over the past several months and in particular this action team would consider the University's "Respectful Environment Statement" which presently was a statement by the University's executive and did not have the status of a Board or Senate policy.

Approved

Admissions Committee

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

FACULTY OF MEDICINE –DOCTOR OF MEDICINEADMISSIONCRITERIA–FRASER MEDICAL COHORT

Carol Jaeger Peter Choi	}	*That Senate approve the revised Doctor of Medicine admission criteria effective for the 2021 Winter Session and thereafter.*

Drs Roger Wong and Dean Jones spoke on behalf of medicine. They note that overall student numbers were not changing; however, 32 of the 192 students taken from Vancouver/Fraser would have an opportunity to complete 42 weeks of their program fully in the Fraser region. Students would express an interest in doing this at the time of admission.

Dr Jones noted that they had extensive consultation with students, within the Faculty of Medicine, and within the Fraser Health Region. The consultation showed the significant interest and support for medical education in a growing region of BC. This proposal would give students more choice and harness the geographic benefits of the area.

Approved

SUSPENSION OF ADMISSION TO MASTER OF PUBLIC HEALTH/MASTER OF SCIENCE IN NURSING
SUSPENSION OF ADMISSION TO MMASTER OF PUBLIC HEALTH/ DIPLOMA IN DENTAL PUBLIC HEALTH

Carol Jaeger
Nancy Ford
} *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

Approved

SUSPENSION OF ADMISSION TO THE GRADUATE CERTIFICATE IN TECHNOLOGY-BASED LEARNING FOR SCHOOLS

Carol Jaeger
Peter Choi
} *That Senate approve the suspension of admission to the Graduate Certificate in Technology-Based Learning for Schools, effective for the 2020 Winter Session and thereafter.*

Approved

ENROLMENT TARGETS

Carol Jaeger
Peter Choi
} *That Senate approve and recommends to the Board of Governors the 2021/22 Academic Year Undergraduate Enrolment Targets for UBC Vancouver.*

Professor Jaeger noted that this was an annual report that came out of a multi-month process where all faculties developed their proposals.

Senator Menzies asked why UBC kept expanding its student numbers as it seemed to be a perpetual growth model.

With consent of Senate, Vice-Provost Ratner replied, noting that this was a multi-factoral situation. Firstly, we had some new programs funded by the government such as in early childhood education. This resulted in enrolment growth. Secondly, this year we had a larger-than-expected enrolment in summer session, we believe from the pandemic. Going forward we are projecting stability in both domestic and international programs baring new programs.

Senator Holmes said that there didn't seem to be a significant increase in students this year.

Dr Ratner confirmed that the plan was not for growth at this time.

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented.

FEBRUARY CURRICULUM REPORT

See Appendix A: Curriculum Report

Claudia Krebs Rickey Yada	}	*That the new program and courses brought forward by the faculties of Applied Science, Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies, Land and Food Systems, Medicine and Science be approved*

Approved

CERTIFICATES

Dr Krebs advised the Senate that the Senate Curriculum Committee had approved a new Certificate in Equity, Dirveristy, and Inclusion, and a revision to the Certificate in Indigenous Health Administration and Leadership.

Joint Report of Admissions & Curriculum Committees.

Dr Krebs presented.

REVISED PROGRAMS

Claudia Krebs Susan Forwell	}	*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*

Approved

Joint Report of Teaching and Learning and Academic Policy Committees

The Chair of the Senate Teaching & Learning Committee, Dr Joanne Fox, presented.

FORMAL WITHDRAWAL (W) DEADLINE FOR 2020W TERM 2.

Joanne Fox Kin Lo	}	*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*

Dr Fox set out background for this proposal, saying it was similar to the decision made by Senate last November and to a decision made by the Okanagan Senate for Term 2.

Senater Price asked if we could have a deadline of April 7th for those programs that started earlier.

> Dr Fox said both committees considered this idea, debated it and didn't decide to do so for the sake of clarity and simplify.

AMENDMENT

Ingrid Price } *That the motion be amended as follows:*
Paul Harrison

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 7th for those courses that commenced on the week of 4 January 2021, or on or before April 14th, 2021 for those courses that commenced the week of 11 January 2021.

Senator Jaeger noted that courses that don't run the full term often had earlier finals, she asked if "normally" would cover those situations.

The Clerk to the Senate, Christopher Eaton, verified that "normally" was intended to cover both courses that run off-cycle, but the issue is that there are programs that will have course with differing withdrawal dates and this may cause confusion. The intent of "normally" in the motion wasn't to make the April 7th the withdrawal date for courses that start on the January 4th however.

Senator Holmes said that this was addressed at the Committee and that he was opposed to the amendment.

Senator Pelech spoke against the main motion, noting that students withdrawing at the end of a course could skew any grade curving and harm students who stay enrolled unexpectedly.

Senator Coughtrie spoke in favour of the amendment, noting that there were significant differences in the end dates for courses this term and the rigidity didn't benefit us.

Senator Menzies asked what "normally" meant in the motion.

Senator Fox said that the purpose was to address extraordinary situations such as students who are suspected of academic misconduct or otherwise shouldn't be allowed to withdraw.

Dr Harrison said that as we had two prevalent start and end dates this term and so he supported the amendment to address a vast majority of student situations.

Senator Holmes raised a point of order on clarity for the wording for the amendment. A debate ensued. Several senators brought forward several suggestions for how they believed the amendment should be stated and raised concerns around clarity for students.

Senator Agosti-Moro spoke against any amendment in the interest of clarity.

Dean Benedet said that her faculty couldn't support the motion without an amendment.

Senator Spencer suggested we should just specify the last scheduled day of instruction of the course as this was a fixed and accessible date and this shouldn't confuse students or faculty.

Senator Burnham spoke in favour of Senator Spencer's suggestion.

Senator Holmes said that he was concerned at how faculties would communicate this with both their students and faculty members and that errors would be made, especially if we made matters more complicated.

Senator Harrison suggested that we could say "provided such a request is made on or before April 14th, 2021, or the last scheduled day of instruction for the course, whichever is earlier."

With general consent, Senator Price withdrew her motion to amend.

AMENDMENT

Ingrid Price Paul Harrison	}	*That the motion be amended as follows:* *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*, **or the last scheduled day of instruction for the course, whichever is earlier.**

Senator Zheng said that it would still be difficult to communicate this to the student body.

Amendment Approved

Joanne Fox Kin Lo	}	*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*, or the last scheduled day of instruction for the course, whichever is earlier.

Senator Holmes said that he hoped the deans would report back on how they would be communicating this to their students.

Senator Coughtrie said that he had every confidence that this would be clearly communicated to the students in his faculty.

Approved as Amended

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-PROVOST

Paul Harrison
Sue Forwell } *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.*

Approved

ACTION TEAM

Paul Harrison
Joanne Fox } *That Senate appoint HsingChi Von Bergmann to the Inclusion Action Plan Goal 2 Action A Action Team*

Approved

Report from the Provost

PLANNING FOR THE 2021 WINTER SESSION.

The Vice-President Academic and Provost presented the following report for information on planning for the next academic year. The following summary of the report was provided:

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.

Senator S. Singh said that having options B and C gave UBC flexibility, but mid-May seemed very early to make a decision given potential delays and limited vaccine availability. He asked if Canada would be prepared enough by May for us to make an informed decision on how to proceed for September, especially for courses that generally needed to be in person such as laboratories.

> Senator Bates said that mid-May was selected because of the timing of registration. Last year, 11 May was the date where we announced plans for the same reason. He noted that we may not have all the answers by then, but that was the latest we could make a decision while keeping our registration timelines.

Senator Menzies said that he found the circulated documents to be helpful and thorough. He said that we likely wont have clarity even by May and that being able to understand how to shift modes was helpful.

> The Provost said that one idea being contemplating is starting a course online and then finishing the course in person.

Senator Rygnestad-Stahl said that he had heard many student concerns from those who are immuno-compromised or have family members who are. She asked what options would be for those who cannot or don’t feel comfortable to participate in person given health considerations.

> The Provost said that in the normal course of events we have students with compromised immune systems and we have established processes for medical accommodations. We would need to build upon that to address the considerations of the pandemic.

With permission of Senate, Dr Ratner advised that a rapid antigen testing service had been established at Orchard Commons using nursing students and faculty members.

Senator Alamzadeh-Mehrizi asked what our plan would be for international students given differing vaccination rates around the world. Would international students require vaccination before travel, or could they be vaccinated on arrival?

Dr Ono said that this was a matter in flux with the Federal government. He would keep the Senate updated on any changes.

Senator Burnham asked that we act in a coordinated manner to support disabled students through online learning and not leave all decisions to departments.

Senator Zerriffi expressed a similar concern as the students for faculty members with health concerns or with family members so affected. He also raised issues with privacy concerns and faculty members needing to disclose a health issue in order to be teaching online. He noted that students were accorded privacy and this may not be the case for faculty in speaking with their deans.

The Provost agreed to look further into the matter of faculty medical accommodations and privacy.

Other Business

MOTION OF SENATOR UZAMA

Austin Uzama
J. Max Holmes

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 a multi-disciplinary, west coast Black Studies Initiative across the UBC Vancouver and UBC Okanagan campuses.

Senator Austin Uzama spoke in favour of his motions. He thanked the Provost, the Clerk, and the Registrar for their assistance with drafting the motions. Dr Uzama set out his history and background for the Senate, noting that he was a Nigerian raised in Japan. He noted that there were a lot of discussions on campus on anti-racism and a lot of initiatives being discussed, but there needed to be more than just conversations. He said that he came before the Senate to try to further equality of Black persons at UBC.

The Provost, Dr Andrew Szeri, said that UBC was already working towards all three of these areas. Dr Szeri said that in this year's budget submission they were asking for support to hire more Black and Indigenous faculty members, likewise, UBC was working on financial support for Black students and on further academic programming. Dr Szeri said that he was pleased to support all three proposals.

Senator Averill said that the Faculty of Arts had been working towards similar initiatives for many years, in particular, how better to support Black Studies at UBC. He said that there was no consensus yet that such a program should just be within the Faculty Arts, but that he was open to doing so as an alliance between faculties or even campuses. He noted that the Faculty would be pleased to report back in May on its work.

Senator Menzies spoke to the issues of targets and quotas and the problems with hiring on that basis. He said that the past 15 years had shown that not being prescriptive to numbers could be successful and that targets or quotas may be limiting. He asked if setting a specific number for hiring would also be ultra vires the Senate's powers. For awards, he suggested that this was within Senate's mandate but perhaps it should be referred to the Awards Committee. Finally, he said that referring the third matter to the Faculty of Arts may limit involvement of other units, and that the Senate shouldn't be mandating or dictating programming to the faculties. He suggested that the Senate should consider supporting this in principle but not approve the specifics without further review. With that conflict, he suggested that he would abstain on these motions.

Senator Uzama said if not now, then when would be start to do this.

By general consent, the time to adjourn was extended to 9 pm

Senator Holmes thanked Senator Uzama for his proposal and the work that went into it. He suggested that this wasn't a limiting target, and "at least" was important to be understood in the motion as a minimum commitment and one we should try to exceed. With respect to the question of jurisdiction, he noted that this was an academic matter that the Senate could recommend to the Board. The Board could then decide on it based on financial considerations. Secondly, with respect to a referral to the Faculty of Arts, this wasn't limiting who could participate. With respect to awards he said that this too should be taken as a start rather than a limit, and as a sign of commitment to action after decades of not doing so. Finally, Senator Holmes said that a majority of students on Senate have said that they have never been taught by a Black faculty member at UBC and we needed bold targets and initiatives to address that.

Senator S. Singh spoke in favour of the motion and said while he agreed it wasn't enough, he said we did need to start somewhere and put something into action rather than just talk. He said that he was proud of UBC and its administration this year in starting to address these issues. He also asked what could be done to encourage Black faculty members and students to get more involved in University governance as well. Senator S. Singh asked if the proposed faculty positions would have their own budget allotments or if they would be funded through departments.

> The Provost said that the funding would be provided in part from the Academic Excellence Fund and in part from the faculties in which the positions would be located. This was the same model used for increased hiring for indigenous faculty members.

Senator Parker said that this could be a great opportunity for UBC and asked that the library be involved early in any programming development so that students and faculty members could be supported with appropriate collection resources.

Senator Pelech said that he agreed with some of the comments made by Senator Menzies with respect to programs needing to be developed from the ground up from faculties. He said that the demographics of British Columbia was quite different from Ontario, with only around 1% of BC being Black and UBC being fairly close to that number for faculty and students. On that basis, he suggested that equality was already there but that equity was a different consideration and we would need to decide if we were considering local, provincial, or national considerations. He questioned if there would be a great demand for Black or African studies at UBC given the small number of persons with that background here. He suggested that it wouldn't be appropriate to hire just on the basis of skin colour and that Africa and African culture was vast and diverse.

MOTION TO DIVIDE

Charles Menzies Claudia Krebs	}	*That the motion be divided to consider the third clause separately.*

Approved

MOTION OF SENATOR UZAMA, CLAUSES 1-2

Austin Uzama Max Holmes	}	*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;

Dean Averill said that he didn't agree with the statement of Senator Pelech, he said that no one had said that there was a monolithic culture in Africa or of the African diaspora. As a scholar of African diasporic music, he said that these programs can appeal to a wide variety of students, not just those of African ancestry.

Senator Burnham said that we have heard a lot about work already going on and asked if that was the case, why haven't the departments and faculties brought these matters forward earlier themselves. She said that given the administration's commitment to these areas, that she didn't understand how anyone wouldn't be in support of this particular proposals. Finally, Dr Ono noted that to date, UBC's equity and diversity initiatives tended to only benefit white women when they were generally and open; if we wanted to address matters for other groups, we needed to be more specific.

Senator Thorne said that no one had ever suggested that we would ever hire a faculty member on the basis of their skin colour; we would hire, as always, on the basis of excellence. With respect to Senator Burnham's comments, she said that many initiatives were both in development and were being enacted in the faculties and departments already. She hoped that that these motions would accelerate that work.

Senator Alamzadeh-Mehrizi said that she had been living in Canada for 11 years and in Medicine faculties at several universities she had never had an African classmate or professor. In her experience with participating in hiring as a PhD student it was still mostly white men and white women who were selected.

Senator Menzies said that he found Senator Burnham's comments on the administration's support being a reason to approve the matter to not be a good reason.

CALL FOR A ROLL CALL VOTE

Julia Burnham } *That voting be conducted by a roll call.*
Alex Gonzalez

In response to a question from Senator Pelech, Senator Burnham said that she was calling for a roll call vote because in the Zoom format, those watching couldn't see how people were casting their ballots.

Approved

MOTION OF SENATOR UZAMA, CLAUSES 1-2

In Favour - 57
S. Ono, B. Frank, S. Forwell, K. Smith, J. Fox, R. Yada, R. Boushel, S. Parker,G. Averill, A. Uzama, C. Menzies, J. Olson, C. Krebs, S. Thorne, G. Faulkner, J. M. Holmes, J. Burnham, A. Szeri, R. Spencer, J. Bulkan, J.J. Stewart, D. Kellher, S. Singh, J. Benedet, M. McPhee, R. Helsley, N. Rygnestad-Stahl, H. Zerriffi, H. von Bergmann, M. Coughtrie, I. Price, J. Dierkes, P. Choi, A. Scott, A. Pretap-Singh, R. Topping, G. Tsiakos, L. Sothers, P. Englezos, A. Collier, D. Nguyen, P. Wolf, A. Greig, S. Gopalakrishnan, B. Fischer, A. Sandhu, A. Gonzalez, M. Lorenz, S. Grayston, C. Hakim, D. Liu, C. Evans, A. Alamzadeh-Mehrizi, E. Bhangu,

Opposed - 1
S. Pelech

Main Motion Approved

NB: Senators Harrison and Ford abstained.

MOTION OF SENATOR UZAMA, CLAUSE 3

Austin Uzama J. Max Holmes	}	*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 a multi-disciplinary, west coast Black Studies Initiative across the UBC Vancouver and UBC Okanagan campuses.*

Senator Menzies spoke against the motion, saying that the Senate shouldn't be giving such a direction to the Faculty of Arts, even if the Faculty was already working towards that direction. Secondly, he noted that the Okanagan campus was autonomous. Senator Menzies said that a policy statement encouraging all faculties to develop Black studies as appropriate in their disciplines would be more appropriate; as written, he said that this was a governance overreach.

Senator Holmes said that this referral was entirely within Senate's mandate and is in line with the powers of the Senate under the *University Act*. The proposed motion encouraged the Faculty to

consult and did not limit their ability to consult and work with other faculties and the Okanagan campus.

Senator Zerriffi said that while he initially shared the same concerns with Senator Menzies, on further review this wasn't a direction to the Faculty of Arts to do anything but consider a matter and refer back to the Senate and that was appropriate. He took "multi-disciplinary" to be both within and beyond the Faculty of Arts, not just within it.

Senator Averill said that his Faculty was comfortable with the motion as written and said he would be voting in favour.

By general consent, the time to adjourn was extended to 9:15 pm

By general consent, the vote was conducted by roll call.

In Favour - 57
S. Ono, B. Frank, S. Forwell, K. Smith, J. Fox, R. Yada, R. Boushel, S. Parker,G. Averill, A. Uzama, P. Harrison, J. Olson, C. Krebs, S. Thorne, G. Faulkner, J. M. Holmes, J. Burnham, A. Szeri, R. Spencer, J. Bulkan, N. Ford, J.J. Stewart, D. Kellher, S. Singh, J. Benedet, M. McPhee, R. Helsley, N. Rysestad-Stahl, H. Zerriffi, H. von Bergmann, M. Coughtrie, I. Price, J. Dierkes, P. Choi, A. Scott, A. Pretap-Singh, R. Topping, G. Tsiakos, L. Sothers, P. Englezos, A. Collier, D. Nguyen, P. Wolf, A. Greig, S. Gopalakrishnan, B. Fischer, A. Sandhu, A. Gonzalez, M. Lorenz, S. Grayston, C. Hakim, D. Liu, C. Evans, A. Alamzadeh-Mehrizi, E. Bhangu,

Opposed - 2
S. Pelech, C. Menzies

Approved

By general consent, the agenda was amended to add consideration of a candidate for degree.

CANDIDATE FOR DEGREE

Dr Ono advised that a student in the Bachelor of Science program had requested that UBC expedite the granting of his degree so that he could be granting a work Visa to the United States and confirm an offer of employment. The Faculty and Registrar have verified that all degree requirements have been met.

Eshana Bhangu Paul Harrison	}	*That the candidate for the Degree of Bachelor of Science, as recommended by the Faculty of Science, be granted the degree, effective February 2021*

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 9:02 pm

Appendix A: Curriculum Report

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

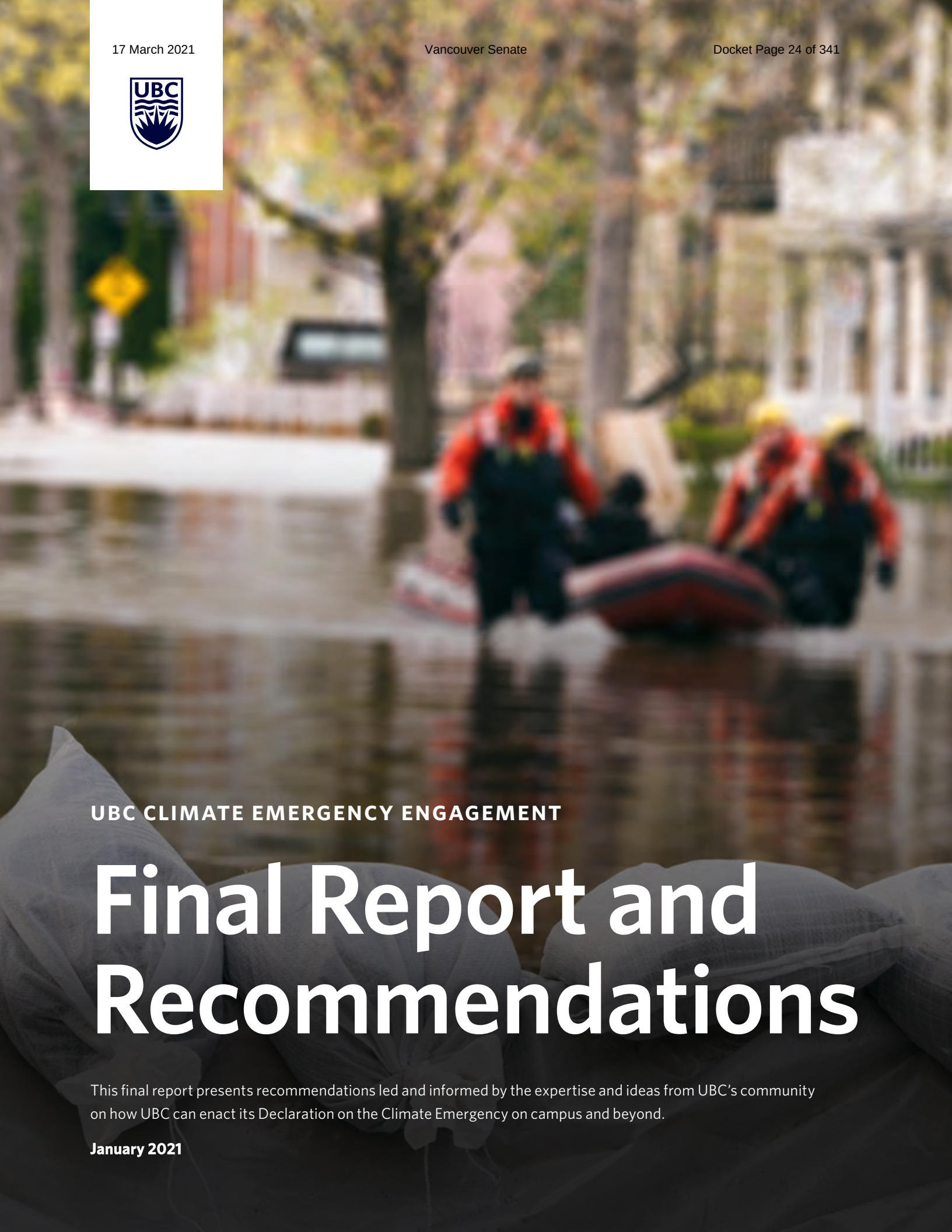
FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION
Revised program: Bachelor of Commerce
New course:
COMM 489 (6) Applied Methods in Technology Start-ups at CDL

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 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 xwməθkwəy'əm (Musqueam), Sḵwxw̱ú7mesh Úxwumixw (Squamish) and səl̓ ilwətaʔɬ (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 Act[2].

"...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, xʷməθkʷəy̓əm (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/

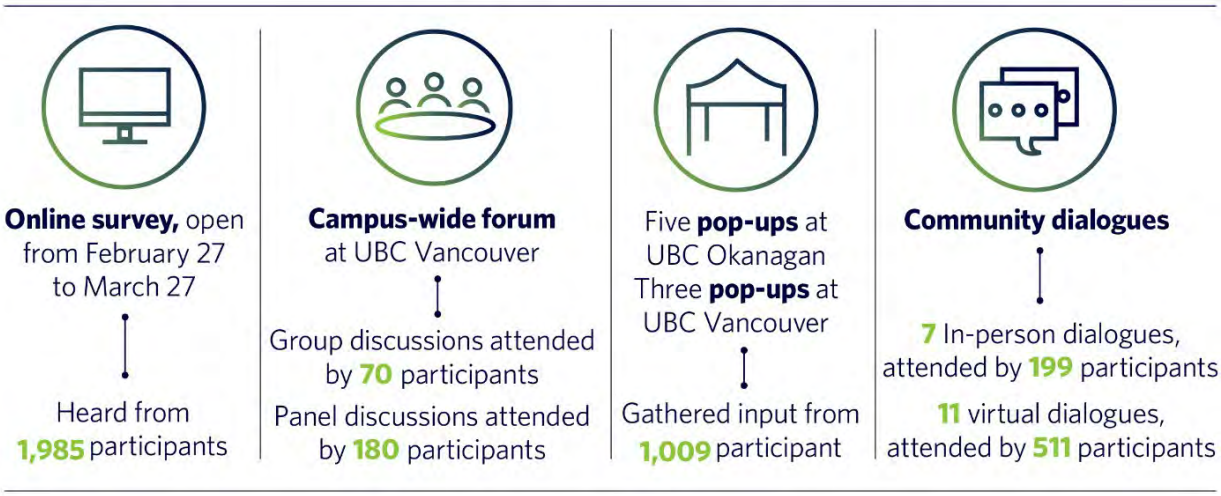
[2] https://president.ubc.ca/letter-to-the-community/2019/12/05/climate-emergency-declaration/

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 letter[3] 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	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	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	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	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	1. Encourage civic engagement 2. Increase capacity and resources for engagement
	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

	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
	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
	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

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

DECEMBER 5, 2019
UBC DECLARATION ON THE CLIMATE EMERGENCY
President Ono released the Climate Emergency Statement, which was unanimously endorsed by the Board of Governors.

FEBRUARY 27, 2020
ENGAGEMENT PROCESS BEGINS

MARCH 2, 2020
POP-UP BOOTHS BEGIN AT UBC OKANAGAN

MARCH 11, 2020
UBC VANCOUVER CAMPUS-WIDE FORUM
A chance for students, faculty, staff and the campus community to learn, engage and discuss bold actions around the climate crisis.

MID-MARCH 2020
ALL IN-PERSON ENGAGEMENT POSTPONED

MARCH 27, 2020
ONLINE SURVEY CLOSES

APRIL 2020
INTERIM REPORT WRITING
Progress report prepared on what was heard from online survey, pop-up events and campus-wide forum.

JUNE 16, 2020
INTERIM REPORT PRESENTED
Progress report presented to Board of Governors on emerging themes from the engagement process.

JUNE 16, 2020
BOARD OF GOVERNORS MEETING
Meeting at which the UBC Board of Governors considers the recommendations outlined in the report.

MAY TO JUNE 2020
VIRTUAL COMMUNITY DIALOGUES

JULY TO EARLY OCTOBER 2020
FINAL REPORT WRITING
Input from across all aspects of the engagement process is compiled into a report and a set of recommendations and next steps are formulated.

FALL 2020 TO WINTER 2021
ONGOING COMMUNITY AND STAKEHOLDER ENGAGEMENT
The Indigenous Engagement working group continues to develop and refine climate emergency recommendations, building on the new UBC Indigenous Strategic Plan. UBC staff begin to identify implementation leads for climate emergency recommendations.

FEBRUARY 2021
PRESENT REPORT TO BOARD AND SENATES

MARCH 2021
IMPLEMENTATION
Implementation begins, strengthened and supported by ongoing community engagement.

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 double[5] 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.

- **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.

- **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.

- **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.

- **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.

- **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

- **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.

- **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 headaches[7].

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.

- **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.

- **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.

- **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.

- **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:

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

- No new fossil fuel equipment installed in new buildings and existing building equipment replacements.
- All new fleet vehicles should be zero emissions vehicles.
- Scope 3 emissions (including emissions from air travel, food, commuting, and embodied emissions associated with buildings) should be reduced by 45-50% by 2030.
- 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.
- The CAP project team is working with UBC Strategy and Decision Support to develop a comprehensive resourcing strategy for implementation of the CAP2030 plan.
- 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 communityinvolvement

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:

- 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.
- 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.

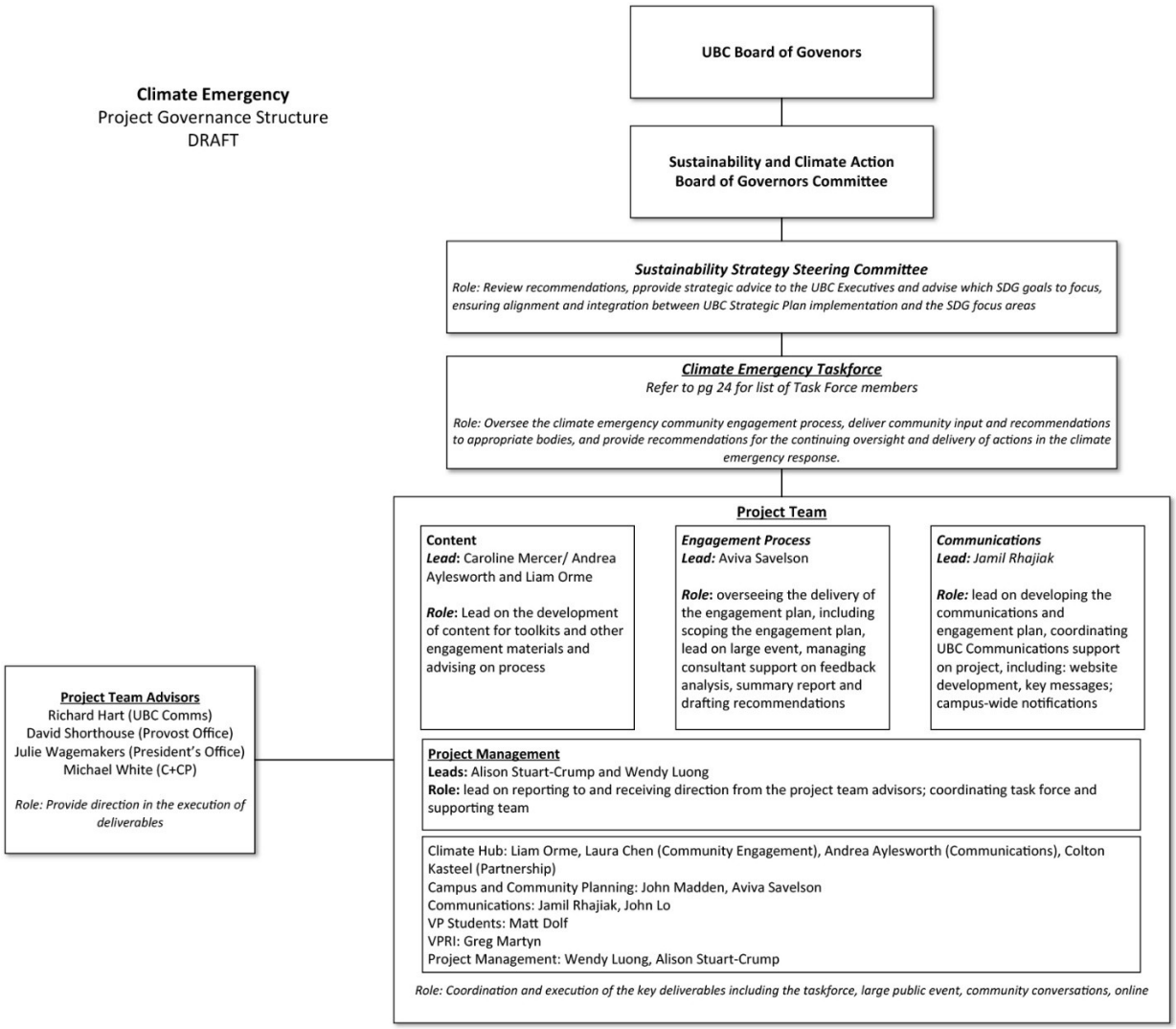
Climate Emergency Task Force	
Co-chairs	• Walter Mérida, Professor, Mechanical Engineering, Associate Dean Research for Applied Science, Senior Advisor to the President (UBCV) • Michelle Marcus, Undergraduate student, Climate Justice UBC (UBCV)
Task Force Members	• Jeanie Malone, Graduate student and 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 (*Former Task Force & UBC Staff Member*), 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.

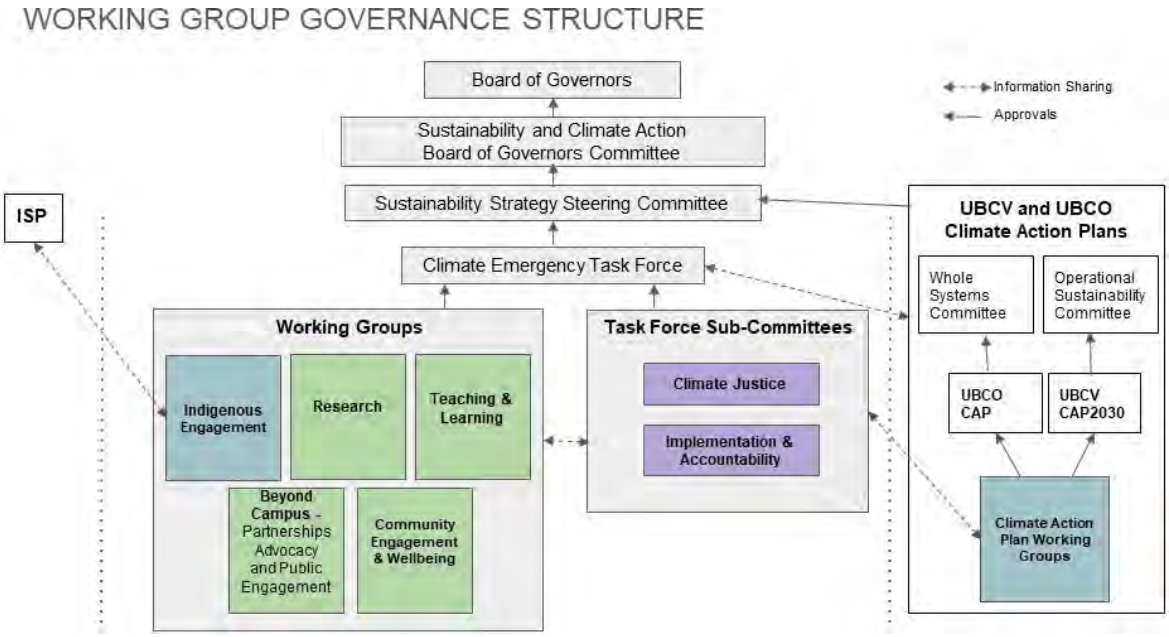
The following organizational chart displays the governance structure that guided oversight, delivery and reporting on the



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	• 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	• Jeanie Malone, Graduate student and Board of Governors member (UBCV) • Georgia Yee, Undergraduate student and UBC-V AMS VPA;
Climate Hub Lead	• Pablo Akira Beimler, Academic Engagement Lead, SCARP graduate student
UBC Community Members	• 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	• 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	• 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	• Colton Kasteel, Strategic Partnerships Lead
UBC Community Members	• 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	• Robert Godin, Assistant Professor, Chemistry (UBCO)
Task Force Members	• Sandeep Pai, PhD Student, IRES (UBCV)
Climate Hub Lead	• Laura Chen, Community Engagement Lead
UBC Community Members	• 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	• Matt Dolf, Director, UBC Wellbeing, VPS & VPHR (UBCV) • Melissa Feddersen, Wellbeing Specialist, Health and Wellness, AVPS (UBCO)
Task Force Members	• Michelle Marcus, Undergraduate student (Task Force Co-Chair) • Ishmam Bhuiyan, Graduate student, faculty of Science (UBCV)
Climate Hub Lead	• Meghan Wise, Graduate student, Political Science (UBCV)
UBC Community Members	• 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	• Dr. Jan Hare, Professor of Indigenous Education (UBCV); Associate Dean for Indigenous Education; Director, NITEP
Task Force Members	• Dr. Jan Hare • Emily Pearson, Undergraduate Student, Biology (UBCV)
Climate Hub Lead	• Adriana Laurent, Climate Hub Projects Administrator
UBC Community Members	• 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:

- Reviewing and incorporating community input from the engagement process
- Reviewing input to the development of the Indigenous Strategic Plan consultations and surveys
- 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)
- Engaging community experts in developing the recommendations
- Determining implementation pathways, quick starts and timelines for the recommendations
- 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	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. 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
Research	Recommendations related to identifying opportunities to promote, mobilize and support funding of climate-focused research, as well as facilitating more interdisciplinary research across faculties.
Teaching & Learning	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.
Community Engagement & Wellbeing	Recommendations related to diversifying programming to support community/civic engagement and community wellbeing and resilience in the face of climate impacts.

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	Recommendations related to UBC operations, buildings, infrastructure and services on campus, including getting to and around UBC campus locations in sustainable ways. 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.

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

Climate Justice	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. This group also reviewed recommendations to ensure they embodied principles of equity, justice and inclusion.
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:

- **Timeframe**: The time that it will take to implement the recommendation
- **Description**: High-level overview of recommended actions
- **Implementation Pathway**: New and/or existing UBC structures and initiatives that could lead or support with the implementation process
- **Quick Starts (if applicable)**: Proposed actions that could be completed within 4-6 months to demonstrate UBC's early progress and accountability
- **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
   - 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.
     - 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.
     - 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
   - 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.
   - 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.
   - The Financial Operations Supplier Code of Conduct (SCC) should also be updated to reflect Board endorsement of the climate emergency declaration.
     - 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.
     - 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.
   - 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.

- 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
   - Disclose investments across all asset classes.
   - Embed climate justice principles into UBC's investment beliefs and Statement of Investment Principles.
   - 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
   - Disclosure of donations (corporate and major donors), including the specified use of donations (e.g. research, education, capital project).
   - 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
  - 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.
  - 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:

- 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

- (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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

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

- Hire a full time, permanent staff person on each campus for on-going Indigenous engagement
- Provide dedicated funding for honorarium for Indigenous communities who engage in the process
- 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
- Need to ask for funding and identify who would do this with expertise (need buy-in from equity and inclusion)
- Leverage resources from Recommendation 13 (Increase capacity and resources for engagement)
- Partners: Equity and Inclusion, Climate Hub, CCEL, FNHL, IRSI, CEIH

Quick Starts

- Hire a full time staff person on each campus for Indigenous engagement on climate, sustainability, and land use issues starting in January 2021.
- 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

- 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.
- Initiatives are in alignment with Indigenous Strategic Plan and Inclusion Action Plan
- UBC respects and upholds principles and practices supported by UNDRIP in relationship to Indigenous engagement and climate change.
- 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.
- 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)

- 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.
- 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.
- 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.
- 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

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

Examples in Canada

- Interdisciplinary Centre on Climate Change (IC3), University of Waterloo
- Canadian Institute for Climate Choices
- Pacific Institute for Climate Solutions (PICS)
- 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.

- 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.
- 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:

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

Implementation Pathway

- 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.
- 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.
- Ensure that UBC Okanagan receives sufficient allocation to build the critical mass needed to makes its Climate Research is internationally recognized
- 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.
- 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.
- Potential Partners: Deans; Provosts; Senior Advisor to the Provost on Racialized Faculty

Quick Starts

- 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
- 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

- 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;
- 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;
- 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
- 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;

- 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

- University of Guelph Community Engaged Scholarship Institute

Implementation Pathway

- Communications from Board, Executive, Deans, Heads and Senate in support of public scholarship. The communication should outline that:
  - 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.
  - 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.
- Engage with the Faculty Association.
- Create general and academic discipline wise criteria for what qualifies as alternate forms of scholarships.
  - Create plans for how these criteria based alternate scholarships will become an integral part in graduate programs, hiring and promotion processes.
- Develop public outreach fellowship programs. Fellows should receive a course release to compensate them

for their time engaging with the community.

- Create awards for recognition of academics engaged in public scholarship.
- Aligns with the Indigenous Strategic Plan Action 24:
  - "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"
- Potential Partners: Public Scholars Initiative for graduate students; Faculty Relations; Provosts' Offices; VPRI; VPR; UBC Community Engagement.

Quick Starts

- 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

- Number of graduate students with non-academic committee members
- Number of graduate students doing community engaged scholarship as part of PhD
- Number of academics doing community engaged scholarship that get accepted for tenure
- 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:

- 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."
- UC3 Strategy 3.3: "Represent leading research universities at international climate change conferences, forums, and summits."
- UBC Strategic Plan, Strategy 15: Student Experience & Strategy 16: Public Relevance
- 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.

- Faculty are informed that they can tell students when elections are and how they can vote.
  - 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.
- Best practices for supporting student engagement in government elections are implemented (see Campus Vote Project for more details on best practices).
  - At minimum, official campus communication (including websites, email blasts, social media, digital signage, posters) informs students of upcoming elections and how they can participate.
  - Add a voter registration and reminder tab to the Student Service Centre.
  - Disseminate information to students in residence on how to vote including how to prove their residence address.
  - Include voting information in orientation packages for domestic students.
  - Host all candidates meetings focusing on a variety of issues of concern to students and the UBC

community.

- Secure advanced and election day voting stations that allow electors to vote in any riding across Canada.
- Set up voter registration booths and information tables in advance of elections.

- New staff hiring for civic engagement.
- Publicize UBC's commitment to civic engagement and voting, similar to the Ontario universities' pledge.
- 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.
- Mandate the development of a UBC Comms (including student comms) election communications strategy.
- 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

- 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.
- 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.
  - 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.
- Clarify how staff and faculty can partner with external organizations taking public stances on climate action and climate justice.
- Support a greater cross-campus understanding of rights, responsibilities and requirements related to:
  - Charity law
    - 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
    - Partisan activities are always prohibited
  - Lobbying rules
  - Science advisor requests (faculty)
  - Public Policy
    - How to get involved in public policy
    - How to communicate to policymakers
    - Open Letters
    - Collaboration with NGOs
- 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.

- 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:
  - UBC faculty with leadership roles with the Intergovernmental Panel on Climate Change (IPCC),
  - Space for faculty and students to share research results and connect on climate change platform for UNFCCC meeting notes
  - Open procedures for nominating university delegates to participate in UNFCCC conference of the parties (annual meetings of governments and all negotiating climate targets)
  - Other universities have dedicated websites on how they participate in UNFCCC:
  - https://unfccc.cornell.edu/
  - https://www.eci.ox.ac.uk/research/climate/project-unfccc.html
  - https://climate.law.columbia.edu/content/unfccc
  - https://scripps.ucsd.edu/unfccc-university-california-observer-organization
  - 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

- 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.
  - 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).
  - "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.
- 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.

- Offer programming through the Activist Lab to help incubate student activist projects (e.g. mentorship opportunities, Ambassador programs, workshops, toolkits.)
- Encourage professors to make advocacy training part of their curriculum.
- Create activist fellowships, where UBC students can be compensated for advocacy-related activities on climate change for the duration of the academic year.
- Extend Professional Development funding to faculty to support the integration of civic engagement in their teaching.
- 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.
- 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.).
  - 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:

- Clear uptick in student engagement in elections
- Examples of classes expanding civic engagement training
- 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:
    - 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.
    - 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.
    - 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.
    - [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:
    - UBC Student Plan [VPS – In development]
    - Focus on People 2025 [Human Resources]
    - Inclusion Action Plan [EIO]
    - Indigenous Strategic Plan
    - Global Engagement Strategy – theme of students as global citizens and programming focused on SDG's [Vice-Provost, International]
    - Wellbeing Strategic Framework [UBC Wellbeing]
    - Climate Action 2030 [C+CP]
    - 20-Year Sustainability Strategy [USI]

Quick Starts

- Climate Hub 2.0: Develop long-term governance models, sustainability and capacity building for student-led Climate Hubs on both campuses. [Lead: Climate Hub]
- 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

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

- 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]

- Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect mental health, eco-anxiety, resilience, equity building, including:
  - Wellbeing Strategic Framework [UBC Wellbeing]
  - UBC Health Strategic Plan [UBC Health – in process]
  - 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:
    - UBC Green Building Plan [C+CP]
    - UBC Climate Action Plan 2020 [C+CP]

Quick Start

- 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

- 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.
- Promotes community resilience through social equity and addresses the disproportionate impacts of climate change.
- 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:
  - UBC Health Strategic Plan [UBC Health] - in process
  - Wellbeing Strategic Framework [UBC Wellbeing]
  - UBC International Strategy [VPA & Provost] – in process
  - 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)

- Begin immediately
- 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

- 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.
    - These CLOs will facilitate the embedding of climate learning within existing courses and degree programs, as well as the design of new learning opportunities.
    - CLOs will emphasize principles of climate justice, Indigenous, Global South knowledge systems, and community engagement, and wellbeing.
- 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).
- *(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).
- 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:
    - *(UBC-V)* Create interdisciplinary climate change and justice credential(s) at UBC, ranging from 9 -12 credit certificates to an 18 credit minor.
    - *(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]
- 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.

- 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, Climate Hub]
- Ensure there are deliberate feedback loops to evaluate effectiveness of programs.

Quick Start

- 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]
- UBCV: promote existing courses and credentials focused on climate change and justice [Potential partners: USI]
- UBCO: Commit to cluster hire recruitment for Climate Change and Justice concentration within Bachelor of Sustainability [Lead: TBD]

Description of Success

- Student attainment of Climate Learning Outcomes (assessment of competencies pre and post program).
- Growing student awareness of existing climate change course opportunities.
- 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)

- Begin immediately
- 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

- 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:

- 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).
- 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.
- 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).
- 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.
- 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.

- Develop climate-themed open educational resources that can be shared or created in collaboration with educators at higher education institutions.
- 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.
- 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).
- 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]
- 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]
    - Consider also embedding in UBCH's integrated curriculum and UBCO's HEAL courses
- 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]
- 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)

- 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.
- Potential Partners: USI, LFS, EDST, PW, Equity and Inclusion Office, UBCO Deliberation Initiative, Stamina for Sustainability

- 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.
- Potential Partners: VPS/AVPS, CTLT, UBC Health, USI

Quick Starts

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

Description of Success

- A new online repository of open-access teaching resources is a *go to* site for climate educators.
- Faculty feel supported to develop and include climate-related content in courses.
- Regular climate themed sessions within existing teaching support programs. Track attendance and feedback to identify needs, gaps, and overall engagement.
- The Sustainability Fellows program includes a climate stream, UBC-O participation, and cross-campus collaboration.
- 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)
- Students understand climate education to include humanities and social sciences and skills such as community partnerships to advance change.
- 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)

- Begin immediately
- 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

- 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.
- Provide a suite of professional development programs that enable students to develop and bring sustainability and climate-related skills to any workplace.
  - Provide specific support programs to meet the needs and interests of historically marginalized communities, including IBPOC students.
  - Support a range of disciplines, not only STEM-related fields, and support students in understanding how to apply climate-related skills in all fields.
- Expand opportunities for students to engage with community partners and engage with real-world projects that address the climate crisis.
  - Expand UBC Sustainability Scholars graduate student internship program
  - Expand and develop student volunteer opportunities (e.g., UBC Climate Hub) and community based- projects and grants (e.g. CCEL)
  - Expand and develop student mentorship and entrepreneurship programs (e@UBC/e@UBC-O, Hatch, CDL-WEST)
  - Integrate community engaged learning into courses (e.g. SEEDS, CityStudio)
- Provide continuing education, open educational resources, and certification opportunities that are free and accessible to students, staff, faculty, alumni, local communities, and the public.
  - 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.
  - Incorporate climate literacy within health literacy and wellbeing workshops for staff and faculty [Lead: HR – with support of climate literacy content creation lead]
- 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]
- 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

- 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.

- Develop new mechanisms to facilitate knowledge translation to stakeholders external to UBC.
- 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
- Have better tools to find researchers or teams within UBC with appropriate expertise that align with the identified needs of external stakeholders.
- Partners: VPRI
- Potential Partners: VP Research, Innovation Partnerships Team

Description of Success

- Brief summaries written or recorded for a popular audience would routinely be published on the Climate Institute's website.
- 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.
- Policy-relevant research findings would be summarized in lay language and conveyed to policymakers (and their staffs) through established relationships.
- Track the number of climate research partnerships active at UBC, external funding attracted and graduate student internships in other organizations
- Track UBC scholars' engagement (e.g., testimony, service on advisory bodies, secondments) in policy development at the municipal, provincial, federal and international level
- Track the research output of interdisciplinary and/or cross-campus collaborations within UBC
- 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.

- 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:
- CLL has been applied to large-scale campus research, physical infrastructure and sustainability projects, as

well as experiential student education and training.

- 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
- 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:

- 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
- 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:

- 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."
- UBC Strategic Plan Strategies 3, 8, 9, 13, 14, 16, 17, 19, 20
    - UBC Strategic Plan, Strategy 16: Public Relevance & Strategy 19: Global Networks & Strategy 3: Thriving Communities & Strategy 9: Knowledge Exchange
- *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.

- 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:
  - Build long-term partnerships, which requires a functional backbone organization to create/maintain relationships that go beyond single one-off projects.
  - 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).
  - Enable funded staff to collaborate with and support other initiatives recommended by Climate Emergency Task Force (e.g .Climate Institute).
  - 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.
  - 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.
- 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
  - Support co-creation and collaborations with non-profits or community groups, with limited resources.
  - Leverage funds to secure grants and other external funding.
  - Reward new collaborations and successes (i.e., reward leaders who secure funding from other sources),
- 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

- 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.
- 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.

- 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.

- 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:
  - a LL on cognitive development a partnership between Science World and UBC scientists who conduct research projects with children.
  - 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.
- 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.
- 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:

- 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.
- MIT bigdata 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.
- 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

- 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.

    - 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.

- 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.
- 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.
    - Leads: CLL & USI (UBCV)
    - Partners: UBCO Sustainability; Vice-Principal Research (UBCO)
    - Potential Partners: VP Research (UBCV); E@UBC; External Relations; Knowledge Exchange; DAE; PICS; UBC Climate Hub; Provost Office; Faculties; Deans.

Description of Success

- Greater UBC impacts on regional policies and practices with demonstrable emission reductions, to accelerate the responses to the climate emergency locally and globally.
- 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.
- Stronger and larger network of partner organizations engaged in collaborative applied research and demonstration projects, including training and post-grad employment pathways for students.
- Increased and stronger collaborative relationships between faculty and students across different departments and disciplines at UBC.
- 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)

- 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:

- 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."
- UBC Strategic Plan, Strategy 20: Coordinated Engagement

Implementation Pathway

- 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.
  - 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).
  - 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.
  - Embed diversity and racial equity as a requirement of the new program.
  - 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.
- 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.
- 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

- 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.
- 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).
- Both PO and individual units bring matching funds to support compensation (where appropriate) for advisory members.
- 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.
- Diversity and racial equity is centered as a requirement of the new program.
- Leads: President's Office, UBC Community Engagement.

Description of Success

- Diverse and reflective of the community's concerns and interests;
- Establish long-term structure to maximize the potential of conversations with partners;
- 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."

- 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.

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

Description of Success

- 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:

- Identify new interim targets
- Chart out pathways to achieve these targets
- 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

- 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:

- The UBC Vancouver District Energy System (DES) should be 100% low carbon energy by 2030
- No new fossil fuel equipment should be installed in UBC's buildings and energy supply after 2022
- All new fleet vehicles should be zero emissions vehicles (e.g., battery electric vehicles and hydrogen vehicles)
- Significant opportunity lies in reducing Scope 3 emissions, and that those emissions should be reduced by 45- 50% by 2030.
- 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 cabron, 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.
- 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.
- 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

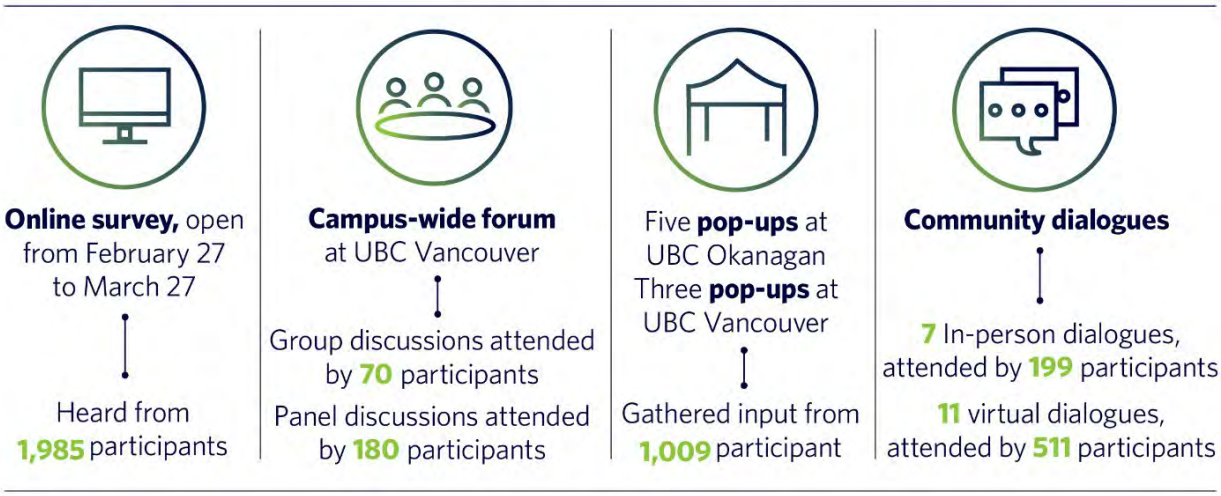
Final Consultation Report

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:

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

- 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.

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 xwməθkwəy'əm (Musqueam), its Robson Square and VGH campuses on the traditional and unceded territories of the xwməθkwəy'əm (Musqueam), Sḵwxw̱ú7mesh 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, postering 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

DECEMBER 5, 2019
UBC DECLARATION ON THE CLIMATE EMERGENCY
President Ono released the Climate Emergency Statement, which was unanimously endorsed by the Board of Governors.

FEBRUARY 27, 2020
ENGAGEMENT PROCESS BEGINS

MARCH 2, 2020
POP-UP BOOTHS BEGIN AT UBC OKANAGAN

MARCH 11, 2020
UBC VANCOUVER CAMPUS-WIDE FORUM
A chance for students, faculty, staff and the campus community to learn, engage and discuss bold actions around the climate crisis.

MID-MARCH 2020
ALL IN-PERSON ENGAGEMENT POSTPONED

MARCH 27, 2020
ONLINE SURVEY CLOSES

APRIL 2020
INTERIM REPORT WRITING
Progress report prepared on what was heard from online survey, pop-up events and campus-wide forum.

JUNE 16, 2020
INTERIM REPORT PRESENTED
Progress report presented to Board of Governors on emerging themes from the engagement process.

JUNE 16, 2020
BOARD OF GOVERNORS MEETING
Meeting at which the UBC Board of Governors considers the recommendations outlined in the report.

MAY TO JUNE 2020
VIRTUAL COMMUNITY DIALOGUES

JULY TO EARLY OCTOBER 2020
FINAL REPORT WRITING
Input from across all aspects of the engagement process is compiled into a report and a set of recommendations and next steps are formulated.

NOVEMBER 2020
BOARD OF GOVERNORS MEETING
Present final report with recommendations.

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

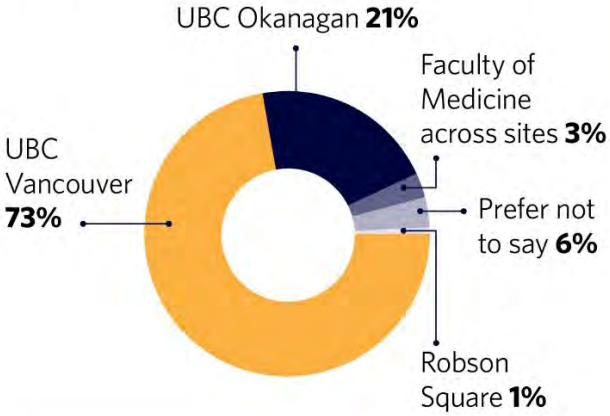
Gathered input from **1,009** participant

Community dialogues

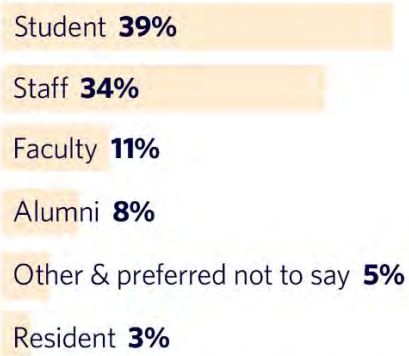
7 In-person dialogues, attended by **199** participants

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

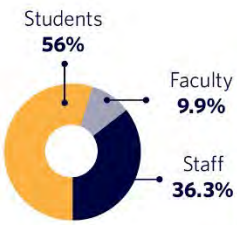
Approximately 60% of online engagement and community dialogue participants responded to the elective self-identification question. Respondents could select more than one option.

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

Overall

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

Connection to UBC



	A gender minority (e.g. non-binary person, person with trans* experience, etc.)	A member of a racialized group	A person with a disability	A person with a minority sexual orientation (2SLGBTQIA+)	A recent newcomer to Canada or international student	A Woman	An Indigenous person
Of **students**, they self-identified as:	1%	9%	3%	6%	8%	22%	1%
Of **faculty members**, they self-identified as:	0.1%	1%	0.4%	1%	1%	5%	0.1%
Of **staff**, they self-identified as:	1%	6%	2%	3%	3%	20%	0.4%

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

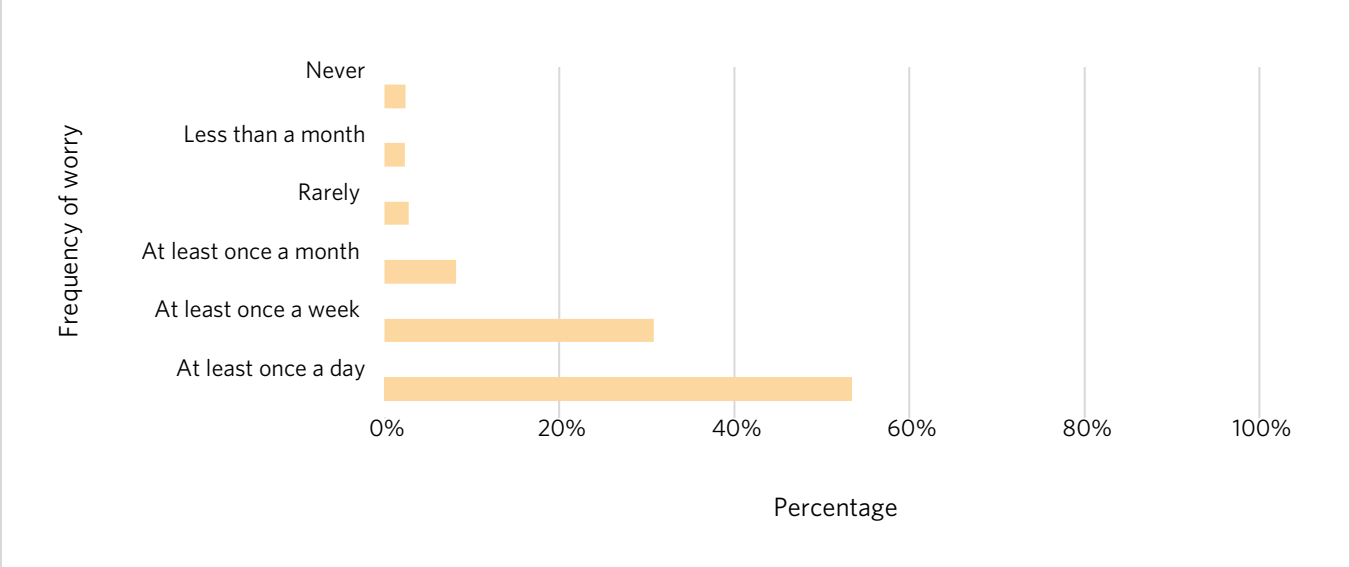
Through the online survey and pop-up events, we sought to acknowledge and understand the effects of climate change on community members.

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.

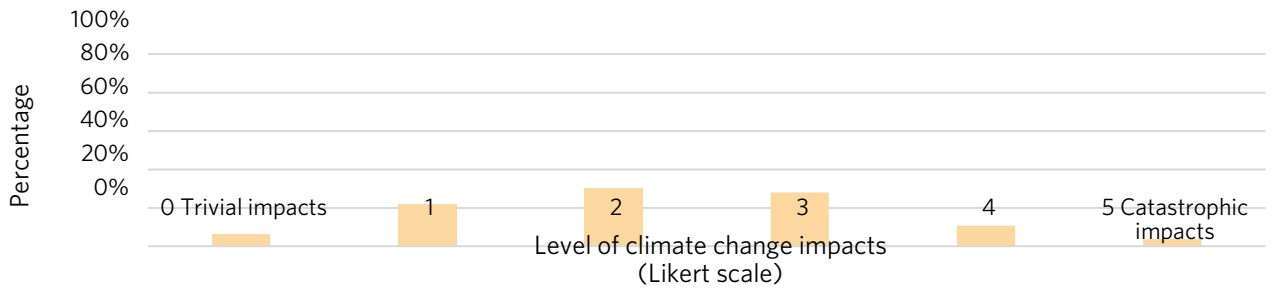
Figure 1: How often do you worry about the potential impacts of climate change? (Select which one best applies)



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.

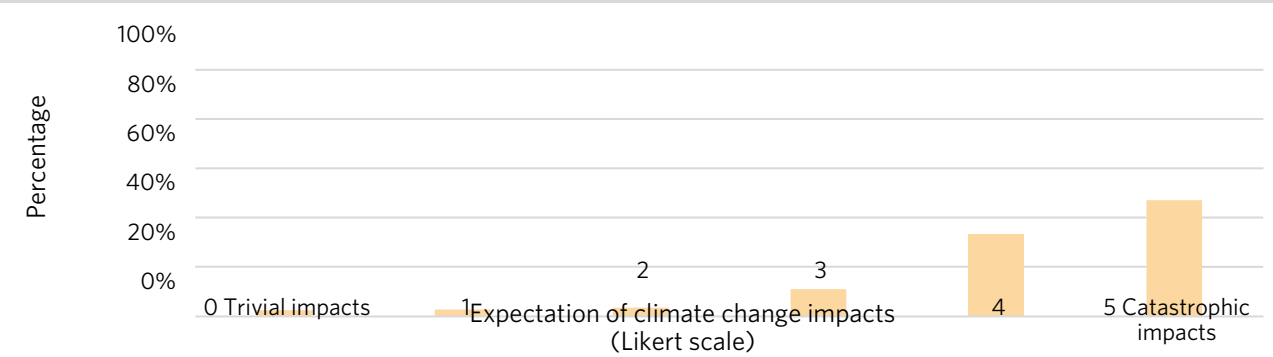
Figure 2: How severely have you felt the impacts of climate change to date?



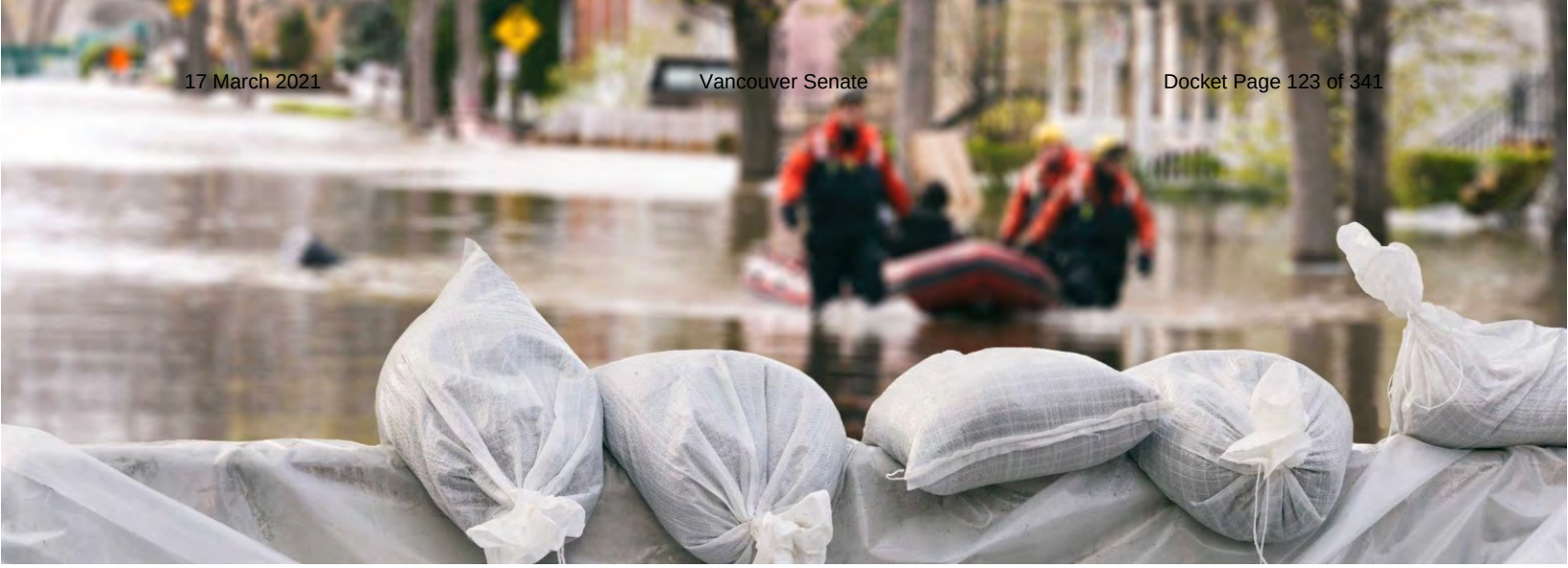
Severity of climate change impacts over the next 50 years

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.



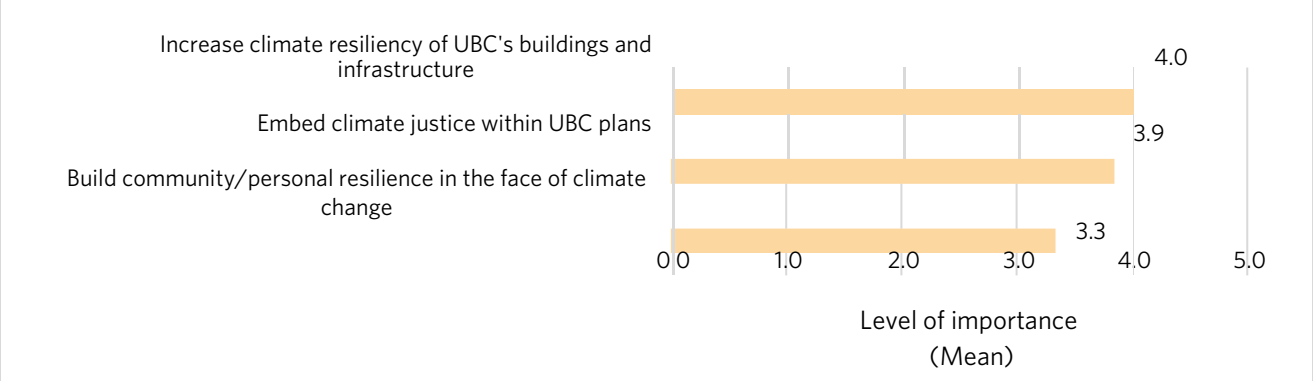
Part 2. Identifying immediate actions for UBC

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.

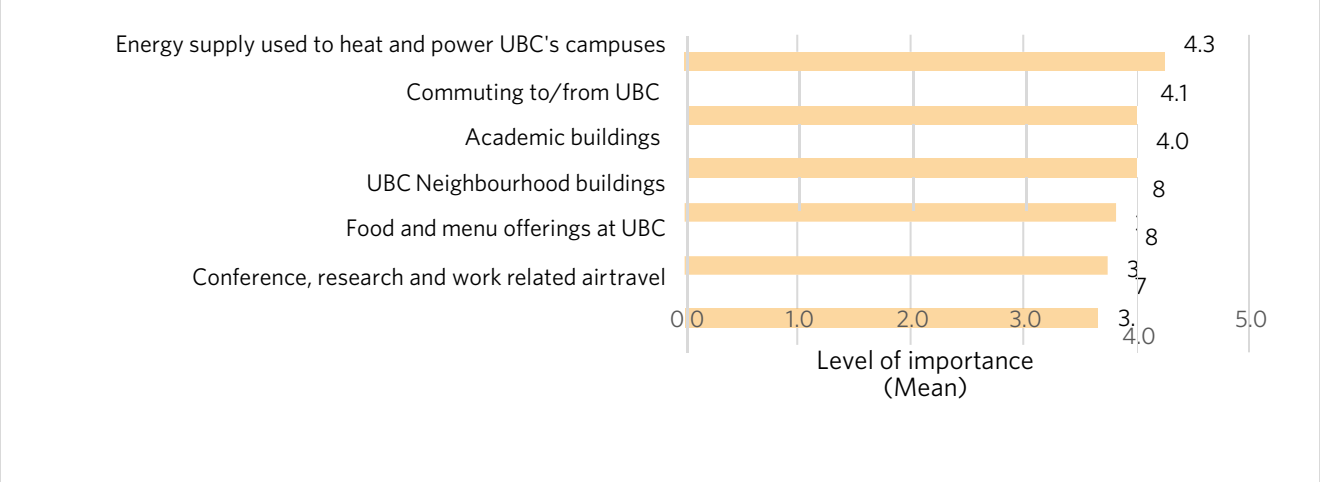
Figure 4: How important do you think it is for UBC to develop plans and requirements to:



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 Xwi7xwa 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.

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:
    - 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
    - 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:
    - 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)

- 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:
  - Continually incorporate and educate on Indigenous rights, content, history and culture, learning from Indigenous scholars and communities, and involving equity-seeking and marginalized groups
  - Expanding and recognizing definitions of 'research' and 'knowledge' beyond Western, colonial approaches to science, but to include Indigenous and community traditional knowledge and 'authorship'
  - Partnering with global universities to expand non-Western and colonial-centric paradigms
  - 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
  - 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)
  - 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:
  - Lowering barriers and providing recognition and incentives to reform, create or redesign courses
  - Ensuring curriculum changes do not increase student and faculty workload
- Building climate literacy among students, staff and faculty
  - For faculty, this could look like a dedicated professional development program or fund
  - 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:
    - Grounding learning and research with and for communities (transdisciplinary)
    - Bringing in non-academic expertise and people from diverse backgrounds and lived experiences to attend or speak at classes
    - Inviting frontline communities to participate in developing teaching and learning resources (e.g. Community Engaged Learning)
    - 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:
    - 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
    - This could be a test model for effective and sustainable investing, where UBC community members could invest and have funds matched by UBC
    - 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:
    - 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)
    - This should include the tradeoffs (i.e. possible lower returns) from divesting
    - 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:
    - Some metrics are also difficult to measure, like the success of programs equipping students to contribute to society and climate action.
    - UBC's goal-oriented approach is exclusive with competing key performance indicators and metrics
    - 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
    - Ensuring that students are part of governance, advisory and decision-making bodies or committees and can enact change, like the UBC Senate
    - 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.
    - 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
    - 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:
    - 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
    - Centralize green jobs and research opportunities for students, which exist but are often siloed and limited to certain departments
    - Create and offer a repository of sustainability-related programs and research
    - Facilitate and fund interdisciplinary climate partnerships externally with other public and non-profit agencies, universities and institutions locally and globally
    - UBC and UBCO become better integrated to collaborate on initiatives and connect better with other community organizations
    - 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 Oakanagan 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:
    - 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
    - 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 live 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:
    - Reviewing and assessing UBC's existing partnerships with companies and organizations

  - 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
  - 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:
  - Smaller communities, especially those most affected by climate crisis, both locally and globally
  - Indigenous initiatives, like the UBC School of Law with Indigenous clinics
  - Innovation hubs such as Accelerate Oakanagan and coLab with climate focus
  - 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, Xwi7xwa Library, student groups, Equity and Inclusion Office)
  - 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:

- 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.
- 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.
- 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:

   - Willingness from the beginning to truly listen and make significant changes as needed.
   - Not sidelining perspectives that are contrary to the status quo or raise challenging questions and demands.
   - Accountability mechanisms to follow up on points raised and commitments made.
   - 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:
    - Transferring power and autonomy to local communities over corporations, including respecting self- determination for Indigenous peoples and supporting community ownership of climate solutions.
    - Ensuring peoples' basic needs are met, including food, water, housing, healthcare and education.
    - Addressing existing wealth inequalities (e.g. redistributing wealth) and racial inequalities (e.g. reparations to BIPOC communities and the Global South).
    - 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.
    - Amplifying BIPOC leaders and communities.
    - Respecting Indigenous knowledge systems and supporting Indigenous solutions.
    - Contributing to collective health and wellbeing.
    - Improving inclusion and accessibility for disadvantaged groups, such as immigrants and people with physical and mental disabilities.
    - 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:

- 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.
- 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:

- 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.
- 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.

- Resourcing climate justice research, education and engagement projects through funding opportunities and awards with a focus on projects that have BIPOC leadership.
- Providing resources for students, staff and faculty to develop the capacity to apply a climate justice lens through training resources and learning modules.
- 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.
- Hiring climate justice experts, with expertise being understood to include traditional knowledge, lived experience and community engaged scholarship; priority to BIPOC folks.
- 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

- How can our research with BIPOC communities be reciprocal rather than extractive of their knowledge and labour?
- What resources or training can be developed to support faculty in applying a climate justice lens to their research?
- How can a climate justice lens be integrated into applications for research funding?
- How can we increase funding and support for climate justice research projects?
- How can we prioritize climate justice research in tenure, promotion and hiring processes?
- 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)
- How can we better support research based on traditional knowledge and community engaged scholarship?

Teaching and Learning

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

Community Engagement and Wellbeing

- How can our community engagement move towards reciprocity and relationship building?
- 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?
- How can we shift our focus from the individual towards collective health and wellbeing?
- How can we amplify the leadership of communities we are engaging with in ways that aren't tokenizing?
- How can we ensure students, faculty and staff - especially BIPOC individuals - are adequately compensated for climate justice work?
- 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?
- How can we support civic engagement and activism?
- How can UBC support community members impacted by climate events?
- 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?
- 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?
- How can we support grassroots climate solutions and community involvement in decision-making?

Beyond Campus

- How can we ensure UBC's partnerships beyond campus align with climate justice?
- Do UBC's current partnerships embody the principles we need to enact for a climate just future? What partnerships do we need to end?
- 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?
- 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?
- How can UBC influence social and political discourse around climate justice through its external communications?
- How can UBC advocate for policy change to support climate justice?
- How can UBC share its research and teaching materials (and other resources) with communities beyond campus?

Operations (Climate Action Plan)

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

How Does the Climate Emergency Declaration relate to Climate Justice?

- 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."
- 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 xwməθkwəyʼ 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."
- 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."
- 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."
- 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."
- 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."
- 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."
- 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

- https://ubcclimatehub.ca/project/climate-justice-101/
- https://climatejusticealliance.org
- https://www.peoplesdemands.org/
- 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, Blackfeet 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	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	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

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 xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō, Səl̓ílwətaʔ/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	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

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.

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.

The recommendation for climate focused faculty hiring already indicates the prioritized hiring of IBPOC individuals. It will be important to hire IBPOC individuals *across all disciplines* 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.

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)

Foster a Culture of Engagement and Advocacy on Climate Action	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 disproportionally 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	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 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. 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. 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.	
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

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.
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. 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.	

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)	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	1. Encourage Civic Engagement 2. Increase Capacity and Resources for Engagement

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.

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]

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]

[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

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

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.

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 *need* 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.

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

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 rediverting 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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UBC INDIGENOUS STRATEGIC PLAN

2020

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"The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are forced to go the distance."

—Justice Murray Sinclair, Truth and Reconciliation Commission of Canada

hay č xʷ q̓ ə, limləmt, Thank you

We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the campuses of the University of British Columbia have the privilege to be situated.

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) people.

The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy̓əm and Syilx peoples have been stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓əm and the Syilx peoples.

Message from President Ono

I am humbled to share with all UBC students, faculty, staff and partners the 2020 UBC Indigenous Strategic Plan (ISP). The purpose of the Plan is to guide UBC towards our goal of becoming a leading voice in the implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.

The UN Declaration is part of a global societal agenda for the 21st Century and an essential component of reconciliation in Canada. Through this Plan, we at UBC will play a leading role in its implementation as a part of our academic mission.

The advancement of Indigenous peoples' human rights is of the utmost importance to the University. We are uniquely positioned to generate and mobilize knowledge that can produce systemic change. We are a place to develop and implement innovative and path-breaking research, teaching, and engagement with Indigenous communities.

The Province of British Columbia is the first government in Canada and the Common Law world to pass legislation implementing the UN Declaration. With this Plan, we are responding to this mandate 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. Through the Plan, we also hope to demonstrate the success that can be achieved for all members of society when we work together toward a better and more just future.

We know that implementing this Plan will take hard work and the resolve of all members of the UBC community at every level, especially those at the highest level. Through this Plan, we commit ourselves to taking meaningful collective action for a more just and equitable future for all.

Truth before reconciliation

Due to the leadership and bravery of thousands of Indigenous peoples across Canada, it is now well documented that the ultimate objective of the residential school system was to destroy the cultural, political and social institutions of Indigenous peoples. This included a targeted campaign to forcibly remove children from the care of their parents and to place them under the control of a state that regarded them as less than human. At the same time, land was stolen, the Indian Act heavily restricted Indigenous peoples' lives, and a reserve pass system was set in place to monitor movement of Indigenous people. Many aspects of cultural expression were also made illegal, including language and ceremony. These actions represent a conscious and deliberate attempt to eradicate Canada of the sophistication and rich cultural diversity among Indigenous peoples.

As an entity created by and governed under provincial legislation, the University of British Columbia has been, and continues to be, in many respects, a colonial institution. An understanding of the role that UBC, and all post-secondary institutions in Canada have played in colonization is important to put the Indigenous Strategic Plan into context.

As acknowledged by President Ono in 2018, universities bear part of the responsibility for this history, not only for having trained many of the policy makers and administrators who operated the residential school system, and doing so little to address the exclusion from higher education that the schools so effectively created, but also for tacitly accepting the silence surrounding it. In years past, even after the signing of human rights declarations and ethics

agreements that followed World War II, university professors conducted research at residential schools that exploited their deplorable conditions without attempting to change them.

In modern times, the continuing failure to address this history has meant that the previous ways of thinking—or of not thinking—about the residential school system have remained largely intact. By failing to confront a heinous history, we have become complicit in its perpetuation. This is not a result that we, as a university, can accept any longer.

The last of the residential schools closed in Canada in 1996, but the experience of Indigenous peoples in Canada after contact with Europeans, and the inter-generational effects of residential schools, makes it easy to understand why many have struggled to flourish in public school systems, and even more so in post-secondary education institutions.

For many Indigenous students, faculty and staff, colonialism is a daily reality at UBC. One need not look far to recognize the value that has been placed on Eurocentric approaches to teaching and research to understand why so many do not see themselves reflected in the classroom and workplace. When Indigenous worldviews, as expressed in their legal traditions, governance institutions, economies and social structures, are excluded from life on campus, we deprive both Indigenous and non-Indigenous community members of broader understandings of what it can mean to be a scholar, an inventor, an advocate, a healer and an entrepreneur, among other areas of expertise.

In the last decade we have experienced a significant national shift in the recognition of Indigenous peoples' rights. With it has come a new set of expectations for all educational institutions. Nationally, the key drivers of this shift started with the Truth and Reconciliation Commission of Canada's (TRC) work and publication of its 94 Calls to Action in 2015, including Call to Action #43 which calls "upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation". This was followed by Canada's full endorsement, without qualifications, of the United Nations Declaration on the Rights of Indigenous Peoples in 2016. Just as the update to this Plan was beginning to move forward, the National Inquiry into Missing and Murdered Indigenous Women and Girls delivered its final report, along with its 231 Calls for Justice, in early June 2019. Most recently, in November 2019, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act.

In its final report, the Truth and Reconciliation Commission delivered a call to educational institutions at all levels to build student capacity for intercultural leadership with understanding, empathy, and mutual respect. It also calls on us all to implement the United Nations Declaration on the Rights of Indigenous Peoples. Provincial mandates now require universities in British Columbia to have response plans in place and report annually on their implementation progress. Through this Plan, our aim is to foster a more inclusive and respectful environment where the truth about our failings as an educational institution in the past serves as a continuous reminder of why the work ahead must be prioritized throughout the University.

Looking back on our journey

Reconciling our collective colonial history will require enormous effort and work. Ending colonialism will not happen instantly, but there are concrete steps UBC has taken, and plans to take, to advance this as a priority.

Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008. This Plan started with a working group, who completed a consultation and revisions process, and put together a comprehensive framework that defined 10 areas in which meaningful actions to address Indigenous peoples' concerns should occur. Subsequent implementation reports were published in 2010, 2012, and 2014.

The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017. This development process included several cross-body campus working groups and an on-line discussion forum which concluded in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identified key areas of need and opportunity in a new global and national context.

Through this early engagement process, we came to understand that engagement with Indigenous peoples no longer means only developing new programs. Reconciliation, as defined by these inquiries and the United Nations Declaration on the Rights of Indigenous Peoples, is now a collective responsibility of the entire University to play an active role in supporting the Indigenization of our university.

A great amount of work went into the development of the 2018 Plan which provided the structural framework for ongoing engagement with UBC's Indigenous partners and community members. Following the completion of this framework, the Implementation Committee initiated further engagement across the UBC community to develop a clear plan of action for all Faculties and operating groups at UBC.

UBC has been fortunate to be the academic home for many Indigenous people who have already taken up the work of advancing Indigenous peoples' human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work. Thus, a core objective for this Plan will be to create broader responsibility, at all levels of the University community, to advance Indigenous peoples' rights and alleviate the onus these champions have been carrying for some time.

As demonstrated by the initiatives taken to date, our journey is marked by incremental forms of success. These successes are important, however, they are limited in scope and, taken together, have not yet provided a sufficient model for advancing reconciliation. They have addressed neither the underlying issues at the centre of the University's structure nor the work the University needs to undertake to lay an enduring foundation for the future relationship with Indigenous peoples on our campuses and beyond.

A new model of planning is needed, which lays a longer-term foundation and re-calibrates our relationship with Indigenous students, faculty, staff and partners in a systemic way. Our collective goal must be to move beyond the implementation of program specific initiatives to lay a foundation for long-term relationships that actively advance the human rights of Indigenous peoples on campus, in British Columbia, in Canada and across the world.

In the lead up to and following the implementation of the 2009 Plan, UBC took incremental steps to advance Indigenous engagement and inclusion.

The following is a list of many (but not all) of those steps.

1970s

1974 NITEP – Indigenous Teacher Education Program (Elementary years)

1975 Indigenous Legal Studies Program

1980s

1984 Ts"kel Program (Graduate Studies)

1987 First Nations House of Learning

1990s

1993 First Nations Longhouse and Library facility (Xwi7xwa Library) opens

1995 Geering up Science and Engineering Education Program

1996 First Nations and Endangered Languages Program

2000s

2001 First Nations and Indigenous Studies Program

2002 Aboriginal MD Admissions Program

2003 Aboriginal Health and Community Administration Program

2004 NITEP – Indigenous Teacher Education Program (Secondary option)

2005 UBC-Okanagan Nation Alliance Memorandum of Understanding

2006 Musqueam Memorandum of Affiliation

2007 Ch'nook Aboriginal Business Program: Aboriginal Management Certificate Program

2007 UBC Okanagan Aboriginal Access Studies Program

2007 nsyilxcən taught at UBC Okanagan in partnership with En'owkin Centre

2009 Senior Advisor to the President on Indigenous Affairs

2009 Aboriginal Strategic Plan

2010 Indigenous Initiatives at the Centre for Teaching, Learning and Technology

2010s

2010 UBC Okanagan Aboriginal Centre

2010 UBC Okanagan bilingual street signs in nsyilxcən

2012 In partnership with Musqueam, School of Community and Regional Planning – Indigenous and Community Planning Specialization (Graduate Studies)

2012 UBC-Okanagan Nation Alliance Memorandum of Understanding Renewed

2012 UBC-Langara Aboriginal Transfer Program

2012 UBC Okanagan Centre for Indigenous Media Arts

2014 Specialization in Aboriginal Law

2014 Centre for Excellence in Indigenous Health

2015 UBC Okanagan Institute for Community Engaged Research

2015 UBC-Okanagan Nation Alliance Memorandum of Understanding

2015 Massive Open Online Course (MOOC) Reconciliation Through Indigenous Education

2016 UBC Okanagan – sn̓ilʔtn, a permanent installation by Syilx artist Les Louis

2016 Kirkness Science and Engineering Education Program (UBC Partnership)

2016 Musqueam Post or sʔi:ɬqəy̓ qeqən, by Brent Sparrow, installed on Vancouver campus

2017 Indigenous Research Support Initiative

2017 Reconciliation Pole raised at UBC

2018 Indian Residential School History and Dialogue Centre and Apology

2018 Bilingual street signs in hən̓q̓əmin̓əm̓

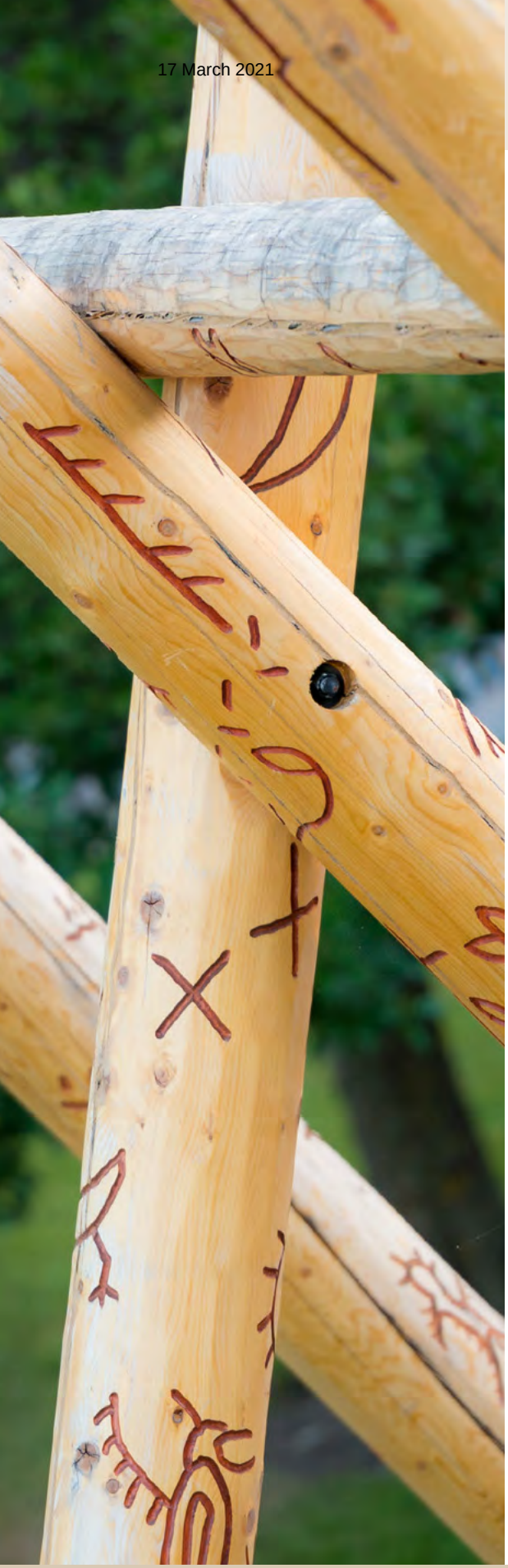
2018 Okanagan Nation flag installed on Okanagan campus

2019 Musqueam flag installed on Vancouver campus

2019 UBC Okanagan Declaration of Truth and Reconciliation Commitments

2019 Indigenous Student Collegium at Vancouver campus

2020 Senior Advisor to the DVC and Principal on Indigenous Affairs



A collective voice for the way forward

The Indigenous Strategic Plan is the result of extensive engagement. The Okanagan campus, together with the Okanagan Nation, began this process with the development of a Declaration of Truth and Reconciliation Commitments and the implementation of five key recommendations received from the Aboriginal Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation.

Inspired by the UBC Okanagan Declaration, Indigenous and non-Indigenous community members on the Vancouver and Okanagan campuses were engaged in a process to review the 2018 Indigenous Strategic Plan and explore opportunities to further ground its goals and objectives within the local, national and global imperative of reconciliation.

This engagement process occurred over the 2019/2020 school year and involved meetings with deans and executives, faculty and staff, students and our Indigenous community partners. It also included a university-wide survey including UBC alumni.

The Indigenous Strategic Plan, which resulted from these extensive engagements, forms UBC Vancouver's response to the Truth and Reconciliation Commission of Canada's Calls to Action.

The engagement process centred on three key themes:

Research – How UBC engages in and conducts research that impacts Indigenous peoples and promotes research initiatives that promote Indigenous inclusion and the values of respect, relationship, responsibility and reverence.

Learning and Teaching – The structures, systems and policies that promote a safe and inclusive learning environment for Indigenous students and support them to achieve success, however they choose to define it. It also relates to all aspects of the programs and curriculum that support and promote Indigenous worldviews, knowledge systems, languages, culture, systems of law and governance, as well as the expertise of the instructors that develop and deliver curriculum throughout UBC.

Service – Support systems and processes in place for prospective Indigenous students, current Indigenous students, Indigenous faculty and staff as well as initiatives that promote meaningful engagement with our Indigenous community partners locally, nationally and internationally.

This Plan is the result of more than 2,500 unique engagements, and over 15,000 ideas, opinions and comments shared by Indigenous and non-Indigenous individuals across both campuses and with our Indigenous community partners. The feedback received was collated and analysed and ultimately culminated in the eight goals and 43 actions the University will collectively take to advance our vision.

Workshops with UBCO leadership and Indigenous Caucus
Engagement sessions with UBCO and UBCV campus communities
1,200+
In-person Engagements
Engagement sessions with Musqueam Indian Band and the Okanagan Nation Education Council
President's Group Leadership Forum
Open houses with UBCO and UBCV campus communities
Indigenous Strategic Planning Committee is engaged on 2018 draft
2017
Creation of Ad Hoc Committee to guide Indigenous Strategic Planning process

UBC Indigenous Strategic Planning Process

16+

Individual Meetings with Deans and Executives

1,273

Responses

Online survey to UBCV & UBCO campus communities

15,000+

Inidividual Ideas, Opinions and Comments

Meaningful reconciliation at the centre

Our engagement process was designed to be somewhat analogous to the story of the raising of the Reconciliation Pole, installed here at UBC in April 2017.

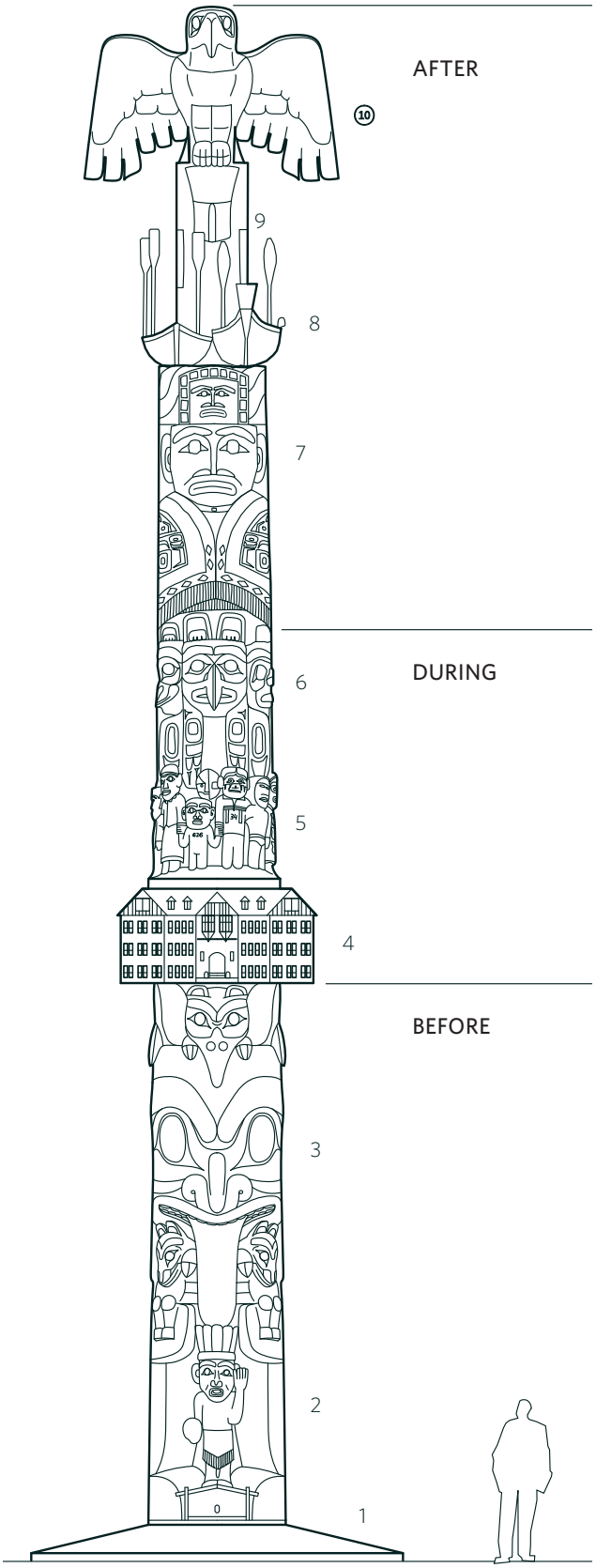
About the Artist – Born in 1952 at Masset, BC, Haida Gwaii, master carver 7idansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweller and print maker and is considered a pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional Haida totem poles and designed new poles and sculptures found across the globe. Between 2009 and 2013 Hart created, designed, and carved The Dance Screen (The Scream Too), a monumental sculpture now residing at the Audain Art Museum in Whistler. James Hart was awarded the Order of British Columbia (2003), and honorary doctorates in Fine Arts from Emily Carr University of Art + Design (2004) and Simon Fraser University (2017). In 2016, he was elected a member of the Royal Canadian Academy of Arts.

About Reconciliation Pole – The Reconciliation Pole is situated on the unceded ancestral and traditional territory of the hən'q'əmin'əm' speaking Musqueam people. The pole, carved from an 800-year-old red cedar log, was installed on April 1, 2017.

The Reconciliation Pole recognizes a complex history, which includes the history of the Indian residential schools that operated for more than 100 years, the last one closing in 1996. Indian residential schools forcibly separated an estimated 150,000 children from their parents, families, and culture. Many students died in the schools and many more suffered severe forms of psychological, physical, and sexual abuse. For the Haida people today, carving and publicly raising new poles is a way of honouring history and celebrating the ongoing vitality of cultural practices. Though culturally distinct, the Reconciliation Pole honours all First Nations who have persisted through the dark experience of the schools and look to a better future.

The Reconciliation Pole took a team of experienced carvers to complete over a number of months, led by Haida artist James Hart, with a small amount of carving by some members of the University community as a way of sharing ownership of the pole's message of reconciliation. The pole depicts First Nations, Inuit and Métis peoples' genocidal experience with this country's residential school system and how, despite this past, Indigenous peoples are celebrating their culture and implementing their rights.

With the consent of Musqueam, the pole was raised through the efforts of hundreds of people, both Indigenous and non-Indigenous, young and old, who together pulled on a handful of ropes in the same direction. This image alone is a powerful symbol of unity and a demonstration of what can be achieved when we work towards a common set of goals. The implementation of this Plan, like the pole raising, will take a major collective effort, with all Faculties and operating units pulling in the same direction from their specific locations.



What Story Does Reconciliation Pole Tell?

Haida poles are read from bottom to top.

1 Surrounding the base of the pole are salmon symbolizing life and its cycles.

2 Between the legs of Bear Mother is sGaaga (Shaman) who stands on top of the Salmon House and enacts a ritual to ensure their return.

3 Bear Mother holds her twin cubs, Raven looks out from between Bear Mother's Ears.

4 A Canadian Indian residential school house, a government-instituted system designed to assimilate and destroy all Indigenous cultures across Canada.

5 The children holding and supporting one another are wearing their school uniforms and numbers by which each child was identified. Their feet are not depicted as they were not grounded during those times.

6 Four Spirit Figures: killer whale (water), bear (land), eagle (air) and Thunderbird (the supernatural). They symbolize the ancestries, environment, worldly realms and the cultures that each child came from.

7 The mother, father and their children symbolize the family unit and are dressed in traditional high-ranking attire symbolizing revitalization and strength of today.

8 Above the family is the canoe and longboat shown travelling forward—side by side. The canoe represents the First Nations and governances across Canada. The longboat represents Canada's governances and Canadian people. This symbolism respectfully honours differences, but most importantly displays us travelling forward together side by side.

9 Four Coppers, coloured to represent the peoples of the world, symbolize and celebrate cultural diversity.

10 Eagle represents power, togetherness, determination and speaks to a sustainable direction forward.

The 668,000+ copper nails covering areas of the pole are in remembrance of the many children who died at Canada's Indian residential schools — each nail commemorates one child.

Our relationships

UBC has a complex network of relationships with and obligations to Indigenous peoples locally and globally. The diagram below is provided as a starting point for understanding this network of relationships. It is crucial that UBC recognizes and attends to each and every one of our relationships within this network in purposeful and meaningful ways.

Our nearest relationships and responsibilities are with our host nations of Musqueam and the Okanagan Nation Alliance with whom we have deepening and formalized relationships as expressed through a Memorandum of Affiliation (with Musqueam) and a Memorandum of Understanding (with the ONA).

Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

We also have relationships with Indigenous nations in other parts of the province. UBC facilities are located on the territories of a number of Indigenous nations in BC and we strive to build meaningful partnerships everywhere we are hosted. Many of our Indigenous students, faculty and staff are proud citizens and ambassadors of these nations.

Next, we have relationships with trans-boundary nations whose governments are based in the United States, representing yet another set of relationships and responsibilities that we as a university community must nurture.

Then, there are Indigenous peoples across Canada including First Nations, Inuit and Métis peoples, all of whom hold inherent and protected rights within Canada's constitutional framework. UBC has yet another set of obligations and responsibilities to all Indigenous nations and peoples of Canada.

Finally, as emerging international leaders in the advancement of Indigenous human rights, this Plan creates opportunities for UBC to continue to build relationships with Indigenous peoples across the globe.

> Like 'Aboriginal', the term 'Indigenous' refers to First Nations, Inuit and Métis people, either collectively or separately. It is the preferred term in international usage, e.g. the United Nations Declaration on the Rights of Indigenous Peoples, and is increasingly being chosen over 'Aboriginal' both formally and informally in Canada.

Vision, mission and values

This Plan presents a bold and long-term vision for UBC, the progress of which will be monitored closely through implementation measures and updated on an ongoing basis until our goals are achieved. We anticipate that as the Plan is implemented that a gradual shift will take place in UBC's culture creating an environment where respect for Indigenous rights is woven into the daily life of the University. For students, faculty and staff this will mean an environment in which they feel valued, respected and in which they will have every opportunity to thrive.

Vision

UBC as a leading university globally in implementation of Indigenous peoples' human rights.

Mission

To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

Values

Throughout the engagement process and creation of this finalized Indigenous Strategic Plan we have emphasized the values of excellence, integrity, respect and accountability and this is evident in the final strategic plan document. We engaged directly with a cross-section of the UBC community in finalizing this Plan, and their voices and inputs have guided the Plan now being put into action.

As this Plan is implemented, we will continue to emphasize these values of excellence, integrity, respect and accountability as we ensure that this Plan works to advance Indigenous human rights throughout the University.

The Indigenous Strategic Plan is also committed to upholding the value of academic freedom in the context of Indigenous human rights. UBC's Strategic Plan 2018-2028 defines academic freedom as "a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure."

ACTION PLAN

"We're involved in a national project of remedial learning, and the academy is in the front row."

—Marie Wilson, Truth and Reconciliation Commission of Canada

Implementing Indigenous human rights

The Indigenous Strategic Plan provides thoughtful guidance for action and a framework for reconciliation in a post-secondary context. In post-TRC Canada, we are morally and ethically compelled to implement these global human rights standards. Pursuing reconciliation is a collective university responsibility, a thread that runs through all areas of the University. The following section is designed to guide and enable Faculties and others to follow through on the University's commitment to meaningful reconciliation. It is intended not as a portfolio in itself but rather, as a guide to help Faculties, units and portfolios develop their own plans for implementation, considering their unique contexts and capabilities. In short, it is an enabling document. In implementing Indigenous human rights as a university community, we build an environment in which students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples.

Goals

1

Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

2

Advocating for the truth: Facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

5

Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.

6

Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

7

Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

8

Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

Transforming intent into action

> **I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships.**
>
> *—ISP Engagement Participant*

The following section provides a guiding framework of actions for Faculties, programs and operational units to develop their own plans for implementation.

GOAL 1

Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

Action 1

Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.

Action 2

Ensure that all Faculties and cross-university strategies identify Indigenous engagement and the advancement of Indigenous peoples' human rights as a specific strategic area of focus and commitment.

Action 3

Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this Plan.

Action 4

Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this Plan in Faculty and operational plans.

Action 5

Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.

> **Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community.**
>
> *—ISP Engagement Participant*

GOAL 2

Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

Action 6

Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.

Action 7

Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.

Action 8

Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Action 9

Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA* people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

*two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

> **Involve Indigenous communities in all facets of research including active and meaningful collaboration – from planning and design, to execution, data collection, data analysis, interpreting outcomes, and broadly sharing research results.**
>
> *— ISP Engagement Participant*

GOAL 3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

Action 10

Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.

Action 11

Establish Research Chair positions for faculty who demonstrate excellence in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights locally, nationally and around the world.

Action 12

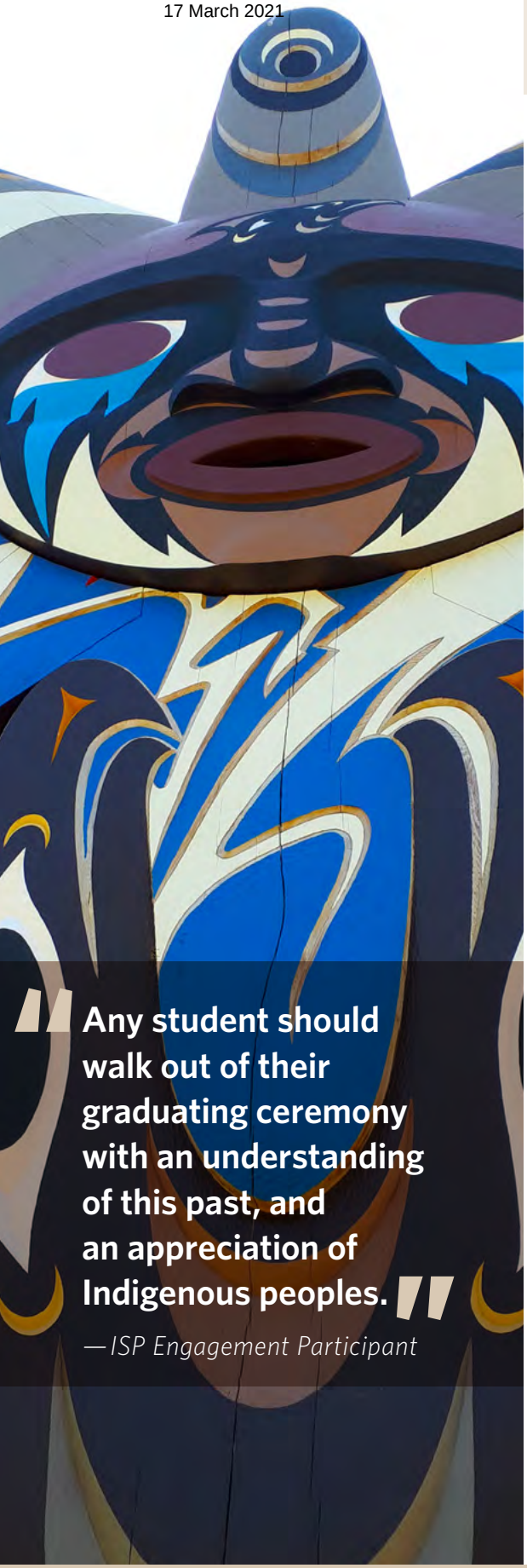
Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

Action 13

Co-develop research protocols and community-specific ethical research guidelines with interested community partners to ensure students and Faculties are approaching research opportunities with communities in a respectful and formalized manner. This includes the imperative of free, prior and informed consent and protocols on the ownership, control, access and possession of Indigenous data.

Action 14

Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.



Any student should walk out of their graduating ceremony with an understanding of this past, and an appreciation of Indigenous peoples.

—ISP Engagement Participant

GOAL 4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

Action 15

Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.

Action 16

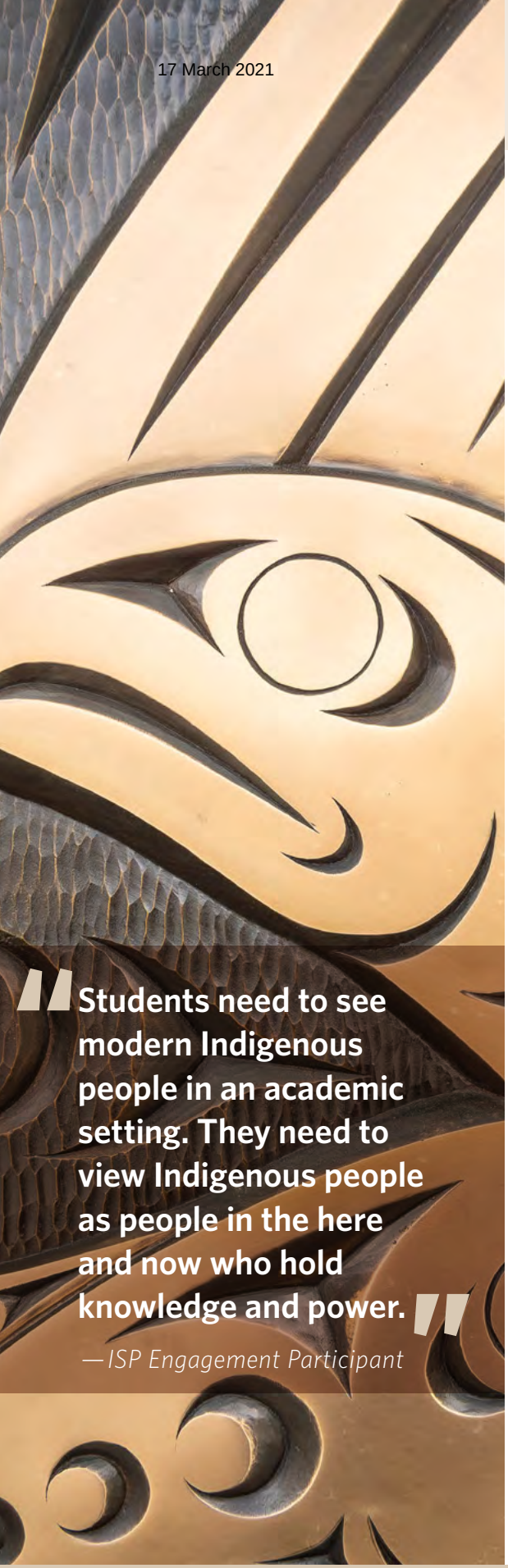
Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.

Action 17

Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.

Action 18

Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.



> **Students need to see modern Indigenous people in an academic setting. They need to view Indigenous people as people in the here and now who hold knowledge and power.**
>
> *—ISP Engagement Participant*

GOAL 5

Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.

Action 19

Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.

Action 20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

Action 21

Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Action 22

Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.

Action 23

Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.

> **A first step in the right direction would be to work towards a major increase in Indigenous students, staff, and faculty. The more we are able to increase Indigenous access to UBC, the more this knowledge will become part of our community in non-tokenizing ways.**
>
> *— ISP Engagement Participant*

GOAL 6

Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

Action 24

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.

Action 25

Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.

Action 26

Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.

Action 27

Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.

Action 28

Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.

Action 29

Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.

Action 30

Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.

> **My colleagues and I are keen to integrate Indigenous ways of knowing into our teaching, but don't have the tools, are apprehensive about teaching materials we don't understand well ourselves, and want to ensure that we are being authentic and respectful.**
>
> *—ISP Engagement Participant*

GOAL 7

Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

Action 31

Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.

Action 32

Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.

Action 33

Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.

Action 34

Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.

Action 35

Identify Indigenous faculty and staff mentors who volunteer to be available, recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces.

Action 36

Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.

Action 37

In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

> **"I would like to see support programs that specifically address Indigenous students' issues from an Indigenous perspective."**
>
> *—ISP Engagement Participant*

GOAL 8

Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

Action 38

Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.

Action 39

Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.

Action 40

Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.

Action 41

Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.

Action 42

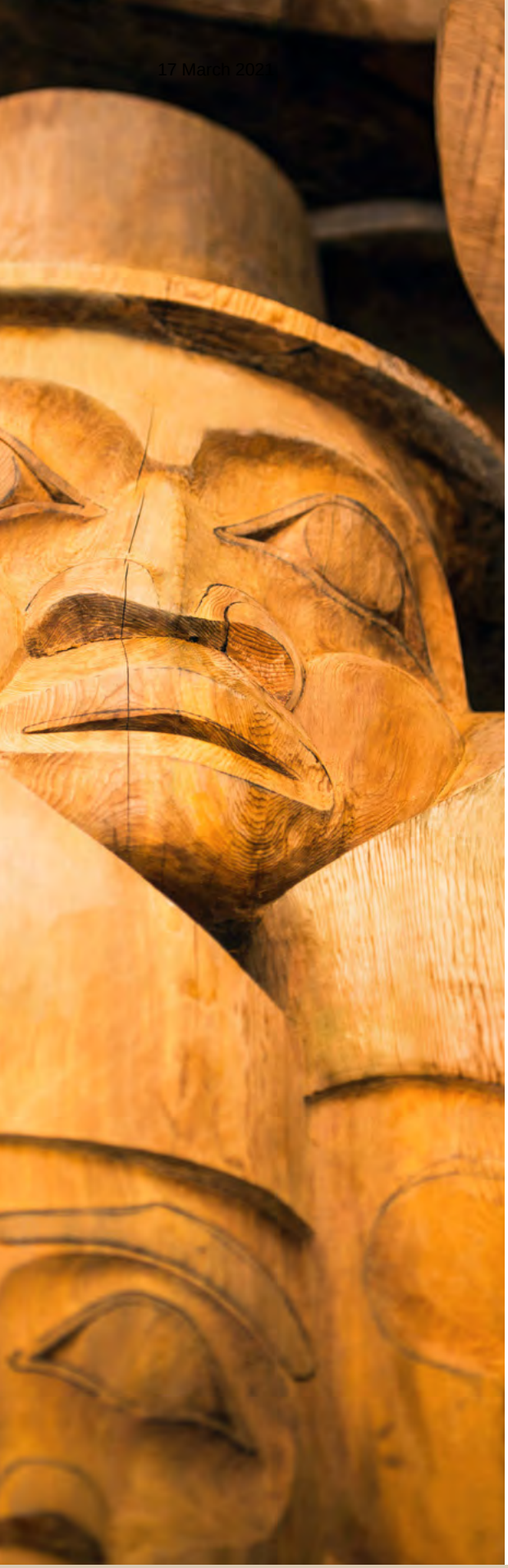
Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.

Action 43

Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.

"Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation."

—2015 Report of the Truth and Reconciliation Commission of Canada



Starting today

With a new standard of excellence in the promotion of Indigenous peoples' human rights set out in this Plan, the work of implementation committees to set priorities and provide direction throughout the University can now begin. To ensure the Plan remains a focal point of the University's work, the implementation committees will begin working with all Faculties and operational units throughout the University to:

- Develop a performance measurement framework for measuring progress under this Plan including both qualitative and quantitative performance measuring;
- Support all Faculties and operational units to report publicly on the achievements and challenges that come from taking the actions identified in this Plan;
- Collect baseline data under the performance measurement framework in order to track short-term and long-term progress;
- Incorporate the actions into existing and upcoming strategic plans; and
- Develop annual work plans to advance each of the actions, which includes specific milestones and timelines.

This Plan will be reviewed every three years by the University's leadership, in consultation with the broader UBC community and our Indigenous partners to ensure we continue to advance the vision.

Planning team

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Lake Superior Band of Ojibwe, Keweenaw Bay

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Castlemain

Castlemain Group

Castlemain is a leading Indigenous advisory company in Canada and worked alongside our team to engage the UBC community and its partners in the development of the UBC Indigenous Strategic Plan

Photo credits

COVER/BACK: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 2/3: Reconciliation Pole Raising Ceremony, April 1, 2017, UBC Vancouver. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 4/5: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC*

PAGE 6: Top picture: During the carving of Musqueam Post or sʔi:ɬqəy̓ qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on April 6, 2016. *Photo: Reese Muntean*
Bottom picture: UBC Okanagan Mace, Sheldon Louis, Okanagan Indian Band. The artwork of the three symbolic spirit icons was given to UBC's Okanagan campus in 2005 by the Okanagan Nation elders. *Photo: Darren Hull / UBC*

PAGE 7: Big picture: ʔəlqsən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. *Photo: Paul Joseph / UBC Brand & Marketing*
Circle picture: Professor Santa Ono, UBC President and Vice-Chancellor. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 8: Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. *Photo: Paul Joseph / UBC*
Circle picture: UBC President Santa Ono and Chief Wayne Sparrow, Musqueam Indian Band, together at the Reconciliation Pole raising ceremony. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 9: Signing the UBCO TRC Declaration of Commitments. From left, Ian Foulds, Aboriginal Advisory Committee co-chair, Ian Cull, Senior Advisor to the DVC on Indigenous Affairs, Eric Mitchell, Cultural Safety Educator and adjunct professor in the Faculty of Creative and Critical Studies, Deborah Buszard, UBC Deputy Vice-Chancellor and Principal, and Santa Ono, UBC President and Vice-Chancellor. *Photo: Don Erhardt*

PAGE 10/11: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 12/13: Point Grey Peninsula, Vancouver *Photo: Martin Dee / UBC Brand & Marketing*

PAGE 14: Big picture: sn̓ilíʔtn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan campus on September 27, 2016. *Photo: Don Erhardt / UBC*
Circle picture: Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. *Photo: Don Erhardt / UBC*

PAGE 15: Big picture: Musqueam Post or sʔi:ɬqəy̓ qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on April 6, 2016. *Photo: Reese Muntean*
Circle picture: Musqueam Indian Band flag was permanently installed at UBC Vancouver on February 25, 2019. *Photo: Paul Joseph / UBC*

PAGE 16: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

PAGE 18: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 21: Okanagan Valley. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 22/23: Blessing the Reconciliation Pole at its raising ceremony. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 24/25: Ginaawaan, Darin Swanson, Haida Hereditary Chief, at the Reconciliation Pole raising ceremony. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 26: UBC First Nations Longhouse. UBC Vancouver. *Photo: Don Erhardt / UBC First Nations House of Learning*

PAGE 27: Artist James Hart carving the Reconciliation Pole. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 28: Xwi7xwa Library. UBC Vancouver. *Photo: Jessica Woolman*

PAGE 29: Thunder, Thomas Cannell, Musqueam, installed at UBC Vancouver campus in September 2009. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 30: ʔəlqsən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 31: The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on March 20, 2012. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 32: Ceiling ornaments at the Residential School History and Dialogue Centre, UBC Vancouver. *Photo: Paul Joseph / UBC*

PAGE 33: Man and Raven Housepost, Stan Bevan, Tahltan-Tlingit-Tsimshian, and Ken McNeil, Tahltan-Tlingit-Nisga'a, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

PAGE 34/35: Indigenous Graduation Celebration, UBC First Nations Longhouse, 2015. *Photo: Don Erhardt / UBC First Nations House of Learning*

PAGE 36: **Big picture:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*
Circle picture: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

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THE UNIVERSITY OF BRITISH COLUMBIA

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17 March 2021

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Minimum Funding for Ph.D. Students

The Senate Academic Policy Committee has reviewed a proposal submitted by the Faculty of Graduate and Postdoctoral Studies to remove the annual minimum funding amount from the Academic Calendar and to empower the Graduate Council to set the amount following annual review of the policy. Going forward, the amount will be published on the Faculty's website. A hyperlink to the site appears in the proposal.

The following is recommended to Senate:

Motion: *"That Senate approves revisions to the* Minimum Funding for Ph.D. Students *Academic Calendar entry set out in the proposal."*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

UBC Policy Proposal Form
Change to Calendar

Faculty: Faculty of Graduate and Postdoctoral Studies **Policy Committee Approval Date:** February 10 2021 **Faculty Approval Date:** February 11 2021 **Effective Session (W or S):** W2 **Effective Academic Year:** 2020-2021	**Date:** December 17 2020 **Contact Person:** Julian Dierkes **Phone:** **Email:** julian.dierkes@ubc.ca
	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,343,1628 Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Awards and Scholarships Minimum Funding for Ph.D. Students
Present Calendar Entry: ***Minimum Funding for Ph.D. Students*** ***…*** The University of British Columbia is committed to ensuring that financial support is provided to all students enrolled in full-time PhD programs. Students enrolled in a full-time PhD program are assured a Minimum Funding Package for the first four years of full-time study. Funding can be used towards expenses related to the academic program (e.g., tuition, books) as well as general living expenses. Minimum funding is an annual commitment spanning three academic terms per year for four years and is conditional on full-time registration. Full-time students typically devote a minimum of 35-40 hours per week to academic activities (e.g., research, teaching or research assistantship, professional development) related to their studies. <snip> The Minimum Funding Policy will be reviewed annually by the Graduate Council**. The Council will decide on any increases in the amount of the minimum funding, and the amount will be**	**Present Calendar Entry:** ***Minimum Funding for Ph.D. Students*** ***…*** The University of British Columbia is committed to ensuring that financial support is provided to all students enrolled in full-time PhD programs. Students enrolled in a full-time PhD program are assured a Minimum Funding Package ~~of $18,000 per year~~ for the first four years of full-time study. Funding can be used towards expenses related to the academic program (e.g., tuition, books) as well as general living expenses. Minimum funding is an annual commitment spanning three academic terms per year for four years and is conditional on full-time registration. Full-time students typically devote a minimum of 35-40 hours per week to academic activities (e.g., research, teaching or research assistantship, professional development) related to their studies. <snip> The Minimum Funding Policy will be reviewed annually by the Graduate Council. Any annual increases will apply to both new and current eligible doctoral students.

published on the Faculty of Graduate and Postdoctoral Studies website. Any annual increases will apply to both new and current eligible doctoral students.	*** **Type of Action:** This removes the annual amount from the Calendar and empowers Graduate Council to set the amount following the annual review of the policy. **Rationale for Proposed Change:** - The current Calendar entry is ambiguous in that it charges Graduate Council with an annual review of the policy and implies that Graduate Council will also make changes to the amount of the minimum funding for doctoral students. The proposed change clarifies that Graduate Council in fact does make that change. This is appropriate as the amount is expected to rise with the cost-of-living and potentially to be indexed to cost-of-living in the future. - Graduate Council is a properly established body of the University and includes representation from both graduate students and graduate programs, whose views on any proposed increases can be solicited and discussed at Graduate Council. - A proposal to raise the minimum funding from $18,000 to $22,000 was circulated to graduate programs in November 2020. Over twenty programs responded by email, and over ten meetings were held with programs in individual, group, or town hall formats. Graduate Council approved the new minimum unanimously on December 3 2020. - Following this approval, the question about a need to go to Senate for this change was raised and the ambiguity in the wording was highlighted.

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17 March 2021

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Time Zone Considerations for Final Examinations

The Senate Academic Policy Committee held an extraordinary meeting on 9 March 2021 to discuss a potential addendum to Policy J-102: *Examination Hardships and Clashes* brought forward by AMS student leadership. The proposal set out criteria for a time zone examination hardship and options for instructors whose students may request exam scheduling changes.

The Committee ultimately did not recommend the change to the policy, instead recognizing the applicability of Policy V-135: *Academic Concession*. Various members noted many instructors and deans' offices have already been providing these sorts of concessions, either formally or informally, and this report is a reminder to the Senate of their applicability. The Committee understands that the Registrar will be issuing a similar memorandum to deans and school directors.

UBC's Academic Concession policy is predicated on the principles of transparency, flexibility, and compassion, while maintaining the academic integrity of the University. As academic concessions, instructors, heads and deans may allow students to write examinations at another time should the normal examination time be unreasonable given the time zone in which they currently reside, or instructors may offer different but comparable final assessment for students in those circumstances. This may be a challenge for some courses, especially those with very large enrolments; however, in light of the above principles—especially flexibility and compassion given the extraordinary circumstances this year—the Committee encourages faculty to remain mindful of these values when considering requests for academic concessions.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

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To: Vancouver Senate
From: Senate Awards Committee
Re: Awards for Acceptance by the Senate
Date: 17 March 2021

The Senate Awards Committee has reviewed the materials submitted by Development and Alumni Engagement and has enclosed the list of new and revised awards it deems ready for consideration by the Senate for approval:

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

Respectfully submitted,
Dr. Sally Thorne, Chair, Senate Awards Committee

February 2021

From: Senate Awards Committee

To: Senate

Re: Awards recommended for acceptance by the Senate Committee

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NEW AWARDS – ANNUAL

Bimema Family Award in Teacher Education
Awards totalling $2,000 have been made available through gifts from supporters, faculty, and staff members of the Faculty of Education, for Bachelor of Education students who identify as Black and have achieved good academic standing. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2021/2022 winter session).

Implant Genius Scholarship in Prosthodontics
Scholarships totalling $4,000 have been made available annually through a gift from Implant Genius for outstanding second or third-year students in the Combined M.Sc. and Diploma in Prosthodontics program. Preference will be given to students who show an interest in implant treatment planning. Dr. Kevin Aminzadeh (B.Sc. Pharm 1996, D.D.S., M.Sc.) is a Board Certified Prosthodontist and a Fellow of The Royal College of Dentists of Canada. He is an expert in dental implant treatment planning, and founded Implant Genius in 2015 to help general dentists place and restore dental implants. The scholarships are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Insolvency Institute of Canada Prize in Insolvency Studies
A $1,000 prize has been made available annually through a gift from the Insolvency Institute of Canada for an outstanding J.D. student who has excelled in an insolvency course. The prize is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter session).

Stewart Paulson Memorial Scholarship in Land and Food Systems
A $2,000 scholarship has been made available annually through gifts from family and friends in memory of Stewart Paulson (1945-2020) for a outstanding graduate student in the Faculty of Land and Food Systems whose thesis focuses on (1) sustainable poultry production or marketing or (2) sustainable animal production or marketing. Stewart (B.Sc. (Agr) 1968, M.Sc. 1970) began his career at the Poultry Division of the Department of Agriculture in Ottawa, Ontario

after completing his graduate education at the University of California, Davis. He then worked as an industrial market researcher before returning to government work, joining the BC Ministry of Agriculture as a Poultry Industry Specialist. Stewart served as a liaison between the provincial government, UBC and the poultry industry in British Columbia, and played an integral role in the establishment of the BC Sustainable Poultry Farming Group and the UBC Specialty Birds Research Fund. Later in his career, he developed a biosecurity and insurance policy for the industry to implement to help lessen the impact of future outbreaks of avian influenza or other epidemics. The scholarship is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Adrian Semmelink Memorial Award
Awards totalling $1,000 have been made available annually through gifts from friends and family in memory of Adrian Semmelink (1991-2020) for M.A., M.Sc. and Ph.D. students in the Resources, Environment and Sustainability program who are in good academic standing. Preference will be given to students whose research focuses on sustainable agriculture. Adrian (B.A. 2015, B.Sc. 2015, M.Sc. 2018) joined the BC Ministry of Agriculture as a New Entrant Agrologist after graduating from the Resources, Environment and Sustainability program in 2018. His research was interdisciplinary and sought to enable farmers to grow food in socially responsible and ecologically sensitive ways, and to understand what motivates farmers to adopt more sustainable agricultural practices. The awards are made on the recommendation of the Institute for Resources, Environment and Sustainability, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

NEW AWARDS – INTERNAL

Go Global Virtual Exchange Award
Awards of up to $500 each have been made available annually for undergraduate and graduate domestic UBC students participating in a virtual international program through Go Global. The awards are offered to help offset the additional program costs of attending a virtual international program. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

Go Global Virtual Exchange Award (International)
Awards of up to $500 each have been made available annually for undergraduate and graduate international UBC students participating in a virtual international program through Go Global. The awards are offered to help offset the additional program costs of attending a virtual international program. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

Jennifer Kryworuchko Memorial Scholarship in Nursing

Rationale for Proposed Changes
More biographical information has been added to the description.

Current Award Description
Scholarships totalling $2,000 have been made available annually through gifts from family and friends in memory of Jennifer Kryworuchko (1969-2019) for outstanding M.S.N. and Ph.D. students in the School of Nursing whose thesis is focused on patient-provider communication, such as shared decision-making. Dr. Kryworuchko (B.Sc.N., Ph.D., RN CNCC(C)) joined UBC in 2015 as an Associate Professor in the School of Nursing. She was highly respected and admired for her passionate dedication to nursing practice, her joy and remarkable talent in teaching nursing students, and her research to improve nursing care, especially the improvement of palliative care access through shared decision-making between patients and health professionals. Jennifer was instrumental in improving interprofessional clinician guidance for the BC Centre for Palliative Care. Tragically, our community lost Jennifer in the prime of her life due to ovarian cancer. This scholarship was established to commemorate Jennifer's exemplary contributions to nursing education and research. The scholarships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Proposed Award Description
Scholarships totalling $2,000 have been made available annually through gifts from family and friends in memory of Jennifer Kryworuchko (1969-2019) for outstanding M.S.N. and Ph.D. students in the School of Nursing whose thesis is focused on patient-provider communication, such as shared decision-making. Dr. Kryworuchko ~~(~~[B.Sc.N., Ph.D., RN CNCC(C)]~~)~~ joined UBC in 2015 as an Associate Professor in the School of Nursing. She was highly respected and admired for her passionate dedication to nursing practice, her joy and remarkable talent in teaching nursing students, and her research to improve nursing care, especially the improvement of palliative care access through shared decision-making between patients and health professionals. Jennifer's work to improve palliative care access through shared decision-making between patients and health professionals was exceptional. ~~Jennifer~~ She was instrumental in ~~improving~~ enhancing interprofessional clinician guidance for the BC Centre for Palliative Care.

Tragically, our community lost Jennifer in the prime of her life due to ovarian cancer. This scholarship was established to commemorate Jennifer's exemplary contributions to nursing education and research. The scholarships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

March 2021

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Committee on Student Awards, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

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NEW AWARDS – ENDOWED

Backman Family Graduate Scholarship in Forestry
Scholarships totalling $6,000 have been made available through an endowment established by Charles Backman (B.S.F. 1976, M.B.A. 1986, M.A., Ph.D., Ph.D.), along with matching funds from the Faculty of Forestry, for outstanding M.A.Sc., M.F., M.Sc. and Ph.D. students in the Faculty of Forestry who are (1) on exchange outside of British Columbia or (2) conducting international field research or focusing on international forestry issues for their thesis. The Backman family's links to the British Columbia forestry industry go back to the early 1900s. Charles' parents Arvid "Bill" Backman (1919-1998) and Elizabeth Backman (1923-2016) attended UBC in the 1940s. Bill (B.A.Sc. 1943, M.F. 1993) served as Treasurer of the AMS from 1942 to 1943, and completed his Master of Forestry in 1993 at age seventy-four. Elizabeth (B.A. 1945, B.S.W. 1946) received the 125th Anniversary of the Confederation of Canada Medal in 1992 in recognition of her volunteer work. Charles had a long career in academia and forest resource management. He has earned five university degrees, and continues to be a lifelong learner. The scholarships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Computer Science Student Society Class of 2020 Award
Awards totalling $1,200 have been made available through an endowment established by the Computer Science Student Society for Bachelor of Arts and Bachelor of Science students majoring in Computer Science who have demonstrated leadership, community engagement and volunteerism within the community. This award was initiated by the 2020 Computer Science Student Society to celebrate the Computer Science Graduating Class of 2020, whose graduation ceremony was impacted by the 2020 COVID-19 pandemic. The awards are made on the recommendation of the Department of Computer Science. (First award available for the 2020/2021 winter session).

Robert A. J. McDonald Memorial Scholarship in History

Awards totalling $3,150 have been made available through an endowment established by friends, family and colleagues in memory of Robert A. J. McDonald (1944-2019), along with matching funds from the Faculty of Arts, for outstanding graduate students in the Department of History specializing in the history of British Columbia. Dr. McDonald (B.A., M.A., Ph.D. 1977) grew up in Brandon, Manitoba, and relocated to Vancouver to complete his Ph.D. at UBC, where he became an Assistant Professor of History in 1978. He was a leading historian of British Columbia, editing the journal *BC Studies* and serving as president of the Vancouver Historical Society. Dr. McDonald taught Canadian history for more than thirty years, during which he touched the lives of thousands of students, and received the Killam Teaching Prize in 2000 in recognition of his dedication to his students. This scholarship was established in recognition of Dr. McDonald's achievements as a historian and as a professor. The scholarships are made on the recommendation of Department of History, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Richard Rusk Memorial Scholarship in Architecture
Scholarships totalling $2,000 have been made available through an endowment established by the Christopher Foundation in memory of Richard Rusk (1952-2020) for outstanding Master of Architecture students. Richard grew up in Calgary, Alberta, and relocated to Vancouver, British Columbia to attend UBC. He was the founder and principal of Vancouver-based architectural firm REL Design and Development Limited. Richard designed and built homes inspired by West Coast design, and his work can be seen across British Columbia, as well as in Calgary, California and Hawaii. The scholarships are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Bill Stothard Memorial Award in Astronomy
Scholarships totalling $2,000 have been made available through an endowment established by the Stothard Family in memory of Bill Stothard (1898-1967) for graduate students specializing in Astronomy with outstanding academic and research achievements, with preference given to students who have demonstrated a commitment to astronomy outreach or public engagement. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate third or fourth-year B.Sc. student majoring in Astronomy. Bill had expressed early interest in astronomy even before emigrating from his Grassmoor, England birthplace at age seven. He grew up in Brandon, Manitoba where he became a skilled machinist and welder. He then travelled North America as a young man, eventually settling in Vancouver, where he worked in his trade until retirement. Astronomy was his avocation throughout his life, not only viewing the night skies but also constructing his own telescopes for this purpose. Bill's family established this award to honour his memory and his lifelong interest in astronomy. These academic awards are made on the recommendation of the Department of Physics & Astronomy,

and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

NEW AWARDS – ANNUAL

Brock Douglas Cheadle Graduate Scholarship in Architecture
Scholarships totalling $2,000 have been made available annually through a gift from Henriquez Partners Architects in memory of Brock Douglas Cheadle (1950-2020) for outstanding students entering the Master of Architecture program. Preference will be given to students who are entering the M.Arch. program at least five years after completing their undergraduate degree. Brock (B.Arch. 1988) practiced as an architect for thirty years. He was inspired to pursue architecture in his thirties after designing and constructing his family's home on a rural property near Grand Forks, British Columbia. During his seventeen year tenure at Henriquez Partners Architects, among the many projects he worked on, one of the most notable was as the lead architect for the Guest House in Gordon B. Shrum's residence, a project that was awarded the *Canadian Architect* Award of Merit in 2002. Brock served as a mentor to anyone who had the privilege to work alongside him throughout his career. The scholarships are made on the recommendation of the School of Architecture & Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Ralph and Barbara James Memorial Scholarship in English
Scholarships totalling $2,000 have been made available annually by Arlene James through a gift from the Ralph and Barbara James Family Fund held at the Jewish Community Foundation of Greater Vancouver, in memory of her parents, Ralph James (1923-2014) and Barbara James (1929-2020). The scholarships are for outstanding Bachelor of Arts students majoring in English Literature. Ralph was born in Vancouver, British Columbia and received a Bachelor of Commerce from UBC in 1947 after serving with the Canadian Army in World War II. He started his own business, Ralph's Auto Supply, in 1961. Barbara (née Fingard) was born in Winnipeg, Manitoba, and moved with her family to Vancouver at age sixteen. She took home economic classes at UBC, and enjoyed fishing, boating, and traveling. Ralph and Barbara were voracious readers and committed to education, and this scholarship was established in their memory to encourage students in their study of literature. The scholarships are made on the recommendation of the Department of English Language and Literatures. (First award available for the 2021/2022 winter session).

McEwen Family Entrance Award in Biomedical Engineering
A $25,000 renewable entrance award has been made available annually through a gift from Dr. Jim McEwen, OC (B.A.Sc. 1971, Ph.D. 1975, D.Sc. 2011) and his family for a Bachelor of

Applied Science student entering the Pre-Biomedical Engineering program who is a Canadian citizen and has demonstrated academic achievement, leadership and entrepreneurial initiative in the field of biomedical engineering. Subject to continued academic achievement and demonstrated initiative in biomedical engineering innovation, the award will be renewed for a further year of study. Dr. McEwen is a biomedical engineer, innovator and entrepreneur who invented the microprocessor-controlled automatic tourniquet system, a medical device which improves surgical safety and is used in over 20,000 procedures daily in operating rooms worldwide. Founder of the Biomedical Engineering Department at the Vancouver Hospital & Health Sciences Centre in 1975, Dr. McEwen is an Officer of the Order of Canada, was inducted into the United States National Inventors Hall of Fame, and has received a Queen Elizabeth II Diamond Jubilee Medal, honourary doctorates from the University of British Columbia and Simon Fraser University, and the Meritorious Achievement Award from the Association of Professional Engineers of British Columbia. This academic award is made on the recommendation of the School of Biomedical Engineering. (First award available for the 2021/2022 winter session).

NEW AWARDS – INTERNAL

Department of History Master of Arts Thesis Prize
A $1,000 prize has been made available annually by the Department of History for an outstanding Master of Arts in History student who has written the best M.A. thesis. The prize is made on the recommendation of the Department of History. (First award available for the 2020/2021 winter session).

Department of History Teaching Assistant Award
A $500 award has been made available annually by the Department of History for an outstanding M.A. or Ph.D. student in the Department of History who was nominated for a Killam Teaching Assistant Award. The award is made on the recommendation of the Department of History, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Department of Language and Literacy Education Award in French
Awards are offered annually by the Department of Language and Literacy Education for Bachelor of Education students in the Faculty of Education on the Vancouver and Okanagan campuses who have successfully completed a French course or workshop offered by the Department of Language and Literacy Education. The awards are made on the recommendation of the Department of Language and Literacy Education. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

7917 – University of BC Rehabilitation Sciences Alumni Bursary

Rationale for Proposed Changes
The description has been updated to use the language "Bursaries totalling" to allow for more flexibility when assigning the award.

Current Award Description

Two bursaries of $3,200 each, one to first or second year student in the Master of Physical Therapy Program and one to a first or second year student in the Master of Occupational Therapy Program and are based on financial need, participation in school and community activities, and academic standing. The recommendation is made by a joint faculty-alumni-student committee in consultation with Enrolment Services from the applications received.

Proposed Award Description
Bursaries totalling $6,400 have been made available through an endowment established by the School of Rehabilitation Medicine Undergraduate Society for ~~Two bursaries of $3,200 each, one to~~ first ~~or~~ and second-year ~~student in the~~ Master of Physical Therapy ~~Program~~ and ~~one to a first or second year student in the~~ Master of Occupational Therapy ~~Program~~ students and are based on financial need, participation in school and community activities, and academic standing. The recommendation is made by a joint faculty-alumni-student committee in consultation with Enrolment Services from the applications received.

Annual Awards

Anderson Family Bursary in Business

Rationale for Proposed Changes
More biographical information has been added at the request of the donor.

Current Award Description
Bursaries totalling $25,000 have been made available annually through a gift from Ron Anderson for female students in the Bachelor of Commerce program. Ideally, the bursaries will be assigned to at least three recipients. Three generations of the Anderson Family have received

Bachelor of Commerce degrees from UBC: Ron Anderson (B.Com. 1979), his father, Donald McLeod Anderson (B.Com. 1948) and his daughter, Dominque Anderson (B.Com. 2015). These bursaries were established to help make pursuing an education in business more accessible to female students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Proposed Award Description

Bursaries totalling $25,000 have been made available annually through a gift from Ron Anderson for female students in the Bachelor of Commerce program. Ideally, the bursaries will be assigned to at least three recipients. Three generations of the Anderson Family have received Bachelor of Commerce degrees from UBC: Ron Anderson (B.Com. 1979), his father, Donald McLeod Anderson (B.Com. 1948) and his daughter, Dominique Anderson (B.Com. 2015). These bursaries were established to help make pursuing an education in business more accessible to female students who face financial barriers. The family hopes these students, if and when successful in the future, may give something back to UBC Sauder School of Business to assist female students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

January 21, 2021

From: Suzanne Scott, Assistant Dean, Development & Alumni Engagement, Faculty of Education, UBC

To: UBC Vancouver Senate

Re: The Lando Literary Prize on the Immigrant/Refugee Experience

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Motion: *"That Senate* accept the establishment of the "The Lando Literary Prize on the Immigrant/Refugee Experience" *to be awarded annually according to the attached guidelines."*

Under the *University Act* Section 37.1 (j), power is invested in a university's Senate "to award fellowships, scholarships, exhibitions, bursaries, and prizes" on behalf of the University. The Faculty of Education requests the UBC Vancouver Senate approve the establishment of the Lando Literary Prize on the Immigrant/Refugee Experience.

The Lando Literary Prize on the Immigrant/Refugee Experience was created by Mr. Barry Lando, son of the late Edith Lando, in partnership with the UBC Faculty of Education. The prize will be awarded to a national or international author who has written an outstanding book on the refugee/immigrant experience. The prize is administered by the Faculty of Education. Publishers will submit nominations for the prize, and a shortlist of three titles will be identified before a single winner is selected. The prize will be valued at $2,000 and will be awarded each spring. The inaugural prize will be awarded in spring 2021.

Edith Lando (1917-2003) held senior volunteer leadership roles in many refugee/immigrant support services organizations throughout her lifetime. In December 2019, the Edith Lando Charitable Foundation committed $1 million to support the Lando UBC Professorship in Refugee and Immigrant Youth and Family Counseling. Given the Lando Family's continued interest in supporting refugee and immigrant youth and families, this literary prize is an extension of their generosity and compliments their existing Professorship.

Guidelines for the
Lando Literary Prize on the Immigrant/Refugee Experience
(Administered by the Faculty of Education at the University of British Columbia)

1. Donor Information

The Lando Literary Prize on the Immigrant/Refugee Experience was created by a gift made to the University of British Columbia by Barry Lando.

2. Genesis of the Prize

Barry Lando approached Professor Blye Frank, Dean of the Faculty of Education and Suzanne Scott, Assistant Dean, Development & Alumni Engagement, Faculty of Education, to establish the prize.

3. Purpose of the Prize

The Lando Literary Prize on the Immigrant/Refugee Experience will be awarded annually to a national or international debut author who has written an outstanding work on the refugee/immigrant experience (the "**Purpose**").

The goal of the prize is to ensure the story of struggle and discrimination is honoured and heard by members of the UBC community, and that there is a platform for new writers to be recognized by the publishing community.

4. Monetary Award for Each Prize

One prize of $2,000 will be awarded annually. The prize will first be awarded in spring 2021.

5. Eligibility and Selection

Prize candidate eligibility:

1.1 Must have written a book on the refugee/immigrant experience, may be a translation
1.2 Must be a debut author
1.3 May be either a national or international author

The Faculty of Education is responsible for soliciting nominations, promoting the award and ensuring the winner is awarded the prize by the Dean of the Faculty of Education and Barry Lando at an event hosted by the Faculty of Education.

The Book Prize Selection Jury is comprised of a minimum of three qualified reviewers approved by the Dean of the Faculty of Education or designate, from recommendations

made by the Faculty of Education. There will be at least one UBC representative on the Book Prize Selection Jury. The Prize Selection Jury submits their shortlist and winning title to the Dean of the Faculty of Education or designate for final approval.

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17 March 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: March 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 Arts, Graduate and Postdoctoral Studies (Arts, Commerce and Business Administration, Education, Medicine, and the Peter A. Allard School of Law), and Pharmaceutical Sciences be approved."*

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee

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FACULTY OF ARTS

New courses
FREN 415 (3) French Digital Culture; FREN 480 (3) French Theory; HIST 400 (3) The Practice of Oral History; SPAN 409 (3) From Text to Stage: Topics in Hispanic Theatre; ARTH 210 (3) Byzantium: Arts of an Empire; CNRS 207 (3) Byzantium: Arts of an Empire; FREN 414 (3) The Modern and Contemporary French Novel; FREN 417 (3) Popular Fiction; FREN 455 (3) Creative Writing in French

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses
ASIA 516 (3) Race and Ethnicity in Asian Studies; ASIA 535 (3) Japanese Cinema Studies: Theory and Practice

Commerce and Business Administration

New course
BAEN 509 (3) Applied Methods in Technology Start-ups at CDL

Education

Revised programs
Graduate Certificate in Educational Technology; Graduate Certificate in Technology-Based Learning for Schools (TBLS)

New courses
EDCP 575 (3) Media Education: Curriculum, Pedagogy, and Issues; KIN 597 (3) Practical Applications in High Performance Sport

Revised course
EPSE 688 (1-3) d Seminar in Supervision of School and Applied Child Psychology Practice

Medicine

Revised program
Master of Public Health

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Peter A. Allard School of Law

Revised course
LAW 561 (6) Fundamental Concepts in Tax Law

FACULTY OF PHARMACEUTICAL SCIENCES

New course
PHAR 450 (2-9) d Selected Topics

Revised program
Bachelor of Pharmaceutical Sciences

UNDERGRADUATE – NEW COURSES

FREN – Department of French, Hispanic and Italian Studies (FHIS)
FREN 415 (3) French Digital Culture

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Dec 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 24, 2020 **Contact Person:** Min Ji Kang (Course author: Joël Castonguay-Bélanger) **Phone:** **Email:** fhis.undergrad@ubc.ca and joel.cb@ubc.ca
Proposed Calendar Entry: **FREN 415 (3) French Digital Culture** Contemporary issues and debates on how media and digital technologies have impacted French culture and society. Examines how text, language, and writing are used in digital media. Prerequisite: One of FREN 321, FREN 328 or FREN 329 and one of FREN 402 or FREN 225	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** FREN 415 is a new course proposed as part of an update to our French programs. This will be an optional course for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming). FREN 415 will be offered every other year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French. FREN 415 is an answer to the transformations that have significantly reshaped the field of French Studies, and the humanities in general over the last years. Indeed, during the last decades, we have seen the invention and popularization of a wide assortment of digital technologies and with them, a wide variety of new media forms. These technologies have infiltrated all human practices and are at the centre of 21st-century communication, entertainment, social life, and creative expression; they have changed the ways we read and write, consume, produce, distribute, analyze, conceptualize, and define media and culture. Colleagues and students now fully recognize that our program must provide the opportunity to

	study the impact of digital media and digital objects on French culture and society. With this goal in mind, FREN 415 proposes to examine the ways in which text, language, and writing have been used in contemporary digital media, including e-literature and e-poetry, blogs and websites. Students will get to read a variety of digital works alongside critical readings in new media theory and practice This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming proposal include a name change to *French Language, Literatures and Cultures.* 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. *Notes:* ● *Prerequisite note: A Category 1 proposal for FREN 321 has been submitted in the Faculty of Arts November Category 1 Report.* ● *Prerequisite note: A Category 2 proposal for FREN 402 (renumbering the existing course FREN 225) has been submitted in the Faculty of Arts October Category 2 Report.* **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 480 (3) French Theory

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Dec 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 24, 2020 **Contact Person:** Min Ji Kang (Course author: Farid Laroussi) **Phone:** **Email:** fhis.undergrad@ubc.ca and Farid.Laroussi@ubc.ca
Proposed Calendar Entry: **FREN 480 (3) French Theory** Core ideas of French theorists. Influence of 'French theory' on the social sciences and humanities, focusing on Marxism, feminism, structuralism, deconstruction, postmodernism and postcolonialism. Prerequisite: One of FREN 321, FREN 328 or FREN 329 and one of FREN 402 or FREN 225	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** FREN 480 is a new course proposed as part of an update to our French programs. This will be an optional course for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming). FREN 480 will be offered every other year. As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French. FREN 480 is intended to, in part, replace and go further than the current course *FREN 371 – Introduction to French Literary Theory and Methodology* (which will be removed from the calendar). FREN 480 is designed to provide students with a rigorous grounding in the key theoretical discourses that have animated French intellectual life over the past century. It explores the transformation of social sciences, humanities, in view of theoretical frameworks that include

	Marxism, feminism, structuralism and psychoanalysis, postcolonialism, deconstruction and postmodernism This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming proposal include a name change to *French Language, Literatures and Cultures.* 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. *Notes:* ● *Prerequisite note: A Category 1 proposal for FREN 321 has been submitted in the Faculty of Arts November Category 1 Report.* ● *Prerequisite note: A Category 2 proposal for FREN 402 (renumbering the existing course FREN 225) has been submitted in the Faculty of Arts October Category 2 Report.* ● *A Category 2 proposal to remove FREN 371 from the Calendar will be submitted in the future..* **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 grading** ☐ **Honours/Pass/Fail**

	(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.)

HIST – Department of History
HIST 400 (3) The Practice of Oral History

Category: 1 **Faculty:** Arts **Department:** History **Faculty Approval Date:** Dec 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** 18 August 2020 **Contact Person:** Anne Murphy/Bradley Miller **Phone:** 778-985-5645 **Email:** anne.murphy@ubc.ca or brmiller@mail.ubc.ca
Proposed Calendar Entry: **HIST 400 (3) The Practice of Oral History** The practice, ethics, and politics of oral history. Provides research training, where students design and complete projects based on oral history interviews.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=HIST **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** There is currently no course in the Department of History that focuses on oral history. This course will provide a needed opportunity for students to understand the practice of oral history and gain focused hands-on experience in oral history techniques. The course will enhance offerings in the Department at the fourth-year level, when students have the opportunity to explore either more specific topics or more methodologically oriented classes. Gender, race, and class, for example, are explored at the fourth year-level, as are social and cultural history. **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 grading** ☐ **Honours/Pass/Fail** (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.)

SPAN – Department of French, Hispanic and Italian Studies (FHIS)
SPAN 409 (3) From Text to Stage: Topics in Hispanic Theatre

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Dec 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 29, 2020 **Contact Person:** Min Ji Kang (Course author: Elizabeth Lagresa-González) **Phone:** **Email:** fhis.undergrad@ubc.ca and aelizabeth.lagresa@ubc.ca
Proposed Calendar Entry: **SPAN 409 (3) From Text to Stage: Topics in Hispanic Theatre** Selected areas of study relating to Hispanic Theatre. Consult the Department for this year's offerings. *Prerequisite:* SPAN 221. Or successful completion of a language placement exam or an assessment interview. *Corequisite:* SPAN 302.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** A course offering dedicated to Hispanic theatre would meet students' academic interests on the subject of theatre, drama, and performance. As with the majority of SPAN courses, this course will be taught in Spanish and all course work will be completed in Spanish. Through the study of Hispanic theatre's diverse traditions, in both Spain and Latin America, students will familiarize themselves with the inter-relation between dramatic texts and their stage production, as well as experience literature and language via the immersive practice of performance.

	From the Spanish Golden Age (Lope de Vega, Calderón) to the present (Federico García Lorca, Ariel Dorfman, Lin-Manuel Miranda), theatre has been a central part of Hispanic culture. More broadly, performance, including dance, festivals, and performance art, have been key aspects of communities in both Spain and Latin America. This course enables comparative and theoretical perspectives on this long tradition, unconstrained by temporal or geographic boundaries. It would also enable a consideration as to the nature of the theatre as an institution, drama as a literary genre, and performance as event. This particular course would take advantage of faculty members' expertise on the subject, as the field of Hispanic theatre and drama becomes an increasing strength within the department. It would, further, allow for collaboration with the department of Theatre and Film; for staging student-led performances in either Spanish or English; and for community engagement with theater companies and playwrights based in Vancouver. The department currently only has one course (404: "Topics in Hispanic Cinema") that is defined in terms of genre or form. In principle, in the future, if faculty or student interest arose, we could add more (e.g. on visual arts, poetry, the novel, etc.). **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.)

UNDERGRADUATE – NEW COURSES

ARTH – Department of Art History, Theory and Visual Art

ARTH 210 (3) Byzantium: Arts of an Empire – Cross-listed with CNRS 207

Category: 1 **Faculty:** Arts **Department:** AHVA **Faculty Approval Date:** Jan. 21, 2021 **Effective Session:** W **Effective Academic Year:** 2021-22	**Date:** October 22, 2020 **Contact Person:** Greg Gibson **Phone:** 2-1282 **Email:** greg.gibson@ubc.ca
Proposed Calendar Entry: **ARTH 210 (3) Byzantium: Arts of an Empire** Art, architecture, and material culture of the Byzantine Empire situated in the eastern Mediterranean (c. 300-1453); focus on social and cultural contexts of artistic production, including interactions with neighboring cultures. *Equivalency:* CNRS 207	**URL:** http://www.calendar.ubc.ca/Vancouver/courses.cfm?code=ARTH **Present Calendar Entry:** None **Type of Action:** Add new ARTH course, and equivalency with new course CNRS 207. **Rationale for Proposed Change:** The course is a much-awaited expansion of course offerings in Art History. By focusing on Byzantium, the course provides a broad geographic and temporal framework that brings into light the diversity of the classical and post-classical worlds. The course continues to expand our department's lower-level offerings as part of a strategy to increase Majors by generating possibilities for lateral connection with other courses of study (e.g., CNERS, HIST, African Studies minor, Religious studies minor, etc.). The course will simultaneously be offered under both codes, as is currently the case for ARTH 331/CLST 331 and ARTH 332/CLST 332. ☐ **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 grading** ☐ **Honours/Pass/Fail** (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.)

CNRS – Department of Classical, Near Eastern and Religious Studies (CNERS)
CNRS 207 (3) Byzantium: Arts of An Empire – Cross-listed with ARTH 210

Category: 1 **Faculty:** Arts **Department:** CNERS **Faculty Approval Date:** Jan. 21, 2021 **Effective Session:** W **Effective Academic Year:** 2021-22	**Date:** October 22, 2020 **Contact Person:** Matthew McCarty **Phone:** 6-5613 **Email:** matthew.mccarty@ubc.ca
Proposed Calendar Entry: **CNRS 207 (3) Byzantium: Arts of an Empire** Art, architecture, and material culture of the Byzantine Empire situated in the eastern Mediterranean (c. 300-1453); focus on social and cultural contexts of artistic production, including interactions with neighboring cultures. *Equivalency:* ARTH 210	**URL:** http://www.calendar.ubc.ca/Vancouver/courses.cfm?code=ARTH **Present Calendar Entry:** None **Type of Action:** Add new CNRS course, and equivalency with new course ARTH 210. **Rationale for Proposed Change:** The Department of Classical, Near Eastern and Religious Studies (CNERS) has recently worked to redefine our program outcomes and is in the process of curricular redesign. The proposed course *ARTH 210 (3) Byzantium: Arts of an Empire* is a course in the Department of Art History, Visual Art and Theory that is equally relevant to students taking Art History and to students taking Near Eastern Studies. The proposed course CNRS 207, with the same title, will be identical to ARTH 210. A cross-listing with a separate CNRS code signals to

	students that ARTH 210 is thematically, methodologically, and in subject-matter a continuation of the CNRS curriculum. By focusing on Byzantium, the course provides a broad geographic and temporal framework that brings into light the diversity of the classical and post-classical worlds. Current cross-listings between other ARTH and CNRS courses have been successful in drawing students from both programs (more so than when they are listed separately) and it allows us to maintain a student-centered and accessible interdisciplinarity in our undergraduate program. Such interdisciplinarity was specifically highlighted in our department discussion of program outcomes; establishing this course will help build towards that goal. The course will simultaneously be offered under both codes, as is currently the case for ARTH 331/CLST 331 and ARTH 332/CLST 332. ☐ **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 – Department of French, Hispanic and Italian Studies (FHIS)
FREN 414 (3) The Modern and Contemporary French Novel

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Jan. 21, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 24, 2020 **Contact Person:** Min Ji Kang (Course author: Robert Miller) **Phone:** **Email:** fhis.undergrad@ubc.ca and robert.amiller@ubc.ca
Proposed Calendar Entry: **FREN 414 (3) The Modern and Contemporary French Novel** Major historical, social and artistic movements reflected in representative novels published in France from the 19th Century to the present. *Prerequisite:* One of FREN 321, FREN 328 or FREN 329, and one of FREN 402 or FREN 225	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** FREN 414 is a new course proposed as part an update to our French programs. This will be an optional course for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming). As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French. FREN 414 proposes to study the formal and thematic developments of the French novel since the 19th century, focusing on the relationship between writers and readers, innovations in the novel's form, and the engagement of fiction with history. Students will read several canonical novels that have durably influenced the history of the genre in France discuss them, and learn to write critically about its form and function. This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming proposal include a name change to *French Language, Literatures and Cultures.* 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. **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 417 (3) Popular Fiction

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Jan. 21, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 24, 2020 **Contact Person:** Min Ji Kang (Course author: Patrick Moran) **Phone:** **Email:** fhis.undergrad@ubc.ca and patrick.moran@ubc.ca
Proposed Calendar Entry: **FREN 417 (3) Popular Fiction** Popular genres in modern French fiction, including science fiction, crime, romance, fantasy and historical fiction. Aesthetic characteristics, historical context and cultural relevance. *Prerequisite:* One of FREN 321, FREN 328 or FREN 329, and one of FREN 402 or FREN 225	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** FREN 417 is a new course proposed as part an update to our French programs. This will be an optional course for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming). As with the majority of FREN

	courses, this course will be taught in French and all course work will be completed in French. The rise of mass media in the 19th and 20th centuries and the development of literacy in the West led to the popularization of new forms of fiction that were long dismissed as 'low' culture – from *penny dreadfuls* to *pulp magazines* and *romans de gare* – and have only become objects of academic study in recent decades. French attitudes towards popular fiction are particularly paradoxical: France has long been at the forefront of mass literature, with the swashbuckling historical fiction of Alexandre Dumas, the social melodramas of Eugène Sue, the proto-science fiction of Jules Verne, the gory horror shows of the Grand-Guignol theatre and the prominent Franco-Belgian school of *bande dessinée*; yet the divide between "high" and "low" culture is particularly strong in French public discourse. FREN 417 explores French popular fiction through representative examples of its major genres (crime, horror, historical fiction, fantasy, science fiction, romance, etc.) and of its different periods, from the serial novels of the July Monarchy to the cutting edge of present-day bestsellers. This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming proposal include a name change to *French Language, Literatures and Cultures.* 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. **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 455 (3) Creative Writing in French

Category: 1 **Faculty:** Arts **Department:** Dept of French, Hispanic & Italian Studies **Faculty Approval Date:** Jan. 21, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** September 24, 2020 **Contact Person:** Min Ji Kang (Course author: Patrick Moran) **Phone:** **Email:** fhis.undergrad@ubc.ca and patrick.moran@ubc.ca
Proposed Calendar Entry: **FREN 455 (3) Creative Writing in French** Theory, techniques and practice of creative writing in French in a variety of genres. *Prerequisite:* FREN 321 and FREN 402 or FREN 225	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale for Proposed Change:** FREN 455 is a new course proposed as part an update to our French programs. This will be an optional course for all students enrolled in the Major, Minor and Honours programs (proposal forthcoming). As with the majority of FREN courses, this course will be taught in French and all course work will be completed in French. FREN 455 – the only course in creative writing offered to students enrolled in the French program at UBC – offers students who have reached a high level of skill in French the opportunity to use the

	language in a creative context, experimenting with various genres and forms, including fiction (both mainstream and genre fiction), poetry, creative non-fiction, stage play, screenplay and graphic novel. In keeping with the language of the course, there will be an emphasis on forms that are particularly prevalent in the French speaking-world: modern ones such as auto-fiction, theatre of the absurd, surrealist automatic writing or bande dessinée, but also historical forms like classical versification, aphorisms or fables. The course therefore allows students to hone their creative writing skills while also exploring French literature in a novel way, from behind the scenes, so to speak. This course proposal is one part of a broader curriculum renewal initiative. The proposed program updates that will be submitted in an upcoming proposal include a name change to *French Language, Literatures and Cultures.* 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. **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.)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education **Department:** N/A (MET Program) **Faculty Approval Date:** Nov. 19, 2020 **Effective Session (W or S):** S **Effective Academic Year:** 2021	**Date:** January 24, 2020 **Contact Person:** Dr. Teresa Dobson **Phone:** 604-822-8365 **Email:** teresa.dobson@ubc.ca
Proposed Calendar Entry: **Graduate Certificate in Educational Technology** The Graduate Certificate in Educational Technology (GCET) is intended for professionals who are responsible for managing and designing education and educational resources for online and blended learning in all learning contexts and at all levels (early childhood to adult). Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.). 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 fifteen certificate credits towards completion of the M.E.T. degree. **Certificate Requirements** Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken.	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0 **Present Calendar Entry:** ~~**Graduate Certificate in Technology Based Distributed Learning (TBDL)**~~ ~~Networked multimedia technologies are impacting on both conventional classroombased teaching and distance education. Technology-based teaching is being used more and more for distributed learning which makes flexible access possible for both on-campus and off-campus students. The Graduate Certificate in TechnologyBased Distributed Learning (TBDL) is designed for professionals and educators responsible for managing, designing, or instructing technology-based courses for post-secondary or adult learners.~~ Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.). ~~Students in the TBDL certificate program may apply for admission to the M.E.T. and transfer up to five certificate courses towards completion of the degree program.~~ **Certificate Requirements**

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. 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.	Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken. 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. 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. **Type of Action:** Change the name of the Graduate Certificate in Technology-Based Distributed Learning or TBDL to ***Graduate Certificate in Educational Technology***. **Rationale for Proposed Change:** Presently there are two graduate certificates offered through MET, described below: ***Graduate Certificate in Technology-Based Distributed Learning (TBDL)*** Augment your skills in managing, designing or teaching courses supported by digital media for post-secondary or adult learners. ***Graduate Certificate in Technology-Based Learning for Schools (TBLS)*** Augment your skills in managing, designing or teaching courses supported by digital media for school-aged students. 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.

THE UNIVERSITY OF BRITISH COLUMBIA

	We are proposing to re-name the TBDL Certificate to the ***Graduate Certificate in Educational Technology*** and discontinue/halt admissions to the TBLS Certificate in anticipation of archiving the latter (see below).

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education **Department:** N/A (MET Program) **Faculty Approval Date:** Nov. 19, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2020	**Date:** January 24, 2020 **Contact Person:** Dr. Teresa Dobson **Phone:** 604-822-8365 **Email:** teresa.dobson@ubc.ca
Proposed Calendar Entry: **Graduate Certificate in Technology-Based Learning for Schools (TBLS)** **Please note, this program is no longer accepting new admissions.** 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. Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.). 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. **Certificate Requirements** Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken. Students must also complete one of the following core ETEC courses: ETEC 510, ETEC 511, ETEC 512. The remaining	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0 **Present Calendar Entry:** **Graduate Certificate in Technology-Based Learning for Schools (TBLS)** 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. Admission, including language proficiency requirements, will be the same as for the Master of Educational Technology (M.E.T.). 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. **Certificate Requirements** Students must complete five ETEC courses (15 credits). ETEC 500 is required and must be one of the first two courses taken. 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.

three courses may be selected from all available ETEC courses. 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.	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. **Tuition Fees** 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. **Type of Action:** Add notation re: discontinuance of admission to this program in anticipation of eventual archiving (per proposal above). **Rationale for Proposed Change:** As outlined in the previous request, presently there are two graduate certificates offered through MET, described below: ***Graduate Certificate in Technology-Based Distributed Learning (TBDL)*** Augment your skills in managing, designing or teaching courses supported by digital media for post-secondary or adult learners. ***Graduate Certificate in Technology-Based Learning for Schools (TBLS)*** Augment your skills in managing, designing or teaching courses supported by digital media for school-aged students. 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. We are proposing to re-name the TBDL

	Certificate to the ***Graduate Certificate in Educational Technology*** and discontinue/halt admissions to the TBLS Certificate in anticipation of archiving it.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** School of Population and Public Health **Faculty Approval Date:** September 25, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021	**Date:** October 7, 2020 **Contact Person:** Dr. Paul Kershaw **Phone:** 604 761 4583 **Email:** paul.kershaw@ubc.ca
Proposed Calendar Entry: **Master of Public Health** The M.P.H. is a two-year **(6 term)** non-thesis program with a 12-week, full-time practicum. **M.P.H students will develop competencies related to the following themes:** • **Colonization & public health** • **Ethics & public health practice** • **Statistics for public health practice** • **Qualitative data for public health practice** • **Epidemiological methods** • **Social determinants of health** • **Climate change, environment & One Health** • **Policy** • **Economics** • **Evaluation** • **Knowledge translation** • **Leadership**	**URL:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,204,828,1420#17864 **Present Calendar Entry:** **Master of Public Health** The M.P.H. is a two-year non-thesis program with a 12-week, full-time practicum. ~~The program is available in two formats:~~ ~~The M.P.H. program is available in two formats:~~ • ~~Traditional classroom-based curriculum: on-campus classes scheduled on a Monday to Friday timetable.~~ • ~~Distributed learning (DL) format: This format will be suspended as of the 2019-2020 academic year to undergo review and evaluation. For current DL students (i.e. those admitted to the DL format prior to this intake), courses will continue to run as three full-day classes on campus, one day per month, scheduled on Thursday, Friday, Saturday or Sunday. An additional 15 hours of curriculum is online for each course. Courses will be scheduled so that classes for three or four separate courses can take place over three extended weekends in a term.~~

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Program Requirements

The M.P.H. **is** a two-year non-thesis degree consisting of a minimum of **60** credits. **Students must take 36 credits of core courses related to the above core themes.**

The MPH program identifies courses that satisfy these requirements on its website < Link to: https://www.spph.ubc.ca/programs/mph/current-students/program-requirements/>.

Students are required to successfully complete 18 additional course credits, to be selected in consultation with their Program Director or Manager. See the program website for pathways by which students can fulfill these elective credits.

In addition, students must complete a 12-week, full-time-equivalent practicum worth 6 credits.

Further information about pathways to complete the program curriculum is available on the MPH website <Link to: https://www.spph.ubc.ca/programs/mph/>.

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Program Requirements

The M.P.H. is a two-year non-thesis degree consisting of a minimum of ~~42~~ credits:

- ~~**21 core, required credits**~~
  - ~~SPPH 400~~
  - ~~SPPH 500~~
  - ~~SPPH 502~~
  - ~~SPPH 503~~
  - ~~SPPH 504~~
  - ~~SPPH 525~~
  - ~~SPPH 553~~

- ~~**9 core, elective credits (pick 3 from below list)**~~

  - ~~SPPH 522~~
  - ~~SPPH 527~~
  - ~~SPPH 538~~
  - ~~SPPH 540~~
  - ~~SPPH 542~~
  - ~~SPPH 545~~
  - ~~SPPH 547~~

- ~~**6 elective credits**~~

- ~~**6 practicum credits (SPPH 508)**~~

~~Students must also complete the Faculty of Medicine Responsible Conduct of Research course. We encourage students to take courses beyond the program requirements in order to gain additional knowledge in public health. For more information about requirements, please refer to the MPH website.~~

Type of Action:

Change to MPH program credit requirements and required courses.

	Rationale for Proposed Change: The Covid-19 pandemic has drawn global attention to the vital work performed by public health, along with the breadth of interdisciplinary activities delivered by our profession. We anticipate that interest in, and demand for, public health training will grow in the short- and medium-term from prospective students who bring more diversity in training and professional experience, as well as from a broader range of prospective employers. The UBC MPH program is responding to this historical moment by revamping how we use existing strengths in the School of Population & Public Health (SPPH) to deliver optimal education for trainees. This upgrade will ensure UBC maximizes its potential to train more of the future workforce to have the breadth and depth of competencies now demanded of public health by our cities, province, country and the globe – all while advancing Faculty of Medicine and UBC strategic goals. Consultation with SPPH leadership, faculty and students reveals there is opportunity to strengthen our MPH program. We aim to: ✓ Further differentiate the MPH as a "professional" program from other Masters-level research programs in the SPPH. ✓ Broaden and deepen the curriculum to reflect this "professional" focus, in keeping with recommendations from the Public Health Agency of Canada, the Agency for Public Health Education Accreditation, the Association of Schools and Programs of Public Health, and the Council on Education for Public Health. ✓ Capture the breadth and depth of faculty expertise within the SPPH, which intentionally brands itself

	around our unique focus on "population" and "public" health. ✓ Provide the breadth and depth of training sought by current and recent students. ✓ Acknowledge that major competitor programs, including U of T and McGill, organize their curriculum around more credits than does our program, and take advantage of this opportunity for our UBC MPH. ✓ Integrate into core curriculum new content that focuses on the impact of colonization on public health, and the place of reconciliation in health promotion, in response to commitments to Truth and Reconciliation in Canada and at UBC. We are proposing to eliminate the formal Quantitative Admissions requirement. The program continues to have a strong focus on quantitative skills in our admissions process. However, we have learned in recent years that the narrow way in which this skill was "quantified" in the calendar, especially in regards to GRE scores, did not serve the students well when demonstrating their skills. Nor did it serve our staff well, because so much time is absorbed dealing with "exceptions" from candidates. Nor did it serve our admissions committee well, because a review of transcripts, grades and courses taken can provide committee members with ample guidance. We will continue to ensure candidates demonstrate that they possess the required quantitative skills to succeed in the program, but will implement this requirement with greater flexibility to account for the many ways potential applicants could obtain these skills. We are proposing to remove language around the Distributed Learning format

	from the calendar. We no longer have students who are completing their entire MPH degree via Distributed Learning format. We are now moving to a more blended learning format and do not expect to offer Distributed Learning courses in future years.

BRIEFING NOTE

Date: December 15, 2020

To: Faculty of Medicine

From: Dr. Paul Kershaw, Program Director, Master of Public Health, SPPH
Kaitlyn Shannon, Senior Education Manager, SPPH

Re: **Master of Public Health Curriculum Renewal Proposal**

OBJECTIVE

The School of Population and Public Health is renewing the Master of Public Health program. It aims to bring the changes into effect in time to welcome its next cohort in September 2021.

UNIQUE HISTORICAL CONTEXT

The COVID-19 pandemic has drawn global attention to the vital work performed by public health. We anticipate that interest in, and demand for, public health training and expertise will grow in the short- and medium-term. The MPH program wishes to take advantage of this unique historical context to offer a renewed and reinvigorated MPH program, which will ensure UBC maximizes its potential to deliver optimal education to public health trainees. The new program will offer the breadth and depth of competencies now demanded of public health professionals by our cities, province, country and globe.

BUILDING FROM STRENGTH

The proposed program revisions build on the strong foundations of our current MPH program:

- Without any advertising budget, the program receives 300-400 applicants each year from BC, Canada and abroad, who compete for 40 spots in the program
- Approximately 50% of our highest ranked applicants routinely accept our admissions offers.
- Traditional public health employers, including the BC Centre for Disease Control, often regard UBC students to be well-trained by comparison with other BC competitor MPH programs.

SUMMARY OF PROGRAM CHANGES

- The MPH will shift from 42 to 60 credits, in line with major competitor programs such as University of Toronto and McGill, which organize their MPH curriculum around the equivalent of 60 UBC credits.
- No changes to tuition installment amount. However, we expect that the majority of students will complete the program in 6 installments (up from the current 4-5), which will result in a budget increase for the program. This change is in line with the current calendar entry, which indicates that MPH students must pay a minimum of 3 installments and the continuing fee is assessed after 6 installments. The Faculty of Medicine Financial Model estimates that this change will increase the annual SPPH budget by between $137,000 to $158,000 each year over the next decade.
- The program will include a 36-credit “core” curriculum, which adds more breadth in order to keep pace with recommendations from accreditation and professional bodies like the Public Health Agency of Canada (PHAC); the European-based Agency for Public Health Education Accreditation

(APHEA); the Council of Education for Public Health (CEPH); and the Association of Schools and Programs of Public Health (ASPPH).

- In addition to the "core" curriculum, students will complete the remaining credits via a 6-credit practicum and a "default pathway" of 12 additional credits in Epidemiology and Biostatistics (drawing on our School's historic strength in these areas), along with 6 credits of electives.
- With permission from the program, alternate pathways may be tailored for students in intersecting programs or with a specific focus in other areas of public health, including the Public Health and Preventative (PHPM) Medicine Residency Program, the School of Nursing, health economics , etc.
- ***These changes can be delivered entirely with existing SPPH courses.***

RATIONALE FOR THESE PROPOSED CHANGES

Consultation with SPPH leadership, faculty, students and the public health ecosystem reveals the proposed changes will achieve the following goals:

- Differentiate the MPH as a "professional" program from other Masters-level research programs in the SPPH. In particular, there now is too little distinction between curriculum in the MPH and the MSc in Population & Public Health.
- Broaden and deepen the curriculum to reflect this "professional" focus, in keeping with recommendations from the Public Health Agency of Canada, the Agency for Public Health Education Accreditation, the Association of Schools and Programs of Public Health, and the Council on Education for Public Health.
- Integrate into core curriculum new content that focuses on the impact of colonization on public health, and the place of reconciliation in health promotion, in response to commitments to Truth and Reconciliation in UBC, BC and Canada.
- Capture the breadth and depth of faculty expertise within the SPPH, which intentionally brands itself around our unique focus on "population" and "public" health.
- Building on the broader core curriculum, create new opportunities for the MPH to offer pathways of specialization in various sub-disciplines within public health.
- Provide the breadth and depth of training sought by current and recent students.
- Acknowledge that major competitor programs, including the University of Toronto and McGill, organize their curriculum around the equivalent of 60 UBC credits, and take advantage of this opportunity for our UBC program.
- Create additional value for students to make it worthwhile for them to pay all six installments of tuition around which the MPH is budgeted and marketed as a two-year degree.

MITIGATING RISKS FROM INCREASED CREDITS

- The MPH program does not anticipate significant negative impacts resulting from increasing the credit requirement from 42 to 60.
- Although the current MPH program is marketed as a 2-year program, most students complete their program requirements within 4 or 5 terms. With the new curriculum, we expect most students to complete the program in 6 terms. This aligns with how the program is currently marketed, and with the maximum number of installments referred to in the calendar before the continuing fee is charged.
- We also do not anticipate any changes to enrollment or to our target student audience. Currently, students admitted to the MPH program are a mixture of those with several years of professional experience and students who recently completed their undergraduate degrees. We expect the new MPH program will continue to appeal to both groups. The McGill and University of Toronto

programs are organized around the equivalent of 60 UBC credits, and we are not aware of any adverse impact to their applicant pool. That said, we will monitor carefully for any adverse impact on the pool of candidates applying as returning professionals. We are well prepared to develop mitigation strategies if needed.

- Some may worry that the increase in credits may make it more difficult for other UBC programs, like the PHPM Residency program or the School of Nursing, to collaborate with the MPH program. However, while we are increasing the number of credits to which MPH-only students will be exposed during their 2 years with us, we will also be creating more flexibility for students in joint programs to receive credit toward their MPH degree based on work completed in the partner program. For instance, the MPH renewal (with 60 credits) will make it possible for PHPM residents to complete their degree requirements in single calendar year, whereas this is not possible in the current curriculum of 42 credits. See "Program Intersectionality" below for more information.

APPENDIX A: Core Competencies

The renewed MPH curriculum will require students to develop competencies related to the following core themes:

1. Colonization & public health
2. Ethics
3. Statistics for public health practice
4. Qualitative data for public health practice
5. Epidemiological methods
6. Social determinants of health
7. Climate change, environment & One Health
8. Policy
9. Economics
10. Evaluation
11. Knowledge translation
12. Leadership

APPENDIX B: Core Courses

The following existing SPPH courses will allow MPH students to fulfill their core competency requirements. Some students (for example, PHPM residents) will work with the program leadership to pursue alternative pathways to fulfill the core requirements.

- 536: Aboriginal People & Public Health: Ethics, Policy and Practice
- 538: Application of Ethical Theories in the Practice of Public health
- 400: Statistics for Health Research
- 519: Qualitative Methods in Health Research Design
- 502: Epidemiological Methods 1
- 527: Social Determinants of Health
- 522: Topics in Environmental Health or 535: Principles of Occupational & Environmental Hygiene
- 542: Canadian Health Policy or 547: Health Care Priority Setting
- 546: Intro to Health Economics or 541: Economic Evaluation
- 540: Program Planning & Evaluation or 541: Economic evaluation
- 581N: Knowledge to Action in Population Health or 552 Risk & Communication in Public Health

- 526: Leadership in Public Health

Courses used to fulfill these competencies will be reviewed and updated regularly, as recommended by the Association for Schools and Programs of Public Health.

APPENDIX C: MPH Program Review and Revision Process

The MPH path to program renewal has been organized around a multi-phase process over multiple years. To date:

- ✓ Competitor program scan.
- ✓ Review of competencies/content recommended by PHAC, APHEA, CEPH and ASPPH.
- ✓ Consultation with the Office of the Provost and Vice-President Academic.
- ✓ Consultation with the SPPH Epidemiology and BioStats Division, which has responsibility for current core curriculum.
- ✓ Consultation with SPPH Education Program Directors.
- ✓ Routine consultation with the SPPH Associate Director for Education.
- ✓ Consultation with the SPPH Director.
- ✓ Strategic Investment Fund grant from the Faculty of Medicine to explore whether accreditation is a valuable option for either the SPPH, or some of its programs, including the MPH.
- ✓ Consultation with individual SPPH faculty members responsible for teaching content and competencies that relate to PHAC, APHEA, CEPH and ASPPH recommendations. Priority was given to engaging faculty who teach curriculum that is absent from current core courses.
- ✓ Consultation with, and support from, Allison Rayner, Strategic Curriculum Services, UBC Centre for Teaching, Learning and Technology.
- ✓ SPPH Faculty Forum focused on MPH Curriculum Renewal.
- ✓ MPH competency mapping survey with input from SPPH faculty teaching 30+ different courses.
- ✓ Two annual surveys of MPH students, and two in-person student forums.
- ✓ Endorsement from Faculty whose courses will be drawn on for teaching content and competencies in the new core.
- ✓ Faculty feedback to a June 2020 MPH Renewal Discussion Paper
- ✓ Faculty feedback to an August 2020 MPH Renewal Discussion Paper
- ✓ Faculty feedback to a September 2020 MPH Renewal Discussion Paper
- ✓ Review of Faculty feedback at the September 2020 meeting of Educational Program Directors. Consensus among Program Directors, the Associate Director for Education, and the SPPH Director that the vision for renewal is ready to bring to the Faculty of Medicine for approval.
- ✓ Consultation with other UBC programs in and outside of the FoM, including the School of Nursing, the Faculty of Dentistry, the Department of Economics, the School of Public Policy & Global Affairs, and the Institute for Resources, Environment & Sustainability.
- ✓ Review by the Faculty of Medicine Finance committee, Educational Committees (GPEC), the Dean's Advisory Council (DEX), and the Committee of Department Heads and School Directors.

APPENDIX D: Guidance from Professional & Accreditation Bodies

The Public Health Agency of Canada (PHAC) identifies seven categories of core competencies for public health: public health sciences; assessment and analysis; policy and program planning, implementation and evaluation; partnerships, collaboration, advocacy; diversity; communication; leadership. See: https://www.canada.ca/en/public-health/services/public-health-practice/skills-online/core-competencies-public-health-canada.html

The European-based Agency for Public Health Education Accreditation (APHEA) echoes these categories in its recommendations for core curriculum, including methods in public health; population health and its determinants; health policy, economics and management; along with health education and promotion. These categories of core curriculum are to be examined in light of a list of "cross-disciplinary themes" identified at: https://www.aphea.be/Pages/A2.CURRICULA/Curriculum_core_areas.html

The Council on Education for Public Health (CEPH) – the North American accreditation body – provides a thematic breakdown for core competencies that aligns with PHAC: evidence-based approaches to public health; public health and health care systems; planning and management to promote health; policy in public health; leadership; communication; interprofessional practice; and system's thinking. See https://storage.googleapis.com/media.ceph.org/wp_assets/2016.Criteria.pdf, p. 17

Intersecting with these competencies, CEPH also identifies 12 learning objectives grounded in "foundational public health knowledge" that relate to the "profession and science of public health," as well as "factors related to human health." See https://storage.googleapis.com/media.ceph.org/wp_assets/2016.Criteria.pdf, p. 15

The Association of Schools and Programs of Public Health emphasizes that the MPH is an applied, professional degree. A professional degree implies more emphasis on research translation competencies than on research production skills. This emphasis creates room to balance training in technical knowledge and analytical competencies with training in change competencies to implement improvements in public health. See https://s3.amazonaws.com/aspph-wp-production/app/uploads/2015/02/MPH1.pdf

The ASPPH recommends that the competencies taught in MPH programs should be updated regularly, understood to be "inherently interdisciplinary," aligned with employer expectations, and should anticipate a declining percentage of employers will be in traditional public health agencies and centres for disease control.

Category: 1

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** Dec. 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021	**Date:** September 16, 2020 **Contact Person:** Sheryl Lim (Course author: Christina Yi) **Phone:** 2-0019 **Email:** sheryl.lim@ubc.ca and christina.yi@ubc.ca
Proposed Calendar Entry: **ASIA 516 (3) Race and Ethnicity in Asian Studies**	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA **Present Calendar Entry:** None **Type of Action:** New course **Rationale for Proposed Change:** Although the Department of Asian Studies offers several graduate seminars on (post)colonialism as well as region-specific courses that take up the topic of race, there are no courses that deal specifically with the major theories, historical shifts, and sociopolitical dimensions of race and ethnicity in Asia. In the early summer of 2020, the department released a Statement on Racial Violence and Racial Injustice in which we committed to undertaking new initiatives to reflect on our particular connections to anti-Black and anti-Indigenous racism. This course will contribute to the curricula changes proposed in the Statement and help our graduate students situate their research, career aspirations, and identity positions in relation to the inextricable and ongoing structures of race. **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.)

Category: 1

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** Dec. 17, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-22	**Date:** October 16, 2020 **Contact Person:** Sheryl Lim (Course author: Colleen Laird) **Phone:** 2-0019 **Email:** sheryl.lim@ubc.ca and colleen.laird@ubc.ca
Proposed Calendar Entry: **ASIA 535 (3) Japanese Cinema Studies: Theory and Practice**	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA **Present Calendar Entry:** None **Type of Action:** New course **Rationale for Proposed Change:** At the graduate level in Asian Studies, many students are interested in popular visual culture texts (e.g. film, anime, manga, and video games). However, without backgrounds or training in media studies, students analyze narratives without fully understanding aspects of form. Moreover, even though the everyday experiences of our students are saturated daily with visual media in a variety of forms, many students have received no instruction in visual analysis. This course steps in to fill this gap by providing a thorough grounding on how to observe and describe audiovisual details and then hone those observations into a focused, argument-driven analysis. In this graduate-level ASIA course, students analyze and research Japanese texts (inclusive of film and media); however, students write in English and participate in discussions in English. As with all graduate courses with the ASIA subject code, a fluent level of language competences in the subject area are assumed. **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.)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Commerce **Faculty Approval Date:** 2020 Dec 21 **Effective Session (W or S):** W **Effective Academic Year:** 2021	**Date:** October 6th, 2020 **Contact Person:** Jenny Chan/ Kin Lo **Phone:** 604 827 1731/604 822 8430 **Email:** jenny.chan@sauder.ubc.ca kin.lo@sauder.ubc.ca
Proposed Calendar Entry: **BAEN 509 (3) Applied Methods in Technology Start-ups at CDL** *This course is not eligible for Credit/D/Fail grading*	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=BAEN **Present Calendar Entry:** **None** **Type of Action:** Create new course **Rationale for Proposed Change:** This course has been offered for several years as BAEN 580B Special Topics in Business: Creative Destruction Lab. We now want to offer this course as a permanent course. ☐ **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:** N/A – graduate course ☐ **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.)

THE UNIVERSITY OF BRITISH COLUMBIA

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):** S **Effective Academic Year:** 2021	**Date:** March 9, 2020 **Contact Person:** Marina Milner-Bolotin **Phone:** **Email:** Marina.Milner-Bolotin@ubc.ca
Proposed Calendar Entry: **EDCP 575 (3) Media Education: Curriculum, Pedagogy, and Issues**	**URL:** NA **Present Calendar Entry:** NA **Type of Action:** Create New Course. **Rationale for Proposed Change:** The Department of Curriculum and Pedagogy offers a range of courses within its Media and Technology Studies Education program. The Department specializes in advanced research and studies related to curriculum and pedagogy in school systems across the world. The rationale here is to regularize an advanced Media Education course for graduate studies. Media Education and literacy are among the most relevant challenges to "official" knowledge and represent key movements in the sociology of curriculum. Hence, this course meets the demands and needs of advanced students in Media and Technology Studies Education and from various other disciplines. Components of the course were initially and successfully piloted under a special topics number (CUST 565) and under ETEC 531 (e.g., 2013, 2016). ☐ **Not available for Cr/D/F grading (undergraduate courses only)** NA **Rationale for not being available for Cr/D/F:** NA ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** NA

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education **Department:** School of Kinesiology **Faculty Approval Date:** Nov 19, 2020 **Effective Session (W or S):** S **Effective Academic Year:** 2021	**Date:** October 13, 2020 **Contact Person:** Dr. Maria Gallo **Phone:** 604-822-5084 **Email:** maria.gallo@ubc.ca
Proposed Calendar Entry: KIN 597 (3) Practical Applications in High Performance Sport Apply and reflect on professional competency within existing coach or leader context in relevant High Performance sport environment.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=KIN **Present Calendar Entry:** n/a **Type of Action:** New Course **Rationale for Proposed Change:** Currently, students in the Graduate Certificate in High Performance Coaching and Technical Leadership (HPCTL) program take KIN 598 - Directed Field Studies in Sport and Physical Activity Agencies as one of the program's required courses. KIN 598 is a course also taken by students in other Kinesiology graduate programs. The needs of these two sets of students (Kinesiology and HPCTL graduate students) have diverged and a unique course for students in the HPCTL program is required. KIN 597 will replace KIN 598 as a required course for HPCTL students. It will enable these students to apply and reflect on professional competency within an existing coach or leader context in a relevant High Performance sport environment. ☐ **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: Education **Department:** ECPS **Faculty Approval Date:** Nov 19, 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2021-2022	**Date:** October 6, 2020 **Contact Person:** Laurie Ford **Phone:** 2-0091 **Email:** laurie.ford@ubc.ca
Proposed Calendar Entry: **EPSE 688 (1-3) d Seminar in Supervision of School and Applied Child Psychology Practice** **Pass/Fail.** *This course is not eligible for Credit/D/Failing grading.* *Prerequisite:* Restricted to students in the School **and Applied Child** Psychology Ph.D. Program *Co-Requisite:* EPSE 661.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=EPSE **Present Calendar Entry:** **EPSE 688 (~~3/6~~) d Supervision of School Psychology Practice** ~~Instruction and practice in the supervision of school psychology.~~ *This course is not eligible for Credit/D/Fail grading.* *Prerequisite:* Restricted to students in the School Psychology Ph.D. Program. **Type of Action:** Change course name, course focus, and course credits to EPSE 688 (1-3) d Supervision of School and Applied Child Psychology Practice **Rationale for Proposed Change:** Two years ago we revised the curriculum and renamed the School and Applied Child Psychology (SACP) program. We reduced the total required credits in the program and restructured our practicum requirements and program sequence. As a result, we have separated the practical component of our supervision training (formerly a part of EPSE 688 for 3 credits) from the didactic component (proposed in this revision with the option of a 1-credit version of EPSE 688). This is consistent with training in clinical supervision in other School and

	Applied Child Psychology doctoral programs in Canada. Students will now complete the practical component of their supervision training in their doctoral practicum course (EPSE 661). The change requested here is to remove the practical component of the course and have EPSE 688 focus only on the didactic seminar. Didactic training in graduate clinical supervision is required as a part of our program accreditation from the Canadian Psychological Association. By removing the practical component from EPSE 688, the seminar will now typically be for 1 credit. However we would like for students to have the option of taking the seminar up to three times for additional professional growth and support given their professional goals. Thus the change 1 to 3 credits requested, reflects the change in work load but also allows students to receive credit for additional seminar experiences if they elect additional training beyond the program requirement of one credit.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: LAW **Department:** **Faculty Approval Date:** 19/11/2020 **Effective Session (W or S):** S **Effective Academic Year:** 2021	**Date:** January 6, 2021 **Contact Person:** David Duff/Kerstin Walter **Phone:** **Email:** duff@allard.ubc.ca/ walter@allard.ubc.ca
Proposed Calendar Entry: **LAW 561 (6) Fundamental Concepts in Tax Law** Introduction to key concepts in comparative and Canadian tax law. **Credit will be granted for only one of LAW 407 or LAW 506 or LAW 561.** *This course is not eligible for Credit/D/Fail grading.*	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=LAW **Present Calendar Entry:** **LAW 561 (~~3~~) Fundamental Concepts in Tax Law** Introduction to key concepts in comparative and Canadian tax law. *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** Change credits from 3 to 6; add credit exclusion. **Rationale for Proposed Change:** The Allard School of Law has been offering the Master of Laws in Taxation (LLMT), for which Law 561 serves as an introductory course, since 2014. One of the steps taken following an external review of the program in 2019 was to greatly reduce the number of mandatory courses in order to allow students more flexibility to choose courses based on their career interests. Law 561 was maintained as the only mandatory course, with the number of credits increased from 2 to 3. While this minor increase allowed for more content to be covered, it remains insufficient to provide the kind of comprehensive foundation in tax law concepts, provisions and judicial decisions that is ideal in a graduate tax program. Laying this type of foundation is particularly important since the LLMT program accepts both students with a law degree and those with a background in accounting combined with relevant work experience. Furthermore, although it was

originally anticipated that the course would be mostly a refresher for students who already had significant knowledge of Canadian tax law, our experience over the first several years of the program suggests that very few students have that background; instead, most have backgrounds in tax accounting or tax law of other jurisdictions. The elimination of other mandatory courses has put added pressure on the introductory course to provide this kind of comprehensive foundation.

Currently, LAW 561 is taught as an intensive course in 10 days at the end of August. In Summer 2021 the course will be changed to a fully online course delivered during the second summer term (July-August). The proposed increase in the number of credits from 3 to 6, along with a new delivery method and change of start date, would allow more in-depth discussion and reflection upon topics addressed in the current course, as well as additional content regarding the computation of different kinds of income, including timing issues, which are reviewed very briefly in the current 3-credit version. It will also allow for regular evaluation and feedback throughout the course, which is impossible in the context of an intensive course taught over 8-9 days.

As part of this change, LLMT students would no longer be permitted to enrol in Law 506/Law 407, the basic 4-credit tax law course that covers material that would be addressed in an expanded Law 561.

☐ **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.)

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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences **Department:** BPSc **Faculty Approval Date:** 17 Dec 2020 **Effective Session (W or S):** W **Effective Academic Year:** 2020-21	**Date:** 04 December 2020 **Contact Person:** Rayda Sheikh **Phone:** n/a **Email:** rayda.sheikh@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences > Degree Requirements	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1673 **Present Calendar Entry:** Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences > Degree Requirements
Degree Requirements The Bachelor of Pharmaceutical Sciences degree requires successful completion of the prescribed curriculum in Years One through Four as described in the table(s) below. B.P.Sc. with Honours (B.P.Sc. (Hons)) requires additional credit in Year Three and Year Four as described below.	**Degree Requirements** The Bachelor of Pharmaceutical Sciences degree requires successful completion of the prescribed curriculum in Years One through Four as described in the table(s) below. B.P.Sc. with Honours (B.P.Sc. (Hons)) requires additional credit in Year Three and Year Four as described below.

Year One – Mandatory Courses	
BIOL 112	3
One of BIOL 153 or BIOL 155	6 (8)
One of CHEM 111 or CHEM 121[1]	4
CHEM 123[1]	4
WRDS 150	3
One of MATH 100, MATH 102, MATH 104, MATH 120, MATH 180 or MATH 184	3 (4)
One of MATH 101, MATH 103, MATH 105, or MATH 121	3 (4)
PHAR 180	1
Elective	3

Year One – Mandatory subjects	
BIOL 112	3
One of BIOL 153 or BIOL 155	6 (8)
One of CHEM 111 or CHEM 121	4
CHEM 123	4
WRDS 150	3
One of MATH 100, MATH 102, MATH 104, MATH 120, MATH 180 or MATH 184	3 (4)
One of MATH 101, MATH 103, MATH 105, or MATH 121	3 (4)
PHAR 180	1
Elective	3

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Total for Year One	**30 (34)**	**Total for Year One**	**30 (34)**
Year Two – Mandatory Courses		**Year Two – Mandatory Subjects**	
CHEM 211[1]	4	CHEM 211	4
CHEM 233[1]	3	CHEM 233	3
CHEM 235[1]	1	CHEM 235	1
MICB 202	3	MICB 202	3
PHAR 202	3	PHAR 202	3
PHAR 203	4	PHAR 203	4
PHAR 204	3	PHAR 204	3
PHAR 205	3	PHAR 205	3
PHAR 280	3	PHAR 280	3
STAT 200[2]	3	STAT 200[1]	3
Total for Year Two	**30**	**Total for Year Two**	**30**
Year Three – Mandatory Courses		**Year Three – Mandatory subjects**	
PHAR 302	3	PHAR 302	3
PHAR 303	3	PHAR 303	3
PHAR 304	4	PHAR 304	4
PHAR 305	3	PHAR 305	3
PHAR 306	3	PHAR 306	3
PHAR 307	4	PHAR 307	4
PHAR 308	3	PHAR 308	3
PHAR 370	3	PHAR 370	3
PHAR 380	1	PHAR 380	1
Electives[3]	3 (6)	Electives[2]	3 (6)
Total for Year Three	**30 (33)**	**Total for Year Three**	**30 (33)**
Year Four – Course-based Option		**Year Four – Course-based option**	
PHAR 470	3	PHAR 470	3
PHAR 480	3	PHAR 480	3
Electives[4]	24	Electives[3]	24
Total for Year Four	**30**	**Total for Year Four**	**30**

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Minimum Total for Program **120** [1] Due to the direct impact of the COVID-19 pandemic on the BPSc curriculum, a student who was admitted into Year 1 of the BPSc Program in the 2020/2021 academic year is granted the opportunity to complete their Year 1 and Year 2 (100-/200-level) required Chemistry courses before they enter into Year 4 of the program. Please refer to the Department of Chemistry's COVID impact on CHEM courses page for the latest updates regarding chemistry courses. a. CHEM 110 and 115 may substitute for CHEM 111. CHEM 120 and CHEM 115 may substitute for CHEM 121. b. CHEM 130 and CHEM 135 may substitute for CHEM 123. c. CHEM 210 and 215 may substitute for CHEM 211. [2] BIOL 300 may be substituted for students who meet the prerequisite requirements. [3] Students that declare Honours may take an extra 3 Credits of electives in Year Three. [4] No more than 10 credits of Electives may be taken outside of the Faculty of Pharmaceutical Sciences for credit towards B.P.Sc. in Year Four in the Course-based option.~~.~~ Bachelor of Pharmaceutical Sciences Experiential Options in Year Four …	**Minimum Total for Program** **120** [1] BIOL 300 may be substituted for students who meet the prerequisite requirements. [2] Students that declare Honours may take an extra 3 Credits of electives in Year Three. [3] No more than 10 credits of Electives may be taken outside of Pharmaceutical Sciences for credit towards B.P.Sc. in Year Four in the Course-based option.. Bachelor of Pharmaceutical Sciences Experiential Options in Year Four … **Type of Action:** Add a new footnote under the course table on the "Degree Requirements" page for the Bachelor of Pharmaceutical Sciences Program. All existing footnotes have also been amended to reflect the addition of this new footnote. A few grammar and phrasing edits were also made (highlighted). **Rationale for Proposed Change:** The COVID-19 pandemic has directly impacted the available offerings of Chemistry courses at UBC. As the curriculum of the Bachelor of Pharmaceutical Sciences (BPSc) includes these impacted chemistry courses, and hence impacts the completion of degree requirements, the new policy footnote has been developed as a response to this. The footnote informs students of the accepted chemistry course substitutions and the extension of course completion of these courses, as well as clearly states that the policy only applies to BPSc students who are in Year 1 of the program during the 2020/2021 academic year.
	URL: **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1672**

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Proposed Calendar Entry:

Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences > Academic Recognition, Promotion, and Continuation

Academic Recognition, Promotion, and Continuation

Dean's List

…

Scholarships and Awards

…

Class Standing at Graduation

…

Promotion Requirements

Students are reminded that they are subject to the University's Advancement Regulations.

In order to progress from one year-level standing to the next, a student must successfully complete the required courses as outlined in the Degree Requirements table[1]. These may include transfer credit as well as credit earned through exchange. Year-level standing impacts a student's eligibility for specializations and courses, and is one of the factors considered when registration dates are set. Promotion is evaluated annually upon completion of the Winter Session.

[1] Promotion into Year 2 and Year 3 of the program will be granted to a student who has completed all other necessary program requirements but has not obtained credit for the Year 1 and Year 2 (100-/200-level) required chemistry courses as a direct result of the COVID-19 pandemic impact on these courses. A student must complete these required chemistry courses to be granted promotion into Year 4 of the program. This policy only applies to a student who was admitted into Year 1 of the BPSc program in the 2020/2021 academic year.

Present Calendar Entry:
Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences > Academic Recognition, Promotion, and Continuation

Academic Recognition, Promotion, and Continuation

Dean's List

…

Scholarships and Awards

…

Class Standing at Graduation

…

Promotion Requirements

Students are reminded that they are subject to the University's Advancement Regulations.

In order to progress from one year-level standing to the next, a student must successfully complete the required courses as outlined in the Degree Requirements table. These may include transfer credit as well as credit earned through exchange. Year-level standing impacts a student's eligibility for specializations and courses, and is one of the factors considered when registration dates are set. Promotion is evaluated annually upon completion of the Winter Session.

Continuation Requirements

…

Type of Action:
Add a new footnote under the "Promotion Requirements" section of the "Academic Recognition, Promotion, and Continuation" page for the Bachelor of Pharmaceutical Sciences Program.

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Continuation Requirements …	**Rationale for Proposed Change:** The COVID-19 pandemic has directly impacted the available offerings of Chemistry courses at UBC. As the curriculum of the Bachelor of Pharmaceutical Sciences (BPSc) includes these impacted Chemistry courses, and hence impacts the completion of degree requirements, the new policy footnote has been developed as a response to this. The footnote informs students that given that all other necessary program requirements are fulfilled, they will be able to progress to the next year-level standing without the completion of the COVID-19 impacted Chemistry courses within the prescribed schedules timelines. Students will need to however complete all prescribed curriculum Chemistry course requirements to be promoted into Year 4 of the program. This footnote also clearly states that the policy only applies to BPSc students who are in Year 1 of the program during the 2020/2021 academic year.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Pharmaceutical Sciences **Department:** **Faculty Approval Date:** 28 Jan 2021 **Effective Session (W or S):** S **Effective Academic Year:** 2021	**Date:** 20 January 2021 **Contact Person:** Abby Collier **Phone:** 7-2380 **Email:** abby.collier@ubc.ca
Proposed Calendar Entry: PHAR 450 (2-9) **d** Selected Topics *This course is not eligible for Credit/D/Fail grading.*	**URL:** PHAR **Present Calendar Entry:** N/A **Type of Action:** Reinstate deleted course **Rationale for Proposed Change:** PHAR 450 will be used to pilot new electives in the context of the Bachelor of Pharmaceutical Sciences degree. Initial topics have not been identified; however, examples of possible topics include pharmaceutics and drug design; drug metabolism; pharmacokinetics; pharmacological analysis; drug-host interactions; etc. A Selected Topics course is necessary to provide an opportunity for the program to gauge interest in a potential elective course prior to formalizing the offering with its own course number. We anticipate that the Selected Topics course will be used to pilot 3-cr elective courses, and wish to allow a student to take up to a maximum of 9 credits under this course number. Although we believe we will create only 3-credit topics courses, we acknowledge that the possibility can exist for a topic to require fewer than 3 credit-hours to deliver, and are proposing a 2- to 9-credit range. No units outside of the Faculty of Pharmaceutical Sciences are affected by this proposed course. Because of the nature of this course, a sample syllabus and library consultation is not required. [X] **Not available for Cr/D/F grading (undergraduate courses only)**

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	Rationale for not being available for Cr/D/F: Bachelor of Pharmaceutical Sciences students are not permitted to take any credits under the Credit/D/Fail grading scheme. ☐ **Pass/Fail or grading** ☐ **Honours/Pass/Fail**

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17 March 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Effective Date for Course Code Changes (approval)

The Okanagan and Vancouver Senate Curriculum Committees met jointly to consider a proposal from the IRP Student, Records & Advising Team. In July 2020 the Senates approved in principle the differentiation of course codes by a campus identifier following the subject code, and that such approach be applied to all course codes on both campuses at UBC effective as of the date of the launch of Workday Student. However, further analysis by the IRP Student group determined this effective date resulted in various negative downstream impacts to students, examples of which are included in the attached memo. After exploring a number of options, it was decided that backdating the course code change in Workday Student to July 1, 2005 would result in the fewest negative impacts.

The following is recommended to Senate:

Motion: *"That the addition of _O and _V to course codes from July 1, 2005 onwards be approved."*

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

8 February 2021

To: Okanagan & Vancouver Senate Curriculum Committees

From: IRP Student, Records & Advising Team

Re: *Effective date for course code changes*

The IRP Student team is seeking approval from the Okanagan and Vancouver Senate Curriculum Committees to backdate, in the Workday system only, the addition of _O and _V to course codes to July 1, 2005.

The Senate Curriculum Committees previously approved the addition of _O and _V to the end of all course codes, effective as of the date of the launch of Workday Student. (Note: the course code field in the current SIS is not able to handle enough characters to accommodate the change prior to Workday going live.) With this arrangement, in Workday where currently a course exists on each campus that uses the same subject code and number, the *historical* versions of both of those courses would be mapped to a single course definition. As of the go live date of Workday and onwards, those courses would each have their own course definition as the subject codes would be differentiated with the _O and _V.

As the IRP Student team continued to prototype with the above assumptions, negative downstream impacts were discovered including: inaccurate academic requirements, inaccurate course requisites, inaccurate grade replacements, impacts on course repeatability rules, and more administrative work to perform overrides (eligibility, academic requirements, repeats, returning historical students). After exploring a number of options, it was decided that backdating the course code change in Workday to July 1, 2005 would have the least negative impact to students.

One disadvantage of this backdating is that it technically changes the historical record. Student records containing these courses will not match the Academic Calendar archives; a process for handling this may need to be developed. The IRP Student team and those consulted (including Kate Ross, Fred Vogt, and Chris Eaton) did not feel that this outweighed the issues that would be encountered with the current decision including.

The proposed date was chosen as it holds meaning and historical relevance with the opening of the Okanagan Campus. By the time Workday Student is live, there will be few active students that would have pre-2005 courses on their record. Consideration was given to backdate the change to 1992 when student records became electronic, but the additional number of students it would advantage was thought to be few. Also, since rules in Workday will not be configured back earlier than 2005, backdating to 1992 would not improve the issues around rules and requirements.

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17 March 2021

To: Vancouver Senate

From: Senate Research and Scholarship Committee

Re: Revised Criteria for GREx Institutes and Centres

The Research and Scholarship Committee received a request from the Office of the Vice-President, Research and Innovation to review the revised criteria for Global Research Excellence (GREx) Institutes and Centres.

The Committee has discussed the matter and recommends the following:

Motion: *"That Senate approve the revised criteria for Global Research Excellence (GREx) Institutes as set out in the attached.*

Respectfully submitted,

Dr. Guy Faulkner, Chair
Senate Research and Scholarship Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Vice-President, Research & Innovation

UBC GREx Institutes and Centres Characteristics

In 2016, the Vancouver Senate recognized the Global Research Excellence (GREx) category of Institutes and Centres (see Appendix 1). This category of Institutes and Centres aims to "advance excellence in research, to integrate fundamental and translational research, and to allow these Institutes to realize their full potential for excellence and impact" (Memo from Provost to Senate, April 25, 2016, see Appendix 1). Since the inception of the category, two UBC Institutes have been granted the GREx designation:

- the Stewart Blusson Quantum Matter Institute (in 2016)
- the Bio-products Institute (in April 2020)

It is anticipated that the Language Sciences Institute will be requesting GREx status in 2021.

GREx institutes receive addition support in the form of financial contributions, communications, government relations, philanthropy, etc.

Based on the four years of experience with the GREx designation and structures, a revised set of characteristics are proposed for the Vancouver Senate's consideration.

Appendix 1 contains the existing Senate-approved criteria for GREx institutes. A description of the motivation for the changes is provided later in this briefing.

Proposed Characteristics

The proposed characteristics are as follows.

GREx Institutes and Centres must meet the **existing** criteria of UBC Vancouver Senate approved Institutes and Centres:

- foster ongoing graduate programs of collaborative research and teaching of an inter-Faculty, interdisciplinary nature, and serve as incubators for nurturing such programs;
- bring together a critical mass of scholars from several disciplines and areas of specialization;
- may exist for an extended period;
- offer an institutional platform from which to apply for grant support or for financial support outside of UBC;
- provide a means of fostering cooperation between scholars in the same research area at other universities, institutions, community, private sector, etc.;
- provide a means to sponsor and organize interdisciplinary lectures, conferences, symposia, colloquia and workshops; and
- attract post-doctoral fellows, visiting professors, adjunct professors and other scholars wishing to undertake interdisciplinary research at UBC.

In addition, GREx Institutes and Centres must:

- demonstrate that the research conducted by the Institute or Centre is considered to be amongst the top 5 globally by measures appropriate to the domains of research and scholarship;
- have long-term (5-7 years) external funding (e.g., federal grants, philanthropic support, etc.) available to support research excellence at the time the GREx is established;
- track and demonstrate excellence across key measures, including: 1) research inputs (e.g., external funding, research chairs, scholarships and fellowships); and 2) research outputs (e.g., publications, books, awards and prizes, intellectual property, training of highly qualified personnel); 3) impacts (e.g., academic (development of new knowledge; collaborations or partnerships), social (policy, processes, increasing quality of life, health, or creative output), and economic (industrial partners, inventions and patents, spin-off companies, licenses)) and 4) the diversity of individuals associated with the Institute;
- demonstrate a track record of commitment to equity, diversity and inclusion;
- have an international academic advisory board.
- have a strategic research plan endorsed by Institute membership, the Institute's international academic advisory board, and an advisory council to the VPRI comprised of both internal and external members;
- have an Academic Director who reports to Dean(s) on academic matters and the Dean(s) and VPRI (dotted line) on GREx matters;
- have an internal research committee who establishes and maintains an Institute strategic research plan;

Furthermore:

- nominations for GREx status are by agreement between Director of the Institute, a Dean or Deans, and the Vice-President Research and Innovation;
- an Institute shall lose GREx designation if the Institute or Centre does not meet GREx characteristics, or sustainable funding is not maintained;
- loss of status as a GREx Institute shall be guided by input from an external review and shall be made on recommendation to Senate by a Dean or Deans and/or the Vice-President Research and Innovation; and
- loss of GREx status does not preclude the unit continuing to exist if desired by a Faculty or Faculties.

Regular review of an Institute will be guided by Senate policy (e.g., once every five years). Reviews may inform a decision to request a removal of GREx standing to Senate. A major review of external funding associated with a GREx institute may usefully coincide with, but should not replace, regular reviews.

Motivation for Changes

The proposed changes on the characteristics of GREx Institutes or Centres are made to:

- remove a strong connection to specific large federal funding competitions while maintaining the expectation that multi-year external funding is available.
- enable Institutes or Centres to use appropriate research and scholarship measures to argue they are world-leading.

- broaden language to be more inclusive of a broad range of research and scholarship by indicating an Academic Director rather than a Scientific Director.
- remove an authority to "recruit faculty into approved tenure-track positions within a department/Faculty to fulfill the mandate and vision of the Institute". This is handled within the established processes and structures of the Departments and Faculties which sponsor the Institute.
- strengthen the importance of a demonstrated commitment to equity, diversity and inclusion.
- clarify the oversight to ensure Deans are primarily responsible for academic matters and the VPRI is primarily responsible for oversight on GREx status. These responsibilities can intersect, for example, when aligning the strategic plan of an Institute with opportunities for external funding. The expectation is that the Deans and VPRI will work collaboratively in the best interests of the Institute on intersection issues.
- clarify the need to be internationally situated with an international academic advisory board and the need for Institute and Centre participation in the research direction via an internal research committee.
- Align expectations for periodic external review with established Vancouver Senate guidelines and review guidelines guided by external funders.

Relationship to Research Excellence Clusters

Strategy 6 in UBC's Next Century Strategic Plan, Collaborative Clusters, focuses on enabling interdisciplinary clusters of research excellence in pursuit of societal impact. One way in which this strategy is being supported is through research excellent clusters. Annually, a competition (with peer-review) is held for emerging and established research clusters. The funding to clusters can be used primarily for activities related to non-direct costs of research, such as holding workshops, engaging grant writing support, etc.

One way of viewing the GREx Institutes is as the top-tier of research excellence clusters, providing multiple years of support instead of requiring an annual application. A GREx Institute need not have come through the research excellence cluster program.

Table 1 outlines defining characteristics for research excellence clusters and GREx Institutes.

	Research Excellence Cluster Tier		
	Emerging Cluster	**Established Cluster**	**GREx Institute**
Research Leadership	Emerging leadership in a field of research	International recognition in a field of research	Global leadership in a field of research
Knowledge Exchange	Has a defined pathway linking outcomes to impact	Has demonstrated some knowledge exchange activities	Has a track record of sustained and successful knowledge exchange activities
Impact	Research shows evidence of strong academic impact	Research shows strong academic impact and shows excellent potential for societal impact.	Research demonstrates world-leading impact (academic, societal, etc.)

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Office of the Vice-President, Research & Innovation

Funding	Has a history of some group funding	Shows evidence of significant group funding with the potential for self-sustainability	Has a pathway towards fiscal sustainability and achievable milestones towards success

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Vice-President, Research & Innovation

Appendix 1 – Existing Vancouver Senate Approved GREx Institute and Centre Characteristics

MEMORANDUM

Date: 25 April 2016

To: Senate, Vancouver

From: Angela Redish, Provost and Vice-President Academic

Re: **Creation of Global Research Excellence Institutes and recognizing the Quantum Matter Institute as the first example**

Recommendation:

I recommend that Senate approve and recommend to the Board of Governors the establishment of Global Research Excellence (GREx) Institutes or Centres to be housed within a Faculty or a group of Faculties effective July 1, 2016: and

I recommend that Senate approve and recommend to the Board of Governors that the Quantum Matter Institute become the first Global Research Excellence effective July 1 1,2016.

Background

UBC Institutes and Centres are constituted under Senate guidelines and exist within one disciplinary Faculty or an affiliation of Faculties. Institutes or Centres have the following characteristics:

1. foster ongoing graduate programs of collaborative research and teaching of an inter-Faculty, interdisciplinary nature, and serve as incubators for nurturing such programs;
2. bring together a critical mass of scholars from several disciplines and areas of specialization;
3. may exist for an extended period of time;
4. offer an institutional platform from which to apply for grant support or for financial support outside of UBC;
5. provide a means of fostering cooperation between scholars in the same research area at other universities, institutions, community, private sector, etc.;
6. provide a means to sponsor and organize interdisciplinary lectures, conferences, symposia, colloquia and workshops; and
7. attract post-doctoral fellows, visiting professors, adjunct professors and other scholars wishing to undertake interdisciplinary research at UBC.

Governance of Institutes and Centres at UBC have been previously defined:
(see http://senate.ubc.ca/vancouver/policies/status-institutes-centres)

Nothing in this memorandum changes the previously approved policies.

Proposal

It is proposed to create a new category of Institutes or Centres (Institutes will be used in this document, but should be understood to include Centres), termed Global Research Excellence (GREx) Institutes. The goal of GREx Institutes is to advance excellence in research, to integrate fundamental and translational research, and to allow these Institutes to realize their full potential for excellence and impact.

The GREx Institute model aims to integrate the philosophies and proven best practices of world-leading research organizations such as the Michael Smith Laboratories at UBC ("…a strong emphasis on interdisciplinary interaction and overlap of interest…"), the Max Planck Institutes ("insight must precede application");, the Broad Institute of the Massachusetts Institute of Technology and Harvard ("Act nimbly, Work boldly, Share openly, Reach globally"), the Fraunhofer Institutes ("Dedicated to the future..").

In addition to the normal features and governance of Institutes and Centres at UBC, the key features of a GREx Institute are:

- They are nominated for GREx status by agreement between Director of the Institute, a Dean or Deans, and the Vice-President Research and International before a funding competition
- Formal designation as a GREx status is conditional on receiving major external funding such as the Canada First Research Excellence Fund or similar major national or international funding, and approval by Senate
- Typically multi-Faculty, although a single-Faculty unit is not precluded
- Led by a Scientific Director who reports to a Dean or Deans
- They will have the authority to recruit faculty into approved tenure-track positions within a department/Faculty to fulfill the mandate and vision of the institute
- They will have an open, flat and non-hierarchical culture that commits to equity and inclusion, to track equity metrics, measure and monitoring success
- They have an international research advisory board, and a research strategy committee,
- They monitor risks, have clear criteria for success. They must demonstrate and track excellence across key metrics, including: 1) research inputs (external funding, research chairs, scholarships and fellowships); and 2) research outputs (publications, books, awards and prizes, intellectual property, training of highly qualified personnel); and 3) impacts (academic (collaborations or partnerships), social (policy, processes, increasing quality of life, health, or creative output), and economic (industrial partners, inventions and patents, spin-off companies, licenses))
- An Institute will lose GREx designation if the criteria above are not met, or sustainable funding is not maintained
- Loss of status as a GREx Institute will be made on recommendation to Senate of a Dean or Deans and the Vice-President Research and international.
- Loss of GREx status does not preclude the unit continuing to exist if desired by a Faculty or Faculties

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17 March 2021

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: Restricting Use of Remote Invigilation Tools with Automated Recording and Algorithmic Analysis of Data Captured

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The Senate Teaching and Learning Committee has considered best practices and recommendations regarding remote invigilation. The Committee has also carefully considered the significant concerns raised about equity, racial discrimination and privacy specifically associated with the type of remote invigilation tools involving the use of automated recordings and algorithmic analysis of data captured during invigilation. After consulting widely and carefully considering a broad set of issues that were raised in the feedback gathered, the committee has concluded that unacceptable equity and racial discrimination concerns exist when remote invigilation tools involve the use of automated recording and algorithmic data analysis. The Committee acknowledges that, in some cases, accrediting bodies for some professional programs do require the use of remote proctoring software and thus recommends restricting the use of this specific type of remote invigilation tools to only those cases.

The Senate Teaching and Learning Committee recommends the following:

Motion: *"That Senate approve in principle the Guiding Principles for Remote Invigilation and direct the Faculties to restrict the use of remote invigilation tools that involve automated recording and algorithmic analysis of data captured during invigilation to only cases explicitly requiring 'remote proctoring software' by external accreditation bodies, effective immediately.*

Respectfully submitted,

Dr. Joanne Fox, Chair
Senate Teaching and Learning Committee

GUIDING PRINCIPLES FOR FALL 2020 COURSE ADAPTATIONS | AREA OF FOCUS

Principles for appropriate use of remote invigilation tools

Preamble

With the move to (mostly) online teaching and learning, a number of courses have begun to use software that can support the invigilation of exams remotely. The principles in this document were developed by a working group[1] of students, faculty, and staff to provide guidance on the appropriate use of such tools as one of several approaches to supporting academic integrity.

As with the high-level **Guiding Principles for Fall 2020**, we start from the foundation that decisions about how to adapt courses for an online environment should be grounded in care and compassion for everyone involved in teaching and learning, including students, faculty, TAs, and staff. The principles below also focus on transparency, keeping students informed about the purpose and functionality of remote invigilation tools. They emphasize that accessibility and flexibility are key, and are about more than access to tools but also the capacity of individual students to use them. Due to varying situations, including health issues, family circumstances, geographical location, and more, some students will face more barriers to using these tools than others. Making fair decisions does not mean treating everyone in the same way; fairness requires flexibility, and individual circumstances must be considered to make fair decisions.

Students have expressed significant and reasonable concerns about some forms of remote invigilation, especially the use of Proctorio.[2] Due to technical difficulties and concerns about equity, privacy, ethics and more (as discussed below), students have experienced additional levels of stress when writing examinations. These concerns should be taken seriously and addressed to the greatest extent possible in decisions about whether and how to use such tools. Keep in mind the broad and system-wide commitments that UBC has made to supporting an equitable and inclusive learning environment, including the **Inclusion Action Plan**, the **Indigenous Strategic Plan**, the **Respectful Environment Statement**, and the **UBC Wellbeing Strategic Framework**.

At the same time, there are important reasons for using remote invigilation tools in some courses and programs, such as for accreditation requirements, and to promote academic integrity. Academic integrity is for the collective benefit: It supports the value and integrity of a UBC degree for students, the university, and those outside the institution. Though academic integrity can be supported in multiple ways, some of which are discussed below, invigilation of exams taken online can, in some cases, be a necessary part of a suite of efforts. **We recommend considering other approaches to academic integrity first, however, and limiting the use of remote invigilation tools where possible.**

[1]Membership: Dante Agosti-Moro, Steven Barnes, Simon Bates, Kieran Forde, Christina Hendricks, Shivani Mehta, Stephen Michaud, Peter Ostafichuk, Catherine Rawn, Chanel Soo, Qian Wang, Greg Werker, Georgia Yee, Justin Zheng

[2]Facing student privacy concerns, UBC maintains relationship with Proctorio www.ubyssey.ca/news/ubc-maintains-proctorio-relationship/

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Note that the university has some legal duties that are relevant to online invigilation tools. For students who are registered with the Centre for Accessibility and eligible for exam accommodations, the university has a legal duty to provide those accommodations. If students have concerns about the use of remote invigilation tools that may be related to a disability, please refer them to the **Centre for Accessibility (CfA)**. It is also helpful to remind students more broadly about the support options available, such as the CfA, so that they do not need to self-disclose their particular health or wellbeing issues to the instructor or TA if they prefer not to. In addition, where a request for an academic concession has been found to be based on a **protected grounds**[3] covered by the BC Human Rights Code, the University has a duty to grant an academic concession[4].

THERE ARE THREE CENTRALLY-SUPPORTED SOFTWARE TOOLS FOR REMOTE INVIGILATION AT UBC:

- **Proctorio**
- **Respondus Lockdown Browser**
- Invigilation through **Zoom**

The principles below apply to all of these tools (as well as others that may be used in particular faculties), but most are related to Proctorio. Proctorio is one approach to addressing concerns around identity verification, preventing the use of prohibited materials, the receipt of unauthorized assistance, and unauthorized duplication of exam materials. However, it is important to recognize that Proctorio, like any other tool, cannot entirely solve these issues; there are ways to get around the controls of any tool. While recognizing that the vast majority of students will not resort to such measures, raising student awareness of academic integrity in the context of remote exams can help to inhibit low-effort, and possibly unintentional, breaches.

Principles

The foundation of these principles is the first high-level guiding principle on the **Guiding Principles for Fall 2020 document**: **"Approach course adaptation decisions with a commitment to compassion and care for everyone involved."** This includes focusing on how decisions impact wellness, equity and inclusion, including for students, TAs, faculty, and staff. With that in mind, we offer the following principles:

1.0

Take students' concerns about remote invigilation seriously and weigh them carefully in the decision of whether to use these tools or not, which tools to use, and how they are implemented (e.g., through instructor-controlled settings).

a) Consider how remote invigilation tools may create additional barriers and introduce inequities in the online learning atmosphere. Algorithmic remote proctoring software may disproportionately flag students with disabilities, those with invisible physical and mental health needs that may not have been discussed with the instructor, and students with dependents. In addition, there may be access issues for students in rural communities with limited internet access, and students of ethnic backgrounds that differ from the data set the algorithm is based off may face difficulties entering exams. Refer to Principle 10.0 regarding

[3]The BC Human Rights code prohibits discrimination based on "race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age."

[4]Where a request for an academic concession has been found to be based on a protected ground covered by the BC Human Rights Code, the University has a duty to grant an academic concession unless doing so will create undue hardship (as that term has been interpreted under BC law) for the university. Other university policies may apply in these circumstances (see Related Board Policies SC7 and SC17; Joint Board and Senate Policy LR7; Senate Policy J-136).

supporting students who are not able to use the tool due to accessibility issues. Take students' concerns seriously to foreground equitable and accessible assessment methods.

b) Having cameras (and sometimes microphones) on during an exam, while students are in their living spaces, also raises privacy concerns since instructors and other students wouldn't otherwise be able to see these spaces or hear what is happening in them.

c) Remote invigilation tools can lead to added stress for students beyond what they might otherwise experience in an in-person exam, which can affect their performance. For example, with Proctorio (or tools with similar functionality), worries about being 'flagged' for behaviour that may be acceptable in an in-person exam (e.g., looking away to think or use scratch paper, going to the washroom), or that aren't under one's control (e.g., students having to work in spaces where family members are making noise in the background or technical problems during timed exams) can add significant additional stress during an exam.

d) It is best for student concerns to be addressed at the most local level (i.e., the instructor), so consider having a 'virtual open door' practice in which you encourage students to reach out early with concerns and be open to listening to them carefully so that students will not be afraid to raise them. Addressing and attempting to resolve issues early can help avoid further complications that could be more difficult to resolve later.

2.0

Take a balanced approach to maintaining academic integrity rather than only focusing on enforcement, including:

a) Have meaningful conversations with students around the importance of academic integrity, recognizing that terms such as "academic integrity", "plagiarism" and "cheating" can be understood and learned differently across educational systems in the world.

b) Always assume learning is the key goal rather than that students will make every attempt to engage in academic misconduct when they can.

c) Learn about ways to re-design courses and assessments to promote integrity and reduce or eliminate the need for remote invigilation. One-on-one consultations with learning designers at the CTLT are available through the **Online Teaching Program**, and they can help provide suggestions and advice for redesigning assessments for specific courses. See also:

- Principle 5 in the **Guiding Principles for Fall 2020 courses** document
- **Alternatives to remotely proctored exams** on the *Keep Teaching* website, including a longer guide to **Alternatives to In-Person Exams (PDF)**
- **The Centre for Teaching, Learning and Technology's Online Teaching Program** (OTP) module on assessment, and resources from a **workshop on academic integrity** during the OTP
- Video of **workshop from UBC Skylight on academic integrity**
- **Suggestions from the Remote Assessment Guidebook** (Peter Ostafichuk, UBC)
- **Academic Integrity Faculty Resources** (multiple UBC authors, UBC Vancouver Chapman Learning Commons)
- E-CORE **Guide to Academic Integrity in Remote, Unproctored Exams** (Engineering Collaboration for Online and Remote Education, Canadian Engineering Education Association)

3.0

Carefully consider whether any alternatives for promoting academic integrity can meet the needs of your course before deciding to use tools for remote invigilation. While such tools may be used to fulfill accreditation requirements in some programs, where this is not the case, prioritize using alternatives where possible. Consider asking students for suggestions on how to promote academic integrity, and see 2(c) above for resources that discuss alternatives, such as:

a) Redesigning assessments so that students must synthesize and apply information rather than only recall it; this may allow for exams to be "open book"

b) Reducing reliance on high-stakes exams in favour of multiple smaller-stakes assessments

c) Discussing with students why academic and scholarly integrity is important, how it works in your discipline, and how they are joining a scholarly community that is guided by integrity principles

d) Sharing with your students a new UBC module on Canvas, **Introduction to Academic Integrity** (a UBC Campus-Wide Login is required to enrol)

4.0

The decision to use remote invigilation tools, as well as the responsibility to communicate the rationale for doing so and how they work, should not be left to TAs; this must be done by the instructor(s), course coordinator(s), department heads, or others responsible for the design and/or delivery of the course.

5.0

If remote invigilation tools are to be used in a course, this should be stated in the syllabus, with a rationale provided for why that approach and tool was chosen. An explanation of pedagogical choices is always valuable, and this allows students who do not wish to use tools like Proctorio to drop the course if they can. Be sure to return to this rationale in communications to students throughout the term, particularly shortly before exams.

Some example language is provided below, with further examples in Appendix 1.

SAMPLE PARAGRAPH FOR SYLLABUS: *This course uses Proctorio for Midterm #1, Midterm #2, and the final exam. This tool was chosen in order to address accreditation requirements and maintain academic integrity for tracking academic progress of individual students. For more information, please refer to the* ***UBC Proctorio Student Guide.*** *If you require accommodations for accessibility needs or technical/connectivity issues, please contact the Centre for Accessibility or your Enrolment Services Advisor.*

6.0

Schedule a practice test using the tool before the drop deadline, to allow students a chance to test whether they have the necessary equipment and network capability and to get familiar with the process. See the **UBC Proctorio Instructor Guide** for more suggestions on practice exams using Proctorio.

7.0

Be sure to schedule enough time for setup and possible technical issues during an exam with remote invigilation tools. As noted on the **UBC Proctorio Instructor Guide,** let students know that you will add extra time to the "time limit" setting (the amount of time students will have to complete the exam once they start), and at least 30 minutes to the "available from/until" setting (the amount of time the exam will be open until it auto-submits).

a) Include language about how students can get support outside of Proctorio or Lockdown Browser, such as if they have questions about interpretation of exam content or an impactful typo in a test question, for which students may need real-time support. Who do students contact and how quickly can they get the answers they need?

8.0

For remote invigilation through videoconference (e.g., Zoom), **students must not be asked to show their ID card with their full student number in a session with other students present,** although this could be done in a private breakout room with only a teaching assistant or instructor present. UBC Skylight has detailed **guidance for invigilating exams using Zoom,** including several options for identity checks.

9.0

Explain to students as clearly as possible what the tool does and what that means for them during and after an exam. Focus on providing information in order to reduce stress where possible. For example, for Proctorio:

a) Share with students the **UBC Proctorio Student Guide**, and information and instructions in the Instructor template in the **UBC Proctorio Instructor Guide** (which covers some of the suggestions below).

b) Proctorio offers a range of settings; choose the least restrictive settings that will fulfill the needs of the course. Be sure to follow the recommendations listed in the **UBC Proctorio Instructor Guide** for settings to disable, as enabling these settings can cause technical issues for students during exams.

   NB: Ensure "Re-entry" is allowed in settings. If technical or connectivity issues disrupt a student's ability to complete the exam (e.g., connection drops, computer shuts down, etc.), only Proctorio staff (and only if "re-entry with agent" has been selected by the instructor) can reset the exam and allow a new attempt. Prepare to provide support if a student encounters difficulty re-entering the exam, and be sure to let students know whom to contact and how to help them re-enter if needed.

c) Explain to students:

- Proctorio is FIPPA compliant, all recordings are stored in Canada, and the encrypted recordings will be deleted after two years.
- Only instructors (and/or TAs, depending on what is the case for your course) have access to watch the video; as noted on the **UBC Proctorio Instructor Guide**, "no person at Proctorio can access the recordings or data, as they are stored using zero-knowledge encryption, meaning Proctorio does not have the key to decode the encryption."
- What a "flag" on the video means, and that any flags must be reviewed by the instructor (and/or TA) before any interpretation is made of the flagged behaviour. Remind your students that, even if their file is flagged as suspicious, it doesn't mean suspicious in terms of cheating; it just means suspicions in terms of the enabled Proctorio settings (e.g. unusual sound, movement etc.). Assure students that Proctorio does not make determinations of academic misconduct. If the course instructor suspects there is sufficient information that academic misconduct has been committed (e.g. using prohibited materials or discussing the exam with another person), **the normal UBC policies** apply and an investigation is initiated before any determination is made.
- As noted in the **UBC Proctorio Instructor Guide** "Share your expectations with students about what usual behavioural activities you will anticipate and accept..., such as fidgeting, stretching, not looking directly at the exam the whole time, etc."; and "Clarify procedures around washroom breaks, using scratch paper, or any other needs specific to your course." Many students are understandably worried that they will be flagged for behaviours that appear suspicious but are actually incidental to writing the exam or out of their conscious control. It is important that you explain to them how Proctorio works and reassure them by explaining the post-exam review process.
- Note that when students log into Proctorio, they may get a message from the software that is not necessarily aligned with what the instructor has told them about what they can and cannot do during the exam. Explain to students that where there is conflicting guidance between the instructions provided by the instructor and Proctorio, the instructor's instructions/requirements take precedence.

10.0

Be sure students know what to do if they cannot use a remote invigilation tool because of technical, geographical, accessibility, or other reasons. Pay attention to the ***Assignments and Assessments* page on the Keep Teaching website** for details and updates on technical and other requirements for using these tools.

a) Students who are having trouble meeting the hardware or network requirements for the invigilation tool should discuss possible alternative assessment options wit their instructors

b) Students experiencing financial barriers to meeting requirements can speak to an **Enrolment Services Advisor**

c) Students with disabilities should contact the **Centre for Accessibility** to find out if they are eligible for online exam accommodations or to review their current eligibility for accommodations

d) Students needing some assistance or support in communicating with their instructors/ university or in understanding university policies/procedures can contact the **Office of the Ombudsperson for Students**

e) Tool-specific help resources:
   - Proctorio: see p. 6 of the **UBC Proctorio Student Guide**, which provides information on how to get real-time help during an exam, as well as outside of exam times.
   - Lockdown Browser: See the **Lockdown Browser tool guide** on the LT Hub website
   - Zoom: **UBC's Zoom Instructor Guide** and **Zoom Student Guide**; see also UBC Skylight's instructions for **using Zoom for exam invigilation**

11.0

Those who are going to be reviewing videos from Proctorio should be aware of good practices for doing so, including recognizing that some students may be flagged more than others due to things such as their home situations (e.g., living with young children) or health considerations (e.g., needing to get up to use the washroom often). Support and arrangements for disseminating these good practices will vary but can include local expertise (faculty/staff who have used proctored assessments), faculty-based or central support, **policies** or resources, such as the **Office of the Ombudsperson for Students** and the Centre for Accessibility. If TAs are reviewing the videos, instructors should ensure they have this information as well.

Appendix 1

AMS of UBC (July 2020); **Open Letter Regarding the Usage of Proctorio**.
UBC **Letter to the Community regarding Proctorio**

Sample syllabus regarding remote invigilation

01

Utilize wording/information from the UBC Proctorio Instructor Guide

02

The UBC Sauder School of Business has provided information at 3 different points for their PMBA program:

1. Program Opening/Orientation: the School gives verbal introduction to online exams and Proctorio
2. When first courses begin: the program office posts an "Introduction to Proctorio" announcement on the cohort's Canvas site

   As mentioned at Residency 1, your PMBA final exams will be proctored online by a service called Proctorio Secure Exam, embedded in Canvas. Proctorio is used across UBC to proctor online exams, and is fully compliant with BC's Freedom of Information and Protection of Privacy Act (FIPPA). During exams, it will record your screen, webcam, and microphone, and produce a report for RHL to review following the exam.

   Please be aware that prior to taking the exam, Proctorio will ask for permission to access your webcam and microphone, and that you will need to disable firewalls/malware detection programs on your computer. You may also notice high CPU usage while Proctorio is running – this is normal. After each exam, you may uninstall Proctorio if you wish. In order to prepare to take your exam, you must complete a Technical Check practice exam located here, so that you can test your equipment to ensure that it is ready for the exam day, and so that you can get the full experience of taking the exam (instructions are below).

3. Prior to an exam, the instructor posts on their Canvas course site a reminder about Proctorio
   As you know, the BABS 550 final exam will take place on <date & time>. The exam will be 125 minutes long. You will be taking this exam remotely from a location of your choice, and your exam will be proctored online by a service called Proctorio Secure Exam. Proctorio is embedded in Canvas, and will record your screen, webcam, and microphone.

   Here are the exam rules:

- *This exam is open book: multiple monitors will be allowed. Blank sheets of paper, pen/pencil, calculators, physical notes, textbooks, and external websites are all allowed. You may not communicate with anyone during this exam. Proctorio will also enforce a room scan, where you will need to rotate your webcam 360 degrees to record your testing environment. Note: the room scan will occur at the beginning of the exam, and we have provided an additional 5 minutes of exam time to account for this.*
- *You may take bathroom breaks during the exam. Please announce (by speaking out loud) your intention to take a bathroom break before leaving the room and be aware that time spent outside of the examination room should not exceed 5 minutes.*

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17 March 2021

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: Background Memo re. Restricting Use of Remote Invigilation Tools with Automated Recording and Algorithmic Analysis of Data Captured

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The Senate Teaching and Learning Committee has discussed various aspects of remote invigilation over the last several months. At our November meeting, the Committee engaged in a discussion that focused on best practices for remote invigilation and various types of approaches. The Senate Teaching and Learning Committee encourages all senators to review these Guiding Principles for Remote Invigilation, which were developed by a group of students, faculty and staff in the summer of 2020:

https://ctlt-act-2020.sites.olt.ubc.ca/files/2020/09/Principles-for-Remote-Invigilation-20201030.pdf

In addition to rethinking assessment, there are many alternative approaches to remote invigilation such as synchronous invigilation (e.g. remote invigilation by TAs over Zoom), technical restrictions (e.g. lockdown browsers), and automated proctoring and recording approaches (e.g., Proctorio). At our December meeting, the Committee heard presentations from the AMS and had input from the GSS about concerns about the use of automated proctoring systems such as Proctorio. Our follow-up discussions focused on topics ranging from privacy and equity concerns, concerns about surveillance, appropriate use cases (such as for accreditation purposes), and determining appropriate technical settings. Based on this wide range of issues, the Committee approved a draft motion at our January meeting and initiated a consultation process.

The Senate Teaching and Learning Committee consulted as follows. The consultation email entitled *RESPONSE REQUESTED - Senate Teaching and Learning Committee Consultation on Proposed Remote Invigilation Motion* was sent out on January 21, 2021 to approximately 36 addresses – Deans; Associate Deans Academic; AMS; GSS; Office of the University Counsel; Centre for Accessibility; CTLT and Office of the Ombudsperson for Students. Due to an initially low response rate, the 19-day reply period was extended by an additional nine days to February 17, 2021. Fifteen (15) respondents provided seventeen (17) responses, ranging in in length from

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a few short paragraphs to eight (8) pages. The Chairs of the UBCV Senate Academic Policy Committee and the UBCO Senate Learning and Research Committees were also consulted.

In February, an extraordinary meeting of the Committee was held to discuss these consultation results and related draft motion. A wide range of issues emerged, were debated, and carefully considered before approving the current motion.

A brief summary of the main issues identified by the Committee follows:

- The Committee discussed how the principles of flexibility and accessibility should be guiding principles for considering the appropriate use of remote invigilation tools.
- In our discussions about the scope of these different types of invigilation approaches serious equity concerns emerged specifically about the use of remote invigilation tools that use automated recording and algorithmic data analysis of the data captured. For example, tools that use facial detection algorithms can fail to detect students' faces with darker skin tones preventing some Black students from accessing exams without extra intervention, thereby causing undue stress and harm. The committee has concluded that this is an unacceptable form of racial discrimination.
- The Committee acknowledges that, in some cases, accrediting bodies for professional programs do require the use of remote proctoring software. Therefore, allowing remote invigilation tools that involve automated recording and algorithmic analysis of data in these cases explicitly required by external accrediting bodies is permitted at this time. The Committee also suggests that these professional programs should lobby their external accrediting bodies about the use of such proctoring tools and express the serious equity concerns raised here.
- While automated proctoring systems are not currently widely in use (for example, it is estimated that less than 4% of current course sections at UBC Vancouver have activated the Proctorio tool integration in Canvas), the Committee recognizes that if this motion passes there will be additional workload on individual faculty members who need to change assessments and/or the method of invigilation late in the Term. Whether or not a grace period should be adopted for courses currently in session was discussed. The Committee recommends this change be effective immediately and that the Faculties and central support units assist any faculty members with courses currently in session (e.g., providing extra TA resources for alternative methods of invigilation and/or exploring alternate options for final course assessments). Any changes to syllabi that occur in response to this motion would still be governed by Senate Policy V-130.
- The Committee has discussed broader initiatives around academic integrity, and previously voted to strike a working group on academic integrity. This cross-campus working group will facilitate conversations and activities to further promote academic

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integrity amongst students, staff, and educators. The working group seeks to build on the excellent work happening across the university and involve all stakeholders in revealing how we can make our commitment to academic integrity more explicit and further infused into teaching and learning practices at UBC Vancouver.

- The Committee discussed the agency of individual faculty members and any associated issues with academic freedom. Given the current circumstances, it is the Committee's view that the decision to use a particular type of learning technology is not an issue of academic freedom. The decision to use a particular type of learning technology is already constrained by a number of factors including, but not limited to, the need to provide equitable treatment of all students and to comply with existing academic standards, norms and practices.

THE UNIVERSITY OF BRITISH COLUMBIA

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Date: March 3, 2021

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice President, Academic (UBC Vancouver)

Re: Disestablishment of the Biomedical Research Centre

RECOMMENDATION:

That the Senate approve and recommend to the Board of Governors the disestablishment of the Biomedical Research Centre (BRC).

Background:

The Biomedical Research Centre (BRC), located at 2222 Health Sciences Mall, is a multidisciplinary, UBC Senate-approved Research Centre established in 1986 in a cooperative undertaking between UBC, the Provincial government, and a private foundation. In 1995, the President's Advisory Committee recommended that the BRC be transferred entirely under the administrative and budgetary authority of the Faculty of Medicine (FoM), which continues to have administrative and budgetary authority on the BRC today. The BRC is a unique entity in that, while not directly hosting an educational program (its faculty members contribute to teach in other units including the School of Biomedical Engineering (SBME)), it has had an annual budget primarily dedicated to salary support for BRC-based faculty and staff. The BRC has shown a strong track record in the management of research grants and related indirect costs in a manner indistinguishable from other Departments/Schools at UBC.

Recently, changes were made to the criteria of a "Research Centre" at the Faculty of Medicine, leading to the BRC no longer fitting such a model. As an example, currently a Research Centre is defined as comprising of at least 15 faculty members, a size the BRC never reached in its trajectory, as the building size can accommodate a maximum of 4 mid-sized and 4 new research groups (i.e. a total of 8 faculty members).

An opportunity to capitalize on the success of BRC researchers and at the same time solve the issue of its non-compliance with the updated criteria of a Research Centre

arose with the creation of the SBME. Created in 2017 through a partnership between the Faculties of Applied Science and Medicine, and enabled by the leadership of British Columbia's provincial government, the SBME is unique as UBC's first inter-faculty School and as Canada's living laboratory for new models of convergent research and education. With access to world-leading research infrastructure, and with close partnerships with our research-intensive hospitals and local industry, the School aims to provide a clear route from the discovery of new fundamental biomedical technologies to their innovative application and development to benefit human health. At its inception, the BRC's research focus was on immunology and inflammation. However, over the past decade this focus has shifted to understanding the role of the inflammatory environment in tissue maintenance and regeneration. This direction is strategically aligned with one of the three main SBME research themes, cellular and molecular engineering, and its sub-themes of immune engineering, regenerative medicine and synthetic biology.

While SBME and BRC remained as distinct administrative units during the startup phase of the School, there was strong agreement between the SBME and the faculty members within the BRC to merge with their integration process starting in early 2018 and now complete. The BRC building has engaged in significant renovations over the past 2 years to accommodate the SBME, currently hosting new administrative offices, and the laboratory of 5 new faculty members of SBME (including Peter Zandstra, SBME Founding & current Director). Of the current remaining BRC based faculty members, two hold 50% joint appointments in the SBME (Drs. Rossi and McNagny) and one at 20% (Dr. Underhill); all three contribute to the School's core teaching programs, research endeavors and services.

As part of the integration of BRC's administrative function within the SBME, the reporting structure has been updated, with all BRC core administrative staff reporting to either the SBME Director of Strategic Planning and Operations or to one of the Administrative Managers/ HR Manager. In short, all BRC administrative activities are now fully integrated within SBME operations. This transition took place with minimum disruption of research activities. The School has made a concentrated effort from its inception to provide BRC with new and adequate resources to maintain excellence in operations while minimizing any disruptions.

Support:
The current BRC-based faculty (i.e. Fabio Rossi, Kelly McNagny and Michael Underhill) unanimously supports the merger of the BRC within SBME, and recognizes the significant opportunity it represents to interact with new faculty members with shared

research interests, to expand their research in new directions, to access new technologies and thus remain at the cutting edge of their field. This was also captured in a letter on behalf of the BRC from its Director (Rossi) as part of the SBME Senate Approval package in 2017. Their agreement with the ongoing transition, and with the necessary dissolution of the BRC as an independent administrative unit, has been unanimously affirmed in multiple meetings over the past three years. They will retain their research space and there will be essentially no change to their current operations.

On January 19, 2021, the Faculty of Medicine's Faculty Executive unanimously approved a motion to decommission the BRC effective March 31, 2021. As a part of the decommissioning process, all faculty salaries have been transferred from BRC to the School of Biomedical Engineering (SBME) accordingly and all BRC core administrative staff will be transferred to the SBME by March 31, 2021.

On February 18, 2021, this move was also approved and fully supported by the Faculty of Applied Science.

BRC Financials

Recurring Operating Budget

A portion of BRC's current annual budget will flow to SBME, covering 3 main areas:

- Firstly, the salaries of two faculty members (Fabio Rossi and Kelly McNagny) until retirement or resignation.
- Secondly, the salaries of current BRC's staff whom will merge into the SBME, indefinitely.
- Thirdly, portions of newly hired faculty members Nika Shakiba and Ali Bashashati salaries whom will merge into the SBME, indefinitely.

Any portion of recurring funding beyond the aforementioned will be returned to FoM.

One-Time Carry Forward Reserves

All one-time carry forward surplus reserve balances as at March 31st, 2020 will be returned to FoM. Exceptions will be made for the following activities, for which balances will be transferred to SBME:

- Surplus or deficit fund balances held by the core facilities funded and operated by BRC for the benefit of the UBC research community. These facilities include sequencing, genotyping, vivarium, CyTOF and engineered protein production
- Surplus or deficit fund balances representing accumulated discretionary PI funds that are accounted for independently from general BRC operations (Kelly McNagny, Fabio Rossi, Michael Underhill).

The BRC also benefits from the BRC Academic Excellence Endowment whose terms dictate that any capital or proceedings should be used to foster biomedical research, as well as the Ian Clark-Lewis Lectureship Endowment, which was established in memoriam of a past faculty member and provides resources for invited speakers. Both endowments, including their related capital, stabilization, and ongoing spending accounts (including dollar balances and future income flows) will be transferred to SBME and will continue to be used according to these terms.

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January 28, 2021

BRC Decommissioning Approved 2/19/21

Professor Andrew Szeri,
Provost and Vice-President, Academic
University of British Columbia
provost.vpa@ubc.ca

Dear Professor Szeri,

RE: DECOMMISSIONING OF THE BIOMEDICAL RESEARCH CENTRE

On behalf of the Faculty of Medicine, University of British Columbia, I am writing to request formal decommissioning of the Biomedical Research Centre (BRC).

On January 19, 2021, the Faculty of Medicine's Faculty Executive unanimously approved a motion to decommission the BRC effective March 31, 2021. As a part of the decommissioning process, all faculty salaries have been transferred from BRC to the School of Biomedical Engineering (SBME) accordingly and all BRC core administrative staff will be transferred to the SBME by March 31, 2021.

Established in 1986, the BRC is a multidisciplinary, Senate-approved Centre which emerged from a joint effort from UBC, the Provincial government, the Terry Fox Medical Research Foundation, and the Wellcome Foundation (parent of Burroughs-Wellcome pharmaceutical company). The BRC was transferred under the authority of FoM in 1995. The decommissioning of the BRC and subsequent integration with SBME is intended to capitalize on the success of BRC researchers, solve the issue of its non-compliance with the updated criteria of a Research Centre, and increase overall efficiency in research and use of resources. The aligned research directions and merged administration between the two units will allow for a smooth transition with minimal disruption.

Please advise if any additional information is required from the Faculty of Medicine to facilitate the decommissioning process of the BRC, which I understand will be supported by the Senate Office following your approval.

Sincerely,

Dermot Kelleher MB, MD, FRCP, FRCPI, FMedSci, FCAHS, FRCPC, AGAF
Dean, Faculty of Medicine
Vice-President, Health
The University of British Columbia

Encl. 1. Biomedical Research Centre (BRC) Dissolution Proposal: Integration of the BRC within the School of Biomedical Engineering (SBME) – (APPROVED AT FOM FEX ON JANUARY 19, 2021)

2. Faculty of Applied Sciences Letter of Support

THE UNIVERSITY OF BRITISH COLUMBIA

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Biomedical Research Centre (BRC) Dissolution Proposal: Integration of the BRC within the School of Biomedical Engineering (SBME)

BACKGROUND

The Biomedical Research Centre (BRC), located at 2222 Health Sciences Mall, is a multidisciplinary, UBC Senate-approved Research Centre established in 1986 in a cooperative undertaking between UBC, the Provincial government, and a private foundation. In 1995, the President's Advisory Committee recommended that the BRC be transferred entirely under the administrative and budgetary authority of the Faculty of Medicine (FoM), which continues to have administrative and budgetary authority on the BRC today. The BRC is a unique entity in that, while not directly hosting an educational program (its faculty members contribute to teach in other units including the School of Biomedical Engineering (SBME)), it has had an annual budget primarily dedicated to salary support for BRC-based faculty and staff. The BRC has shown a strong track record in the management of research grants and related indirect costs in a manner indistinguishable from other Departments/Schools at UBC.

Recently, changes were made to the criteria of a "Research Centre" at the Faculty of Medicine, leading to the BRC no longer fitting such a model. As an example, currently a Research Centre is defined as comprising of at least 15 faculty members, a size the BRC never reached in its trajectory, as the building size can accommodate a maximum of 4 mid-sized and 4 new research groups (i.e. a total of 8 faculty members).

An opportunity to capitalize on the success of BRC researchers and at the same time solve the issue of its non-compliance with the updated criteria of a Research Centre arose with the creation of the SBME. Created in 2017 through a partnership between the Faculties of Applied Science and Medicine, and enabled by the leadership of British Columbia's provincial government, the SBME is unique as UBC's first inter-faculty School and as Canada's living laboratory for new models of convergent research and education. With access to world-leading research infrastructure, and with close partnerships with our research-intensive hospitals and local industry, the School aims to provide a clear route from the discovery of new fundamental biomedical technologies to their innovative application and development to benefit human health. At its inception, the BRC's research focus was on immunology and inflammation. However, over the past decade this focus has shifted to understanding the role of the inflammatory environment in tissue maintenance and regeneration. This direction is strategically aligned with one of the three main SBME research themes, cellular and molecular engineering, and its sub-themes of immune engineering, regenerative medicine and synthetic biology.

While SBME and BRC remained as distinct administrative units during the startup phase of the School, there was strong agreement between the SBME and the faculty members within the BRC to merge with their integration process starting in early 2018 and now complete. The BRC building has engaged in significant renovations over the past 2 years to accommodate the SBME, currently hosting new administrative offices, and the laboratory of 5 new faculty members of SBME (including Peter Zandstra, SBME Founding & current Director). Of the current remaining BRC based faculty members, two hold 50% joint appointments in the SBME (Drs. Rossi and McNagny) and one at 20% (Dr. Underhill); all three contribute to the School's core teaching programs, research endeavors and services.

As part of the integration of BRC's administrative function within the SBME, the reporting structure has been updated, with all BRC core administrative staff reporting to either the SBME Director of Strategic Planning and Operations or to one of the Administrative Managers/ HR Manager. In short, all BRC administrative activities are now fully integrated within SBME operations. This transition took place with minimum disruption of research activities. The School has made a concentrated effort from its inception to provide BRC with new and adequate resources to maintain excellence in operations while minimizing any disruptions.

BRC FACULTY

The current BRC-based faculty (i.e. Fabio Rossi, Kelly McNagny and Michael Underhill) unanimously supports the merger of the BRC within SBME, and recognizes the significant opportunity it represents to interact with new faculty members with shared research interests, to expand their research in new directions, to access new technologies and thus remain at the cutting edge of their field. This was also captured in a letter on behalf of the BRC from its Director (Rossi) as part of the SBME Senate Approval package in 2017. Their agreement with the ongoing transition, and with the necessary dissolution of the BRC as an independent administrative unit, has been unanimously affirmed in multiple meetings over the past three years. They will retain their research space and there will be essentially no change to their current operations.

BRC INFRASTRUCTURE

The BRC building is currently being used for multiple purposes. This includes hosting the research labs of SBME and BRC PIs, UBC core facilities (Genotyping, Antibody Lab, Sequencing, Flow Cytometry and BRC Vivarium), an early venture incubation hub, a multipurpose area for seminars, meetings and gatherings, and SBME administrative offices. The BRC space will remain assigned to the SBME, including after the completion of a new SBME building in 2024, currently in advanced stages of planning. All shared research infrastructure owned by and hosted within the BRC will be transferred to SBME, which will be responsible for their upkeep.

BRC Human Resources (HR)

The BRC and SBME HR functions have been integrated under one HR Manager, supported by two HR assistants. All current BRC staff will be transferred to SBME, and their employment will

continue without interruptions or changes during the transition. As mentioned above, the reporting structure has already been changed accordingly, so we expect no disruptions to operations.

BRC FINANCIALS

Recurring Operating Budget

A portion of BRC's current annual budget will flow to SBME, covering 3 main areas:

- Firstly, the salaries of two faculty members (Fabio Rossi and Kelly McNagny) until retirement or resignation.
- Secondly, the salaries of current BRC's staff whom will merge into the SBME, indefinitely.
- Thirdly, portions of newly hired faculty members Nika Shakiba and Ali Bashashati salaries whom will merge into the SBME, indefinitely.

Any portion of recurring funding beyond the aforementioned will be returned to FoM.

One-Time Carry Forward Reserves

All one-time carry forward surplus reserve balances as at March 31st, 2020 will be returned to FoM. Exceptions will be made for the following activities, for which balances will be transferred to SBME:

- Surplus or deficit fund balances held by the core facilities funded and operated by BRC for the benefit of the UBC research community. These facilities include sequencing, genotyping, vivarium, CyTOF and engineered protein production
- Surplus or deficit fund balances representing accumulated discretionary PI funds that are accounted for independently from general BRC operations (Kelly McNagny, Fabio Rossi, Michael Underhill).

The BRC also benefits from the BRC Academic Excellence Endowment whose terms dictate that any capital or proceedings should be used to foster biomedical research, as well as the Ian Clark-Lewis Lectureship Endowment, which was established in memoriam of a past faculty member and provides resources for invited speakers. Both endowments, including their related capital, stabilization, and ongoing spending accounts (including dollar balances and future income flows) will be transferred to SBME and will continue to be used according to these terms.

Lastly, administration of all grants currently administered by the BRC will be transferred to the SBME.

Sincerely, December 8th 2020

Fabio Rossi

Fabio Rossi, M.D., Ph.D.
Director, The Biomedical Research Centre, UBC
Director of Research, School of Biomedical Engineering.

THE UNIVERSITY OF BRITISH COLUMBIA

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February 18, 2021

Andrew Szeri
Provost & Vice-President Academic
Office of the Provost & Vice-President Academic

RE: Decommissioning of the Biomedical Research Centre

Dear Dr. Szeri,

The School of Biomedical Engineering (SBME), established on July 1, 2017 as a joint partnership between the Faculty of Applied Science and Faculty of Medicine, has occupied the Biomedical Research Center building on the Point Grey campus since its inception, working in collaborative manner with the faculty, staff and trainees of the Biomedical Research Centre (BRC), a research centre under the governance of the Faculty of Medicine.

While the SBME and the BRC remained as distinct administrative units during the start-up phase of the School, there has been strong agreement and unanimous support between the SBME and the faculty members within the BRC to merge the units. To accommodate the SBME, the BRC building has benefited from in significant renovations over the past 2 years, currently hosting the school's administrative offices, and the laboratory of 5 new faculty members of SBME (including Peter Zandstra, SBME Founding Director and four newly recruited faculty). As part of the integration of BRC's administrative functions within the SBME, the reporting structure has been updated, with all BRC core administrative staff reporting to either the SBME Director of Strategic Planning and Operations or to one of the Administrative Managers. The school has made a concentrated effort from its inception to provide the BRC with the resources needed maintain excellence in operations while minimizing any disruptions.

On January 19, 2021, the Faculty of Medicine's Faculty Executive unanimously approved a motion to decommission the BRC effective March 31, 2021. As a part of the decommissioning process, all BRC faculty and staff salaries will transfer from BRC to the SBME accordingly. I and the Faculty of Applied Science are in full support of the BRC decommissioning, and are confident that Dr. Peter Zandstra, his leadership team and staff will do an outstanding job of supporting the BRC constituents (now part of the SBME) and the BRC building.

If you have any questions do not hesitate to contact myself or Dr. Zandstra.

Sincerely,

James Olson
Dean, Faculty of Applied Science