THE UNIVERSITY OF BRITISH COLUMBIA
Office of the Senate
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Vancouver, BC V6T 1Z1

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Vancouver Senate

THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2021/2022 ACADEMIC YEAR

WEDNESDAY, 9 FEBRUARY 2022

6:00 P.M.

VIA ZOOM

1. **Call to Order and Territorial Acknowledgment – Prof Santa J. Ono** (information)

2. **Minutes of the Meeting of 19 January 2022 – Prof Santa J. Ono** (approval) (docket pages 3-13)

3. **Business Arising from the Minutes – Prof Santa J. Ono** (information) (docket page 14)

4. **Remarks from the Chair Prof Santa J. Ono** (information)

5. **Candidate for a Degree – Prof Santa J. Ono**

   The list as approved by the faculty is available for advance inspection at the Senate Office, and will also be available at the meeting.

   The Chair of Senate calls for the following motion:

   That the candidate for the degree as recommended by the Faculty of Graduate and Postdoctoral Studies be granted the degree for which they were recommended, effective February 2022, and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of the Senate be empowered to make any necessary adjustment.

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

   2021-2022 Enrolment Report (information) (docket pages 15-77)

7. **Admissions Committee – Prof. Carol Jaeger**
   a) Master of Physical Therapy Distributed Program – Fraser Valley Cohort (approval) (docket pages 78, 80-88)
   b) Bachelor of Kinesiology and Bachelor of Education Dual Degree Program – Suspension of Admission (approval) (docket pages 78, 89-90)
   c) Applicants from a College or University – Revision to Admission Regulations (approval) (docket pages 78, 91-93)
   d) 2022/23 Enrolment Targets (approval) (docket pages 79, 94-104)

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

   New and Revised Awards (approval) (docket pages 105-117)

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

   Curriculum Proposals from the Faculties of Arts, Forestry, Graduate and Postdoctoral Studies, and Science (approval) (docket pages 118-364)

10. **Nominating Committee – Dr Paul Harrison**

    a) Appointment to a President's Advisory Committee for the Extension of Appointment of the Vice-Provost International (approval (docket page 365)
    b) Amendments to Policy AP 5 – Deans Appointments Policy (approval) (docket pages 365-375)

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

    Centre for Migration Studies (approval) (docket pages 376-390)

12. **Other Business**

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VANCOUVER SENATE

MINUTES OF 19 JANUARY 2022

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, R. Kozak, J. HareM. Aronson, M. MacDougall, M. Coughtrie, G. Averill, N. Pindell, R. Helsley , R. Yada, S. Gopalakrishnan, K. Lo, N. Ford, M. Kuus, J. Bulkan, A. Greig, A. Ivanov, L. Stothers, S. Grayston, G. Faulkner, R. Boushel, J. Dierkes, A. Pratap-Singh, J. J. Stewart, S. Matsui, K. Smith, C. Jaeger, C. Menzies, S. Forwell, H. Zerriffi, A. Scott, J. Fox, M. MacPhee, C. Krebs, A. Collier, V. Chitnev, P. Englezos, C. Marshall, S. Nicolaou, H. von Bergmann, I. Price, S. Pelech, S. Thorne, S. Singh, J. G. Stewart, F. Andrew, R. Spencer, L. Burr, H. Leong, A. Dulay, P. Harrison, A. Zhao, B. Fischer, J. Gilbert, G. Tsiakos, M. Higgins,, R. Topping, L. Shpeller, E. Cantiller., A. Sandhu, S. Cooper, K. Yu, D. Agosti-Moro, E. Bhangu, G. Yee. J. Burnham, K. Khosla, S. Kandola, J. Schumacher, L. White, D. Born, S. Mehta, X. Jiang,

Regrets: S. Point, S. Porter,D. Kelleher, J. Bulkan, A. Greig, L. Stothers, A. Fischer, H. Leong, M. Stewart, M. Tan, A. Uzama, C. Godwin, J. Greenman, L. Wang, D. Goyal,

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Santa J. Ono, called the fifth regular meeting of the Senate for the 2021/2022 academic year to order at 6:06 pm.

Senate Membership

NEW MEMBER

The Registrar, Dr Kathleen U. Ross, announced the election of Dr Savvas Nicolaou as a member elected by the Joint Faculties until 31 August 2023 and thereafter until replaced.

Minutes of the Previous Meetings

Sue Forwell Hsingchi Von Bergmann	}	*That the Minutes of 15 December 2021 be adopted as corrected:*

Correction: The point of order regarding repetitious debate was raised by Dean Coughtrie, not Dean Kelleher.

Spelling of Senator Zerriffi's surname.

Remarks from the Chair

Dr Ono noted with pleasure that UBC had been been ranked the most international university in North America, and the twentieth most international university in the world by Times Higher Education.

The President advise Senate that that several UBC current and former faculty members and alumni have named to the Order of Canada. UBC alumni honoured were Harold Bassford, Lily Siewsan Chow, John Estacio, David Ross Fitzpatrick, Margo Lainne Greenwood, Walter N. Hardy, Jane Heyman, Donald Chisholm McKenzie, and Angela Swan; and faculty and retired faculty included Pieter Cullis, Connie J. Eaves, Curtis A. Suttle, Mary Ellen Turpel-Lafond, and Peter Zandstra. Dr Ono also announced that that 22 UBC researchers were appointed as new and renewed Canada Research Chairs in the latest round of appointments announced on January 12, 2022. The new and renewed UBC chairholders represent an investment of $19.5 million through the Canada Research Chairs program.

Dr Ono reminded the Senate that last week UBC announced that we will continue to deliver the majority of programs online until February 7. The President noted that this decision was made after extensive consultation with all of the university's Deans on both campuses, the AMS and other student groups and employee groups. Dr Ono said that there was unanimous feedback earlier in the month that UBC should extend the period for remote instruction. The recommendation from the Deans was to extend the remote learning period until reading week, while the AMS suggested that remote learning be extended to February 7 and that the university monitor the COVID-19 situation in the interim period to determine whether remote learning should extend beyond February 7. In making a decision, Dr Ono said that the University had considered advice and information from outside UBC, including that from the Provincial Health Officer who suggested that we could initiate the term in person. UBC also considered what other universities were doing in similar circumstances. The President further said that we were fortunate at UBC to have a wealth of expertise in public health, many of whom work within and with the BC CDC and provide direct advice to our health authorities. We consulted with them about the current situation with Omicron and they advised that the decision that we made to extend remote learning was warranted. Dr Ono said that he hoped UBC would return to in-person instruction as soon as possible, and that any decision must respect shared governance of the University rather that input or opinion from any one source. Dr Ono said it was therefore important that we weighed all of the information before us, considering the feedback that we

obtain from academic leadership across both campuses, the leaders of student and employee groups, and, of course, the Senates and the Board.

Senator Burnham, Chair of the Senate Agenda Committee, asked how Senate could have input into this decision.

Dr Ono said that they weren't able to do so earlier due to the Winter break but that he was open to suggestions for the best way to do so.

The Clerk to Senate recommended that the two Senate Agenda Committees be engaged in discussions.

Senator Pratap-Singh thanked the President for the for timely decision regarding the start of this term and noted the issues with mid-term examination scheduling and format if the extension to on-line learning was extended.

Dr Ono noted that mode of instruction decision could be made centrally by the Senate or by the deans. In this case the University was hoping for uniformity as much as possible

Senator Cooper raised the importance of having a singular approach, he noted that Allard Law was coming back earlier and how that would work with the approach taken.

The President said that he understood that Law's faculty members wanted to come back earlier and that this was a surprise to him.

Senator Szeri noted some courses already coming back earlier and that decisions were being made locally to respect instructional needs.

Senator Pindell said that they have been working to make a return to campus as safe as possible and that there were strong views from many in this matter.

Senator Von Bergmann noted last Friday's notice from the Provincial Health Officer only set a 5-day isolation period after infection. She asked if UBC would have a consistent position on this.

The President said that we needed to talk to more experts for advice on isolation periods; we hoped to have more information next week.

Senator Agosti-Moro asked what safety measures are being taken when we return to in-person learning, noting that rapid testing was not plentiful on campus. In particular he asked what safety equipment would be available.

The President noted that rapid tests were subject to a global shortage; UBC did not have enough and the Province has a limitation on their availability for asymptomatic testing. Dr Ono further

noted that personnel shortages were another area being looked into, and that UBC was trying to procure a large supply of N95.

Dean Pindell noted that Allard law had a large number of N95 masks on order and a policy on absences that allows for remote interactions.

Senator Gopalakrishnan said that a series of two-week decisions challenged a sense of continuity for teaching.

Dr Ono said that they originally thought a longer period but the AMS suggested a shorter one that could be re-examined. He noted that the K-12 education system ws seeing similar continuity issues.

Senator Szeri said that the Committee of Deans had met earlier in the day and so far, no faculties have reported significant operational issues due to staff absences. He further noted that the Omicron variant of COVID-19 seemed to have a shorter duration.

Senator Aronson said that Science has been working on contingency plans since the start of the month. The primary complicating factor is absences; however, we are not yet close to the expected 30% absent rate.

Senator Gopalakrishnan said our model of education, focusing on 1 instructor per course is a stressor itself. He said that this situation may further the case for team instruction.

Dr Ono said we aren't unique in this as a university and have even talked about the potential for teaching across institutions in BC.

Senator Matsui asked if there were absence threshold for shutting down.

Senator Aronson said that there weren't specific numbers contemplated for UBC; 30% was a figure that the Provincial Health officer had suggested to businesses.

Senator Singh noted the challenges faced with absences and with travel limitations, and encouraged everyone to consider what contingencies and alternative arrangements were possible

Nominating Committee

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

PRESIDEN'T ADVISORY COMMITTEES

Paul Harrison Charles Menzies	*That HsingChi von Bergmann, George Tsiakos, Susan Porter, and Eshana Bhangu be appointed to a President's Advisory Committee for the Selection of a Provost and Vice-President Academic (Vancouver); and* *That Julian Dierkes be appointed to a President's Advisory Committee for the Selection of a Registrar.*

Approved

FURTHER APPOINTMENTS

Dr Harrison noted that no valid nominations were received for the Vice-President Finance and Operations, and the Vice-Provost International extension committees. He encouraged interested senators to put their names forward to the clerk. He also noted that recent changes to committee compositions had excluded Convocation representatives, including alumni and emeriti, from most of these committees. He suggested that this deprived the University of great experience that could be of use.

COMMITTEE ADJUSTMENTS

Paul Harrison Julien Dierkes	*That Vita Chitnev be appointed to the Senate Admissions Committee until 31 August 2023 and thereafter until replaced, to replace Dr Peter Choi;* *That Ngai Pindell be appointed to the Senate Agenda Committee until 31 August 2023 and thereafter until replaced, to replace Janine Benedet;* *That Dee Goyal and Shaktiraj Kandola be appointed to the Senate Curriculum Committee until 31 March 2022 and thereafter until replaced, to replace Leonard Wang and Anisha Sandhu;* *That Dawson Born be appointed to the Senate Library Committee until 31 March 2022 and thereafter until replaced, to replace Shaktiraj Kandola;* *That Vita Chitnev be appointed to the Senate Library Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;*

That Leonard Wang be appointed to the Senate Committee on Student Appeals on Academic Discipline until 31 March 2022 and thereafter until replaced, to replace Dawson Born; and
That Anisha Sandhu be appointed to the Senate Research & Scholarship Committee until 31 March 2022 and thereafter until replaced, to replace Dee Goyal.

Approved

Report from the Provost

The Vice-President Academic & Provost, Dr Andrew Szeri introduced the following item.

REPORT TO SENATE ON EXTERNAL REVIEWS, 2020-21

Senate welcomed Vice-Provost Moira Quayle to present a summary on external reviews. Full copies of each were filed with the Secretary in accordance with policy:

Department of Anthropology, Faculty of Arts
Department of Geography, Faculty of Arts
Department of History, Faculty of Arts
Department of Linguistics, Faculty of Arts
Department of Sociology, Faculty of Arts
Craniofacial Science / Pediatric Dentistry Program, Faculty of Dentistry
Department of Wood Science, Faculty of Forestry
Centre for Health Education Scholarship, Faculty of Medicine
Centre for Hip Health & Mobility, Faculty of Medicine
Department of Pediatrics, Faculty of Medicine
Department of Computer Science, Faculty of Science
Department of Earth, Ocean & Atmospheric Sciences, Faculty of Science
Institute for the Oceans & Fisheries, Faculty of Science
Department of Statistics, Faculty of Science

The Vice-Provost also noted that the following units were at the approximate mid-point between reviews and have submitted update reports to the Office of the Provost & VP Academic on status of implementing the recommendations.

Department of Electrical & Computer Engineering, Faculty of Applied Science
Department of Materials Engineering, Faculty of Applied Science
Department of Philosophy, Faculty of Arts
Teacher Education Office, Faculty of Education
UBC Enrolment Services

Faculty of Graduate & Postdoctoral Studies
James Hogg Research Centre, Faculty of Medicine
Faculty of Pharmaceutical Sciences
Department of Mathematics, Faculty of Science
Department of Physics & Astronomy, Faculty of Science
Department of Zoology, Faculty of Science

Due to the COVID-19 pandemic, Ms Quayle noted that reviews were conducted entirely online. She expressed the University's gratitude to reviewers and reviewees for their hard work and time spent on these reports. She highlighted the following as recurring themes: equity, diversity, and inclusion; Indigenous engagement; funding challenges, especially for graduate education; faculty mentoring; workplace climate; and workload.

Ms Quayle noted that work continued on updating the external review policy, in particular to accommodate the needs of both campuses and differences between faculty and unit-level reviews. The new policy was being drafted by the Clerk to the Senate.

Senator Singh noted that most reviews were positive but some raise serious issues such as a hostile workplace. He asked how does the administration address these situations or ensure that they are addressed.

> The Vice-Provost said the dean responds to the review as does the department and unit, and they need to state what they are going to do to address such situations. Further, her position at the provost's office needed to check in on this to ensure it was being addressed.

Senator Burnham asked if there were delays or issues with finding external reviewers in the pandemic.

> Senator Szeri said that they had not encountered issues with finding faculty reviewers.

Senator Harrison said he appreciated these reviews, and especially the initial responses from the faculty and department in the case of Arts.

Senator Forwell said the recrafting the policy should consider the temporality of reviews and the number they may go through, with some units have interval reviews, external, and accreditation reviews mandated

> Ms Quayle said this came up in their earlier considerations and that the administration did not either redundancy or unduly large reviews.

Senator Boushel asked what the timing would be on a revised policy.

> The Clerk replied that he hoped to have a draft ready this term, but its consideration and implementation would depend on its reception.

Senator Gopalakrishnan said that equity initiatives at the university level is well articulated but it is more difficult to do so at a unit level. In particular he noted that in university ranking considerations, equity initiatives weren't given much considerations, and that often units were beholden to disciplinary senses of prestige.

Report from the Registrar

The Registrar, Dr Kathleen Ross, presented.

2022/23 ACADEMIC YEAR

Key dates for the 2022/23 **Winter Session** are as follows:

Term 1 begins	Tuesday, September 6, 2022
Mid-term break	November 9-11, 2022*
Last day of Term 1 classes	Wednesday, December 7, 2022
First day of exams for Term 1	Sunday, December 11, 2022
Last day of exams for Term 1	Thursday, December 22, 2022
Number of Teaching Days	62
Term 2 begins	Monday, January 9, 2023
Mid-term break	February 20-24, 2023**
Last day of Term 2 classes	Thursday, April 13, 2023
First day of exams for Term 2	Monday, April 17, 2023
Last day of exams for Term 2	Friday, April 28, 2023
Number of Teaching Days	62

*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia.

**Inclusive of Family Day (February 20) statutory holiday observed in British Columbia.

Key dates for the 2023 **Summer Session** are as follows:

Summer Session Term 1	
Term 1 begins	Monday, May 15, 2023
Last day of Term 1 classes	Thursday, June 22, 2023
First day of exams for Term 1	Monday, June 26, 2023
Last day of exams for Term 1	Friday, June 30, 2023

Number of Teaching Days	28

Summer Session Term 2	
Term 2 begins	Tuesday, July 4, 2023
Last day of Term 2 classes	Friday, August 11, 2023
First day of exams for Term 2	Tuesday, August 15, 2023
Last day of exams for Term 2	Saturday, August 19, 2023
Number of Teaching Days	28

Graduate and professional programs may have their own term dates as set out in the Academic Calendar.

BY-ELECTION RESULTS

Faculty Member Representative of the Joint Faculties

Further to the call for nominations for faculty members of the Vancouver campus to fill one (1) vacancy on the Vancouver Senate for the remainder of the 2020-2023 triennium issued on 6 December 2021, Dr Ross advised that one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member was acclaimed as elected as representative of the Joint Faculties on the Vancouver Senate for a term ending 31 August 2023 and thereafter until a successor is elected:

- Dr Savvas Nicolaou, Professor, Faculty of Medicine

Other Business

By general consent, the Agenda was amended to add the following motion for immediate consideration.

2021 WINTER TERM 2 DROP DATE

Eshana Bhangu Dante Agosti Moro	*That the faculties be directed to allow students to drop Term 2 courses for the 2021 Winter Session without a formal W-Withdrawal standing if such a request is made prior to 23:59:59 on 6 February 2022.*

Senator Bhangu noted that there were a lot of changes and uncertainty with the start of this term and the shift to on-line learning at its start. She said that an extension to the drop deadline to allow withdrawals without a W standing would show a compassionate and flexible approach given the disruption to student plans returning to campus or in some cases travel to Canada, especially when there was not currently a firm date for return to on-campus instruction.

Senator Matsui on if it would apply to the Law school.

The Clerk advised that as written it would apply to all students in all faculties and programs.

Senator Zhao noted the travel difficulties for some people to travel to or return to Canada.

Senator Agosti-Moro said that a vast majority of students were in favour on this motion. He realized there would be small effects on class composition and group learning but that the students on Senate felt that this would be a disruption their fellow students were willing to accent.

Senator Averill said that he wasn't opposed but the motion but had to note the adverse impact on advising office workloads. He asked if the process could be automated.

The Registrar, Dr Kate Ross said we cannot automate this and as a result, students would need to contact their faculties. She further noted that a W standing wasn't pejorative but that she recognized that many students believed it was.

Senator Harrison shared the workload concerns of Dean Averill but noted that this would give students an opportunity to be advised on the consequence of withdrawing.

Senator Aronson spoke against the proposal, noting that the faculties were already being compassionate in considering academic concession requests for late withdrawals.

Senator Shpeller said that the University should take a more holistic consideration of how withdrawals both with and without a W work.

Senator Yee suggested that this could reduce work for advisors as it would reduce the number of academic concession requests they would have to consider. She also noted the stigma around Ws and said this proposal would give students some more certainty in uncertain times.

Senator Spencer said that a review of the University's withdrawal policy generally would be an excellent idea, and noted that while the Calendar was clear on Ws not affecting averages, it did warn students that it may impact further studies and thus could be seen as negative.

Senator Pratap-Singh asked why 6 February when we weren't certain if we would be returning in in-person instruction on 7 February.

> Senator Agosti-Moro agreed that this wasn't a certainty but that the idea was to select a date where they believed it was most likely that most of the University would return to in-person learning.

Senator Helsley noted that there were existing mechanisms and late withdrawals posed issues for group work and for eligibility for things such as student loans.

Senators Sandhu and Yu said that this proposal would help with student mental health in a difficult time, and that extending the drop date would give students more time to consider their options and the advice of advisors

Senator Gopalakrishnan said that he would have appreciated notice of the students' proposal rather than having it brought up from the floor. He agreed with the notion of needing review the Withdrawal policy.

Senator Burnham noted the capacity issue in advising offices and Enrolment Services in being able to meet with students over the course of this pandemic. While staff budgets were outside of the purview of Senate, she said these frustrated our ability to do thing sand encouraged this matter to be taken up by appropriate people. With respect to student loans, she said this risk should be communicated to students.

Senator Kandola said that she and her fellow Education students were in support of the proposal.

> Senator Hare on spoke to the benefit of contact with advisors and holistic support so that students understand what options were available.
>
> Senator Agosti-Moro noted that students wouldn't be blocked from talking with advisors, this proposal just left the final decision up to the student.

Senator Lo noted that there were significant potential costs to the faculty from this proposal with a loss of tuition revenue that was difficult to predict.

In response to questions from Senator Lo and Harrison, the Clerk set out how the University's fees were assessed, noting that tuition fees were automatically credited to students if a course was dropped without a W, but other fees, especially those paid to third parties, may still be assessed.

Senator Schumacher noted that due to the SIS not being changed, students would need to contact advising staff anyways.

Senator Singh suggested that on most students won't withdraw just for the sake of it and that he did not expect that this extra time would be abused.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 8:21 pm

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To: Senate
From: Clerk to the Senate

Business Arising from the Minutes

Date: 4 February 2022

At and following the previous meeting of Senate, a number of senators asked for clarification on what process the Allard School of Law undertook to decide to return to in-person teaching on 24 January 2022. I have written to the Dean who has asked that the following be put into the minutes of Senate to correct a misunderstanding between him and the President:

> "During the Senate meeting on January 19, 2022 President Santa Ono stated that a majority of the Allard law faculty approved returning to teaching in person on January 24, 2022. Because of the holidays and the timing of the decision, it was not possible to convene the faculty. Instead, I consulted with my leadership team and a majority of the leadership team strongly supported a return to campus on January 24."

University of British Columbia Annual Enrolment Report 2021/22

Dr. Ananya Mukherjee-Reed
Provost and Vice-President Academic, UBC Okanagan

Dr. Andrew Szeri
Provost and Vice-President Academic, UBC Vancouver

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PREFACE

THE 2021-22 ACADEMIC YEAR

The continued determination and commitment of the University of British Columbia's (UBC's) students, faculty, and staff in the face of many challenges, including the extraordinary experience of teaching and learning during a global pandemic, have been nothing short of remarkable, and we are grateful to students and their families for their unabated pursuit of excellent post-secondary education.

The COVID-19 pandemic affected all facets of university life and operations throughout the 2020-21 academic year. Student teaching and learning modalities, student recruiting, research, delivery of support services, and campus operations were all significantly changed, and had been so since March of 2020.

It was especially challenging for students who were new to UBC. Most undergraduate recruiting events relied upon on-line formats for major events; however, in the summer, several of UBC's orientation experiences were offered both on-line and in-person, including *Jump Start*, *Imagine day*, and *Create Day*. In support of virtual recruiting, most faculties and schools further developed intensive communication campaigns to connect with their admitted students to ensure that they were supported through the summer and well prepared for online learning.

The *Academic Essentials* program was offered for a second time, building on the success of the first offering, with over 6000 students registered. Involving faculty, staff, and students from across both campuses, the *Academic Essentials* courses were provided free of charge, self-directed and on-line, and were designed to help new first-year students further develop their learning skills and gain an appreciation of what they could expect to encounter in university-level studies.

Graduate programs and central support offices continued to expand and refine their virtual recruitment activities to meet the needs of applicants. This included forms of online conferencing, either as webinars, "ask me anything" or open house chat sessions, and social media Q&A sessions. Outreach to undergraduate students at partner and other institutions and through advertising for specific positions was extended significantly.

Onboarding and orientation events for graduate students remained focused on virtual delivery with extensive communication campaigns along every step of the way, interactive checklists, virtual pre-arrival sessions, and connections to peer ambassadors. The main orientation events were virtual, live and on-demand, with some Graduate Student Society and departmental in-person welcome sessions offered, when possible.

Community building among newly admitted as well as current students remained a focus to ensure that all students felt welcomed and supported at UBC.

As a result of the outstanding efforts led by UBC's recruiting and admissions units, overall student enrolment on both campuses was not negatively affected by the global pandemic. International students certainly faced extraordinary obstacles with frequently changing restrictions, which had an impact on their ability to travel to their chosen campus. UBC's commitment to providing world class education throughout a broadened set of teaching modes and on-line experiences, and nimbleness to address changing circumstances, undoubtedly set the foundation for continued strength in enrolment and students' success.

DATA INITIATIVES

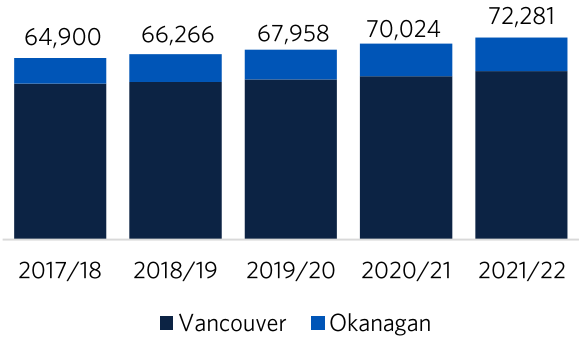
UBC launched the Student Demographic Data Collection Project in alignment with its commitments to inclusive excellence and anti-racism, and in support of its strategic initiatives aimed at advancing equity, diversity, and inclusion. Additional student demographic data are needed to better understand the student population, and to be able to improve supports to those students who have been historically underrepresented and/or marginalized.

The Equity and Inclusion Office (EIO), Enrolment Services, Planning and Institutional Research (PAIR), and the Enterprise Data Governance Office will be working with key stakeholders across both campuses on a centralized student demographic data collection strategy. The project will develop clear definitions and standards for the collection of student data for use with administrative records and institutional surveys, including developing guidelines on the appropriate access, storage and use of these data. These definitions and standards will become part of the UBC Data Governance Program to be applied by the university consistently, and in alignment with the Freedom of Information and Protection of Privacy Act and Human Rights Code.

Improvements were made to the collection of some existing demographic data. Non-binary gender identification options for 2022 undergraduate applicants became available with the launch of the new student undergraduate admission portal, EducationPlannerBC (EPBC). Continued implementation of non-binary gender identification is required for graduate student applicants. The collection of additional demographic data was initiated with the 2021 Undergraduate Entrance Awards application process, which will better enable the university to connect students to relevant awards.

EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)



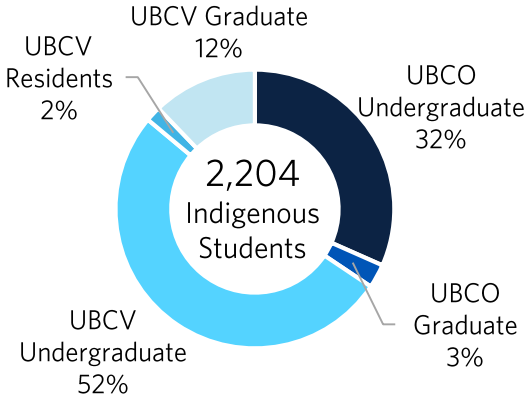
First Year Undergraduate Retention

First Year Undergraduate Retention Rates

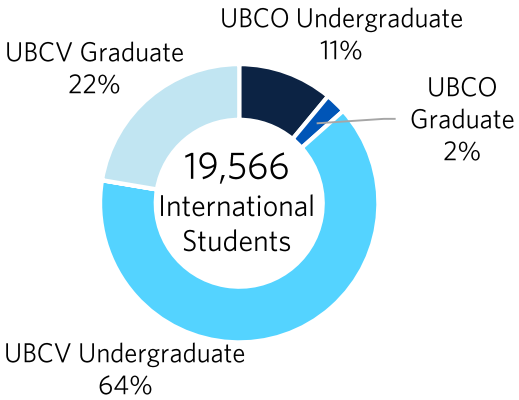
93%	94%	88%	89%
Overall	Domestic Students	Indigenous Students	International Students

Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies.

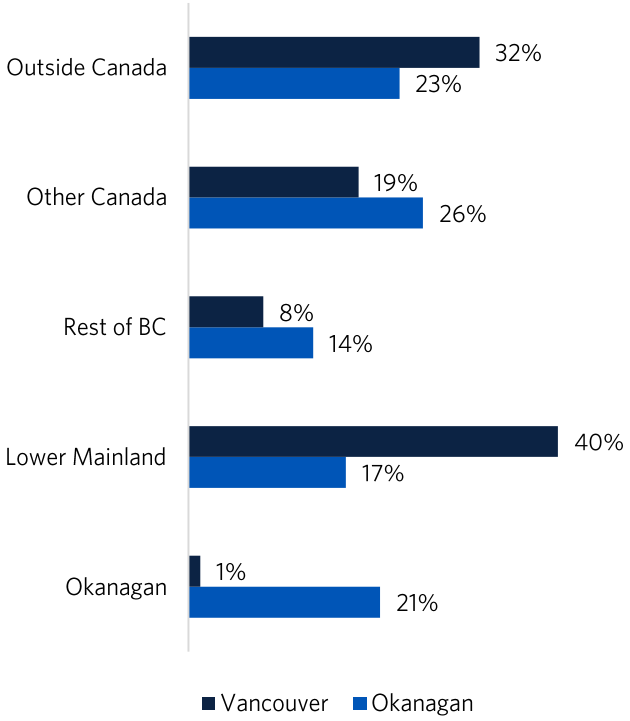
Indigenous Students



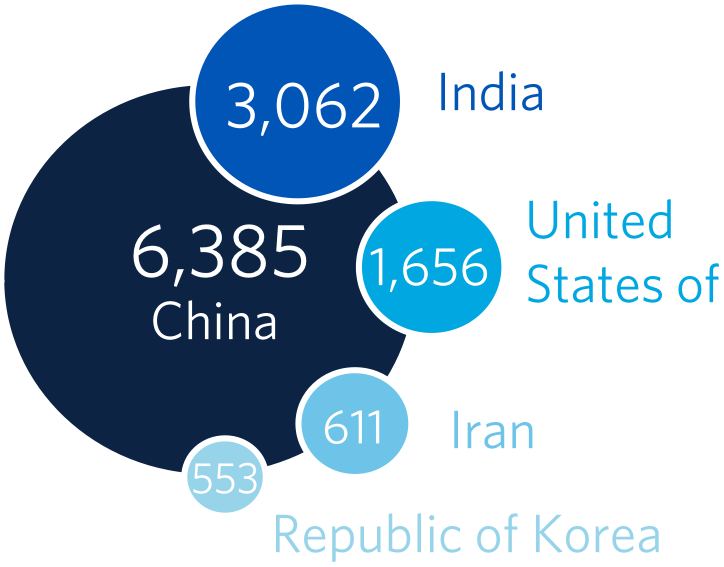
International Students



Direct-Entry Baccalaureate Student Origins



Top 5 Countries or Territories of Citizenship of UBC International Students'



INTRODUCTION

The UBC Annual Enrolment Report (2021/22) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

- meet the Government's targets for domestic undergraduate and graduate FTEs,
- increase the enrolment of Indigenous students,[1]
- provide access for other historically underrepresented populations,
- and enrol a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world.

New undergraduate student enrolment is managed according to targets approved annually by the Senates and the Board of Governors. Targets are set based on a group of known factors and a group of variables that must be estimated. Known factors include the degree programs offered and physical space occupancy limits. Variables that must be estimated include the number of students who will accept an offer of admission, the number of students that will actually register and pay their tuition, whether the students will take normal course loads, the students' progression and retention rates, and the number that will graduate in a given year.

Managing the admissions process to meet the established targets requires estimating and modelling based on additional factors such as the number of applications received, the academic qualifications of those applicants, the decision-making behaviour of the potential students, changes to Canada's political relationships with other countries, changes in the economy including currency fluctuation, and other unforeseen global events, such as pandemics.

Most of the variable factors can be modelled with good accuracy based on data collected over prior years, but a few factors are highly unpredictable, or cannot be controlled by UBC. As a result, it is a rare event to enrol exactly to target for a program, or even more so at the campus level. Given the strengths of UBC, the demand for our programs is very high, leaving us in the enviable position of managing down to targets in most cases, rather than facing the prospect of under enrolment.

It is important to note that there is a difference between total new student enrolment targets and the Ministry's "funded" seats. The UBC targets include several categories of enrolment that are not directly funded by the provincial government, but are important components of the campus communities. The categories typically excluded from Ministry funding include international undergraduate students, access studies, visitors, diploma and certificate students, most graduate students in research degree programs, and others.

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), a measure of the course activity of the students enrolled. FTEs for undergraduate students are calculated by taking the number of annual course credits taken by a student and dividing by the normal or expected number of credits required by the student's program and year level. For example, a student who takes 27 credits in a particular year, and whose program expects that 30 credits will be taken, is counted as 0.9 FTE. For graduate students, the FTE is determined by awarding 1.0 FTE for full-time status and 0.33 FTE for part-time status, for each term, summing the three terms in an academic year, and then dividing by 3 to create an annual average FTE.

The B.C. Ministry of Advanced Education and Skills Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and

[1] We use the term "Indigenous" to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2021/22 fiscal year (April 1, 2021 to March 31, 2022), UBC was government-funded for a total of 43,174 FTEs, 208 more than the previous year; 7,118 FTEs were allocated to the Okanagan campus and 36,056 FTEs were allocated to the Vancouver campus. Overall, 37,139 FTEs were funded undergraduate domestic student spaces and 6,035 were funded graduate student spaces. An additional 179 FTEs for the 2021/22 year were directed to the Bachelor of Science in Nursing, Occupational Therapy program, Physiotherapy Therapy — North program, Bachelor of Science in Computer Science, Bachelor of Applied Science in Biomedical Engineering, and Bachelor of Applied Science in Manufacturing Engineering on the Vancouver Campus. On the Okanagan campus, the additional 59 FTE were directed to the Bachelor of Science in Nursing, Bachelor of Science in Computer Science and the Bachelor of Applied Science in Manufacturing Engineering.

For the purposes of this report new students include only those who were new at the start of the winter session.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

HOW MANY UNDERGRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

UBC uses a competitive admission process because it receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, admission decisions are based solely upon a fair and equitable process that evaluates applicants on their individual merits. Ultimately, the goal is for the university to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications with all necessary documents, gain admission, and ultimately register in courses. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students and the numbers have been increasing over time. It is important to note that international students do not compete with domestic students for the government-funded seats and thus do not displace domestic students. The two groups of students are measured by a common standard in two independent applicant pools and processes.

In September 2021, UBC started using a new application system for undergraduate admissions, EducationPlannerBC. The new system, which is a province-wide service, integrates planning, application and data movement services. By using centralized planning resources, students can search for information about various programs, institutions and communities across B.C. When students decide to apply to one or more programs, they can complete their application through the system without having to re-enter the same information for each application. In addition, the service further expands electronic transcript exchange including more K-12 and post-secondary institutions and provincial hubs.

Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2017/18 through 2021/22. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their

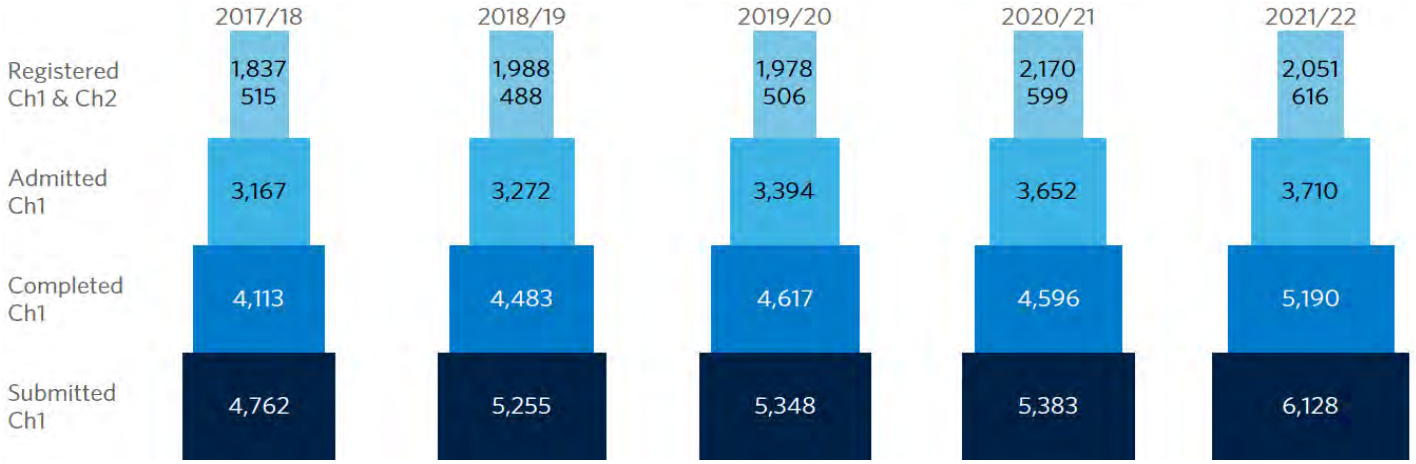
preferred or first choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the number of submitted and completed applications, the number of admitted students and subsequent number of registrations for 2017/18 through 2021/22. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all documentation and information required to initiate the evaluation of the application was received. The term "admitted" identifies that an application was reviewed and UBC extended an admission offer to enrol to the applicant. Lastly, "registered" identifies that the student accepted the offer of admission, selected courses and started attending classes. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applicants do not progress to the next stage.

In 2021/22, the total applicant pool (with completed applications) for the Okanagan campus increased over the number received in 2020/21. The size of the domestic undergraduate applicant pool increased by 13% over 2020/21 (see Figure 1), and the international undergraduate applicant pool grew by 24% (see Figure 2).

For the Vancouver campus, the total applicant pool (with completed applications) increased by 20% over 2020/21. The domestic applicant pool increased by 17%, over 2020/21 (see Figure 3), and the international applicant pool increased by 23% (see Figure 4).

FIGURE 1: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR



Note: "Ch1" denotes first choice program, and "Ch2" denotes a second choice or alternative program choice.

FIGURE 2: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR

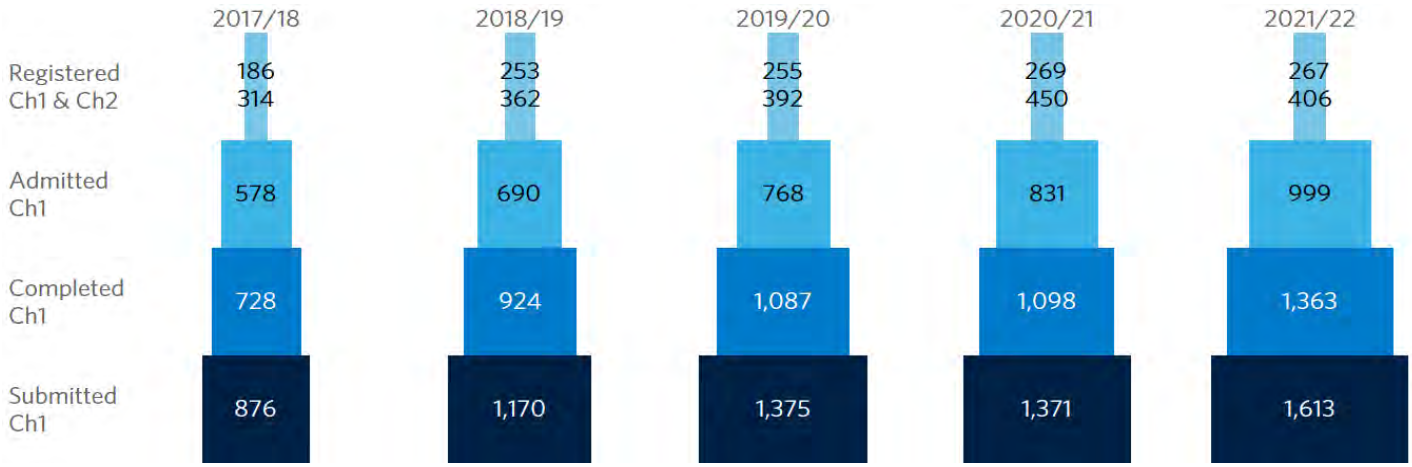


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

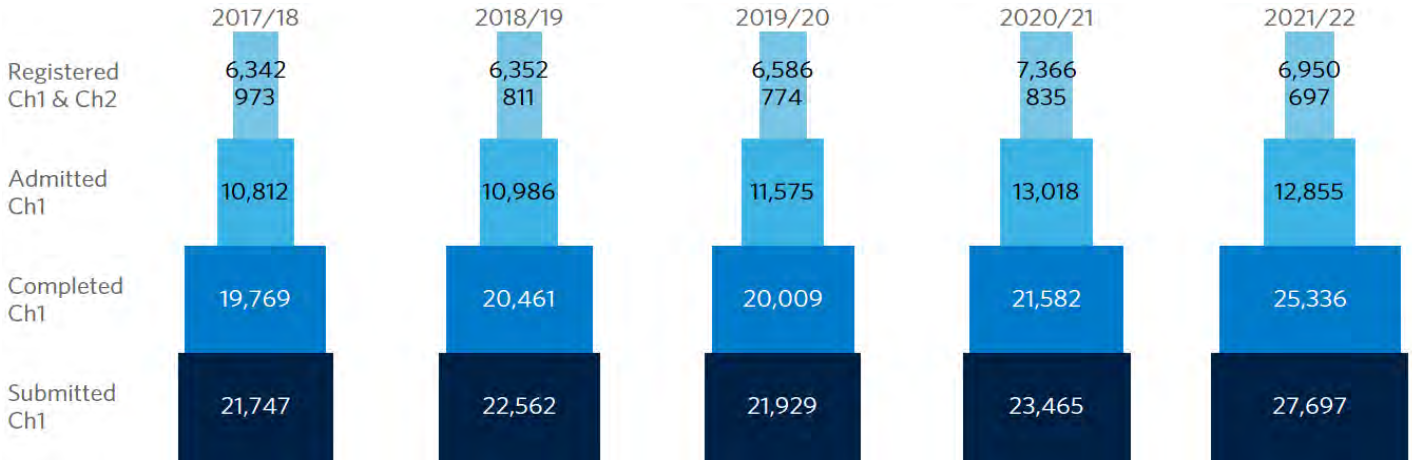
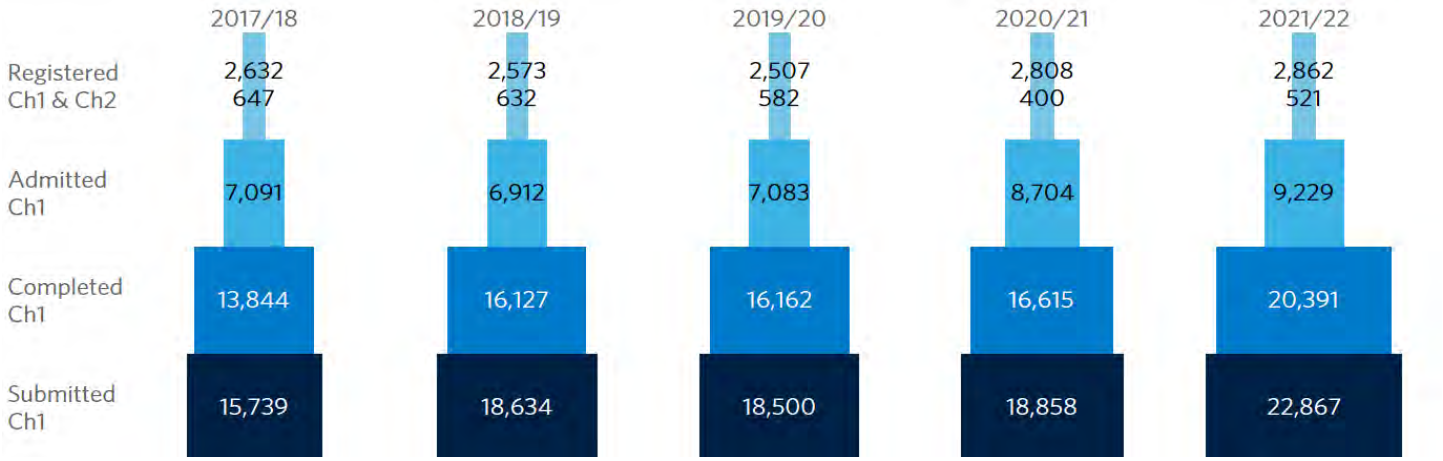


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission.

Based on past experience, we anticipate the proportion of applicants that would typically accept an offer of admission and register; consequently, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 1. The admit rate is the ratio of students offered admission to their preferred choice of program to the number of completed applications received; this includes applicants refused admission for failure to achieve minimum requirements (e.g., missing a pre-requisite course) and those refused due to lack of space (e.g., their academic and personal profile assessments were not sufficiently competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program. The admit rate is influenced by the number of applicants, the number of seats available for each applicant pool (domestic and international) and the likelihood that the student, once offered admission, will register (these likelihoods vary for domestic and international students).

TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

Campus	Citizenship		2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Domestic	Admit Rate	77%	73%	74%	79%	71%
		Yield Rate	58%	61%	58%	59%	55%
	International	Admit Rate	79%	75%	71%	76%	73%
		Yield Rate	32%	37%	33%	32%	27%
	Okanagan Total	**Admit Rate**	**77%**	**73%**	**73%**	**79%**	**72%**
		Yield Rate	**54%**	**57%**	**54%**	**54%**	**49%**
Vancouver	Domestic	Admit Rate	55%	54%	58%	60%	51%
		Yield Rate	59%	58%	57%	57%	54%
	International	Admit Rate	51%	43%	44%	52%	45%
		Yield Rate	37%	37%	35%	32%	31%
	Vancouver Total	**Admit Rate**	**53%**	**49%**	**52%**	**57%**	**48%**
		Yield Rate	**50%**	**50%**	**49%**	**47%**	**44%**

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.
Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2021/22, 45% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 13% did not register and attend classes in September. Last year, 48% of these students accepted their offer of admission and 15% of those did not ultimately register and attend classes.

After letters with offers of admission are provided to successful applicants, a targeted and timed communication campaign keeps these applicants engaged with the university through to the deadline by which they must accept their offer.

HOW MANY GRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2017/18 through 2021/22. The years 2017/18 through 2020/21 contain intake data as of March 1st, whereas the 2021/22 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2021. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here underestimate the total interest in graduate studies at UBC.

For Figures 5 through 8, the 'Submitted' value refers to the number of students who submitted one or more applications, rather than a count of applications submitted. In 2021/22, the number of graduate student applicants for the Okanagan campus grew by 28% over 2020/21. The domestic applicant pool grew by 15% over 2020/21 (see Figure 5), and the international applicant pool grew by 33% (see Figure 6).

For the Vancouver campus, the number of graduate student applicants increased by 29% over 2020/21. The domestic applicant pool increased by 36%, over 2020/21 (see Figure 7), and the international applicant pool grew by 27% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

FIGURE 5: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

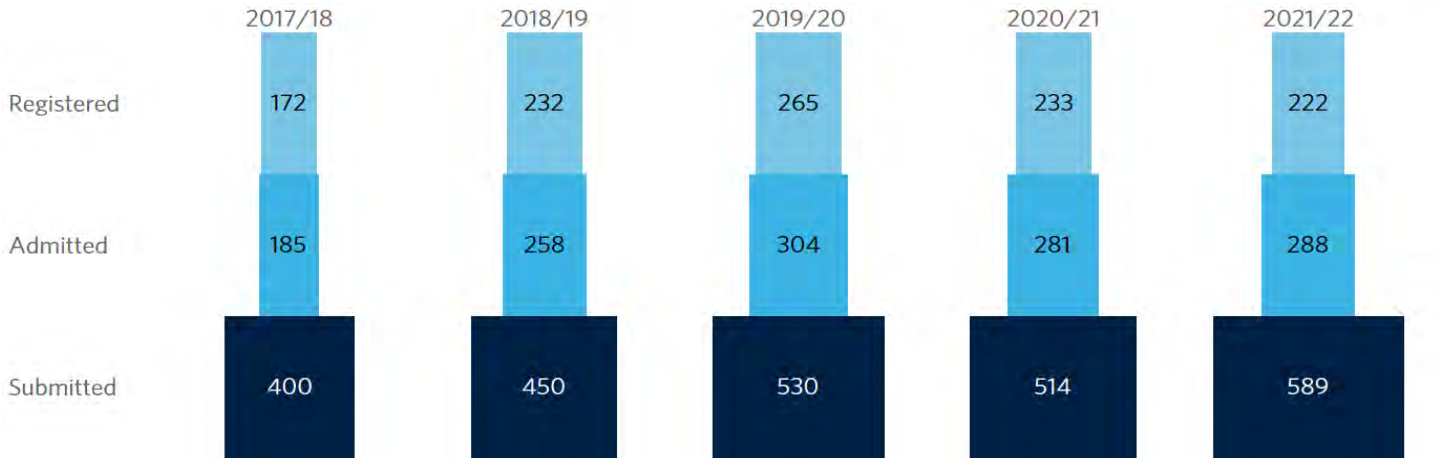


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

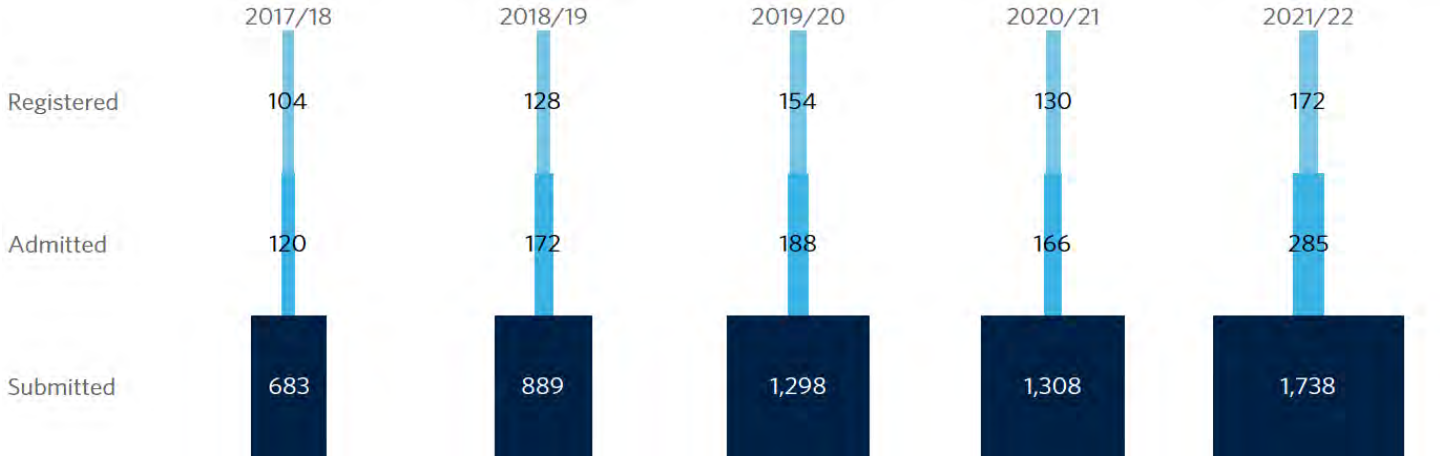


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

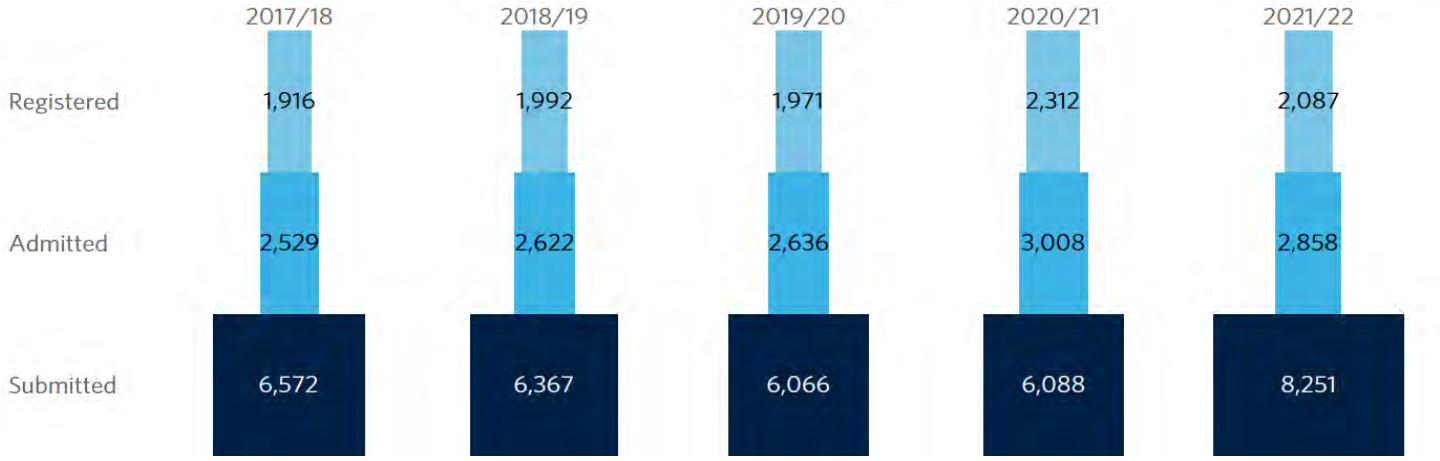


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

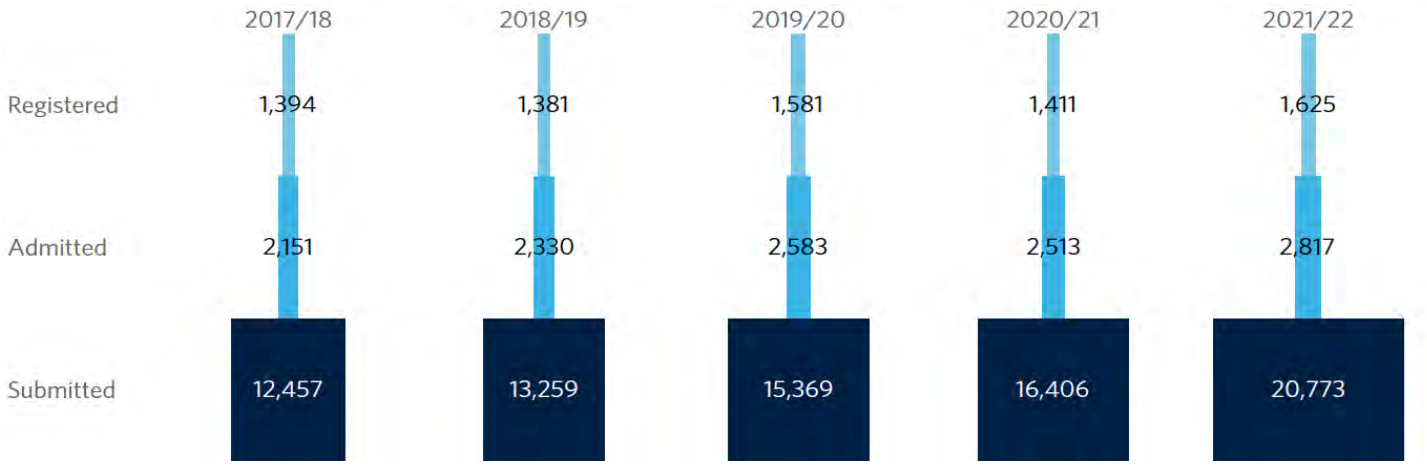


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Domestic	Admit Rate	46%	57%	57%	54%	49%
		Yield Rate	93%	90%	87%	81%	77%
	International	Admit Rate	18%	19%	14%	13%	16%
		Yield Rate	87%	74%	82%	64%	60%
	Okanagan Total	**Admit Rate**	**28%**	**32%**	**27%**	**24%**	**25%**
		Yield Rate	**90%**	**84%**	**85%**	**75%**	**69%**
Vancouver	Domestic	Admit Rate	38%	41%	43%	42%	35%
		Yield Rate	76%	76%	75%	69%	73%
	International	Admit Rate	17%	18%	17%	16%	14%
		Yield Rate	65%	59%	61%	46%	58%
	Vancouver Total	**Admit Rate**	**25%**	**25%**	**24%**	**24%**	**20%**
		Yield Rate	**71%**	**68%**	**68%**	**58%**	**65%**

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.
Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans' offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS). Much of this work involves collaboration between units, and efforts are supported by G+PS with a variety of initiatives to strengthen recruitment. Significant resources continue to be focused on coordinating this ecosystem to be best positioned to support incoming students during the pandemic and advocate for graduate student needs.

A recruitment framework supports graduate programs with the development of recruitment plans, the creation of an Applicant Guide eBook to assist applicants through the application process, outreach to equity-deserving groups, continued expansion of virtual outreach events, streamlined advertising service of student positions in career networks, and collaborations with the faculties on initiatives such as faculty member video campaigns and online prospective student sessions.

Further growth and increased interest can be anticipated based on early indicators: prospective student webinars are seeing record attendance numbers (34 events with 15,000+ attendees), the prospective student newsletter has grown to 35,500 subscribers within two years, and web traffic is up, with a year-to-date 20% increase in users (2.6 million) as of Dec. 5th and 15% increase in pageviews (14.4 million) compared to the same period in the previous year.

On the Okanagan campus, each faculty manages the marketing and recruitment for their specific graduate programs. This includes prospective student webpages for each graduate program, the creation of student and supervisor profiles, and conventional marketing activities for graduate student recruitment, including attendance at selected recruitment fairs, and digital marketing campaigns. Working with External Relations, faculties have undertaken digital marketing campaigns (including Google advertising and social media advertising) to promote priority programs.

Additionally, the Okanagan, University Relations unit and the College of Graduate Studies are working on a digital marketing campaign to promote graduate studies more broadly using both Google advertising and social media advertising. The goal of this campaign is to raise awareness about graduate studies on the campus. This campaign will be used as a trial to assess the effectiveness of campaigns that are not program specific.

The College of Graduate Studies and Indigenous Programs and Services have partnered to create and fill a new role, Indigenous Graduate Student Advisor. This role is dedicated to advising prospective and enrolled Indigenous graduate students, and identifying opportunities to improve admissions, enrolment, and retention of Indigenous graduate students. The Indigenous Graduate Student Advisor at UBC Okanagan has already launched new opportunities such as an Indigenous Graduate Student Orientation and several workshops, and planning is underway for a pathways program to launch in 2022.

WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

UBC students are academically successful and well-rounded. A holistic evaluation method has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

For direct-entry undergraduate applicants, all Grade 11 and Grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged their self as evidenced by the volume of academic courses completed or rigour of the courses completed. The mean entering grade range, for all academic courses a student completed in the senior years of secondary school, was 85-87% for students attending the Okanagan campus; on the Vancouver campus, it was 89-91%.

The comprehensive and holistic review of academic coursework and grades is taken in conjunction with a review of the accomplishments (both academic and non-academic) and experiences outside of the classroom of each applicant. This process involves assessing personal profiles, which provide applicants with the opportunity to describe the things that are important to them, their significant achievements, what they have learned from their experiences, and the challenges that they have overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions.

In 2021/22, over 110,000 personal profile reviews were scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. Overall, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

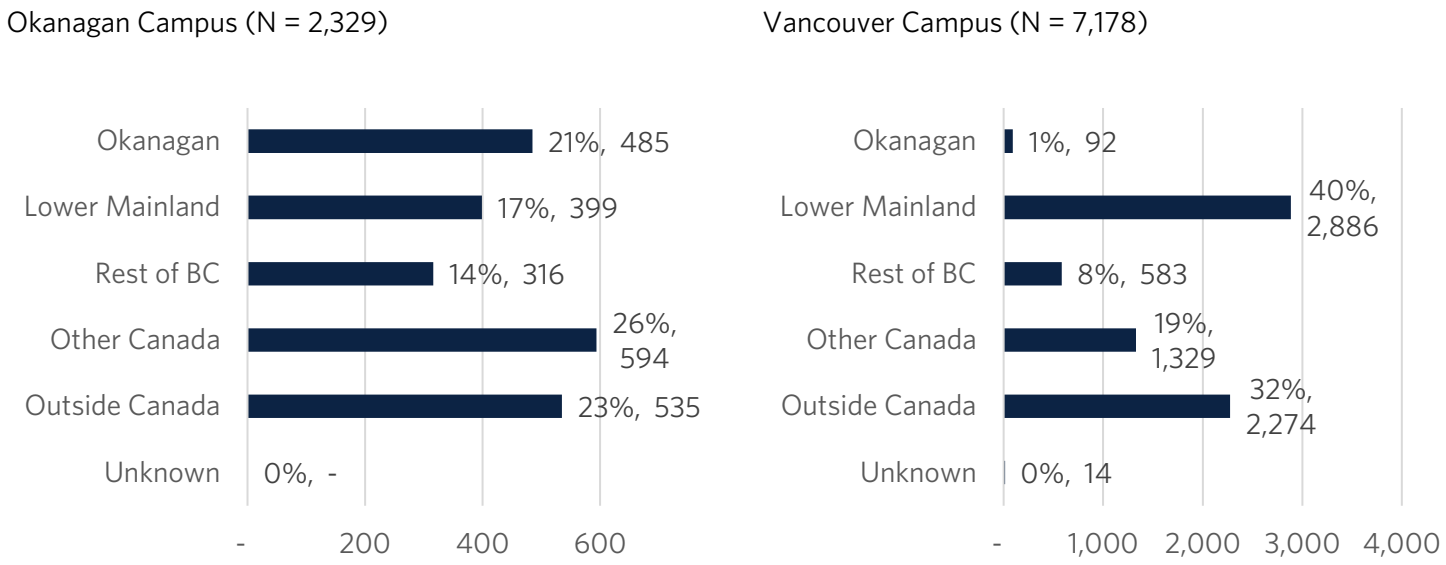
WHERE DID UBC'S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

Figure 9 displays, for each campus, where 2021/22's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2021/22, 78% of the new-to-UBC undergraduate students (N = 2,329) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vernon school districts.

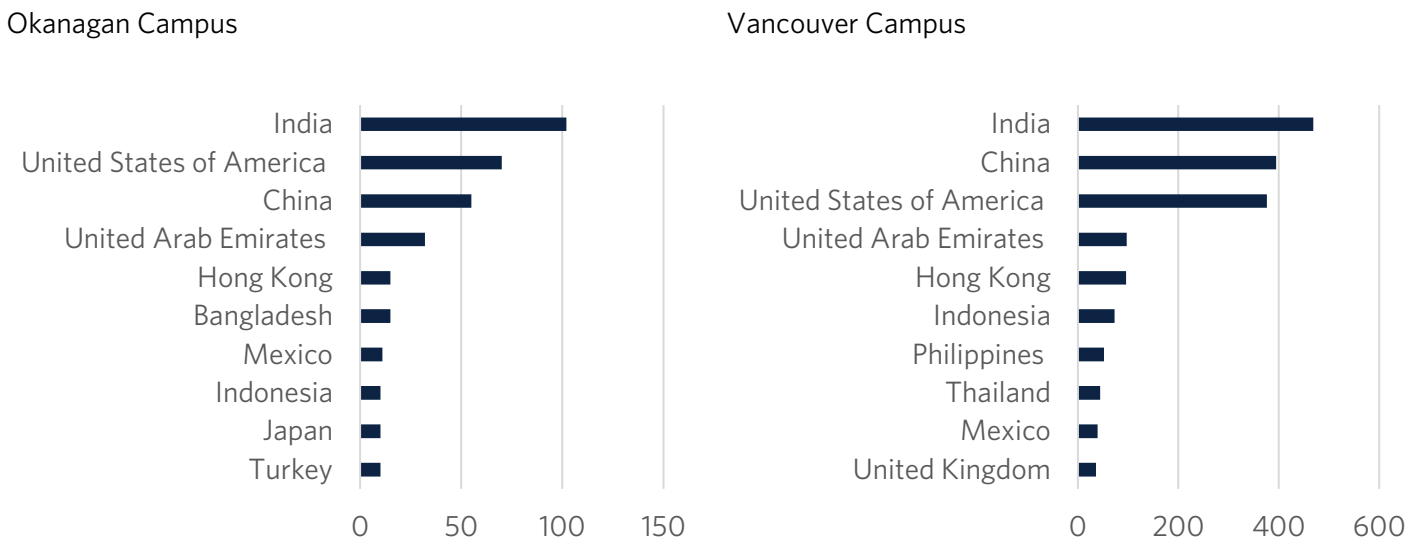
In 2021/22, 7,178 new direct-entry students, who comprised 75% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 40% (N = 2,886) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in B.C. (N = 675) including the Okanagan, and 32% had studied outside of Canada (N = 2,274).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2021/22, BY CAMPUS



UBC actively recruits students from all over the world and has relationships with several thousand secondary schools globally. New direct-entry students who previously studied at an institution outside of Canada originated from 109 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2021/22, BY CAMPUS



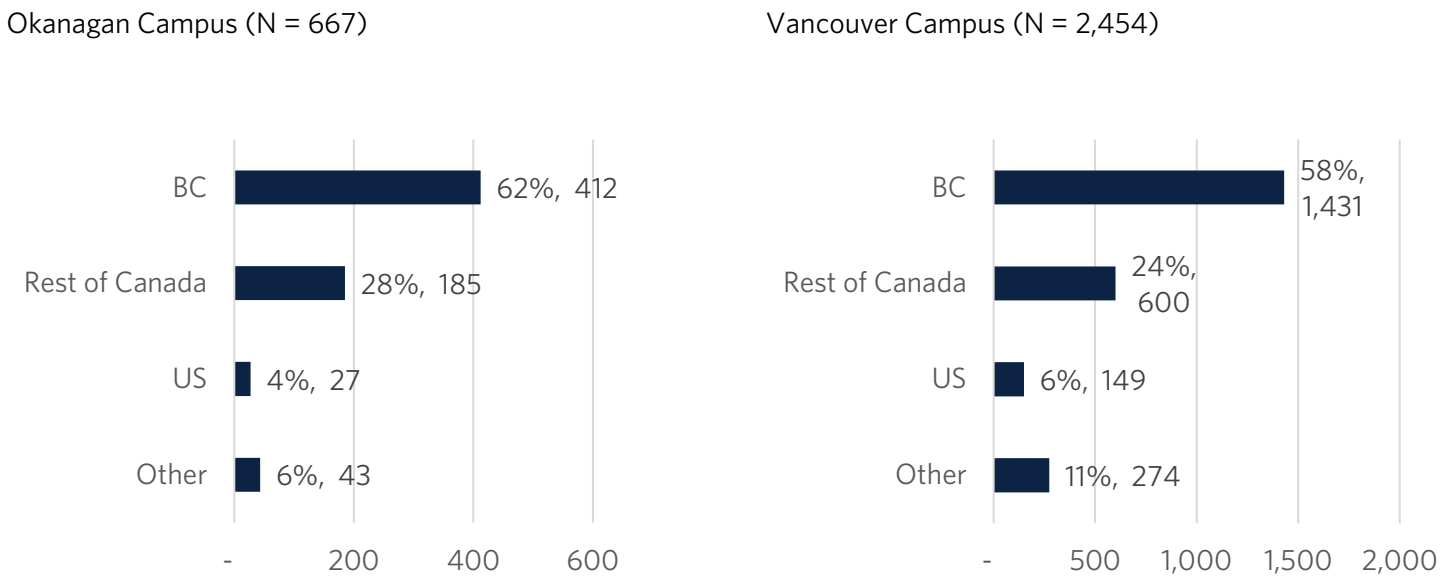
WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution attended by new transfer students to each of UBC's campuses in 2021/22.

In 2021/22, 667 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 22% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 412 students (or 62% of all the post-secondary transfer students) previously attended a post-secondary institution in B.C.

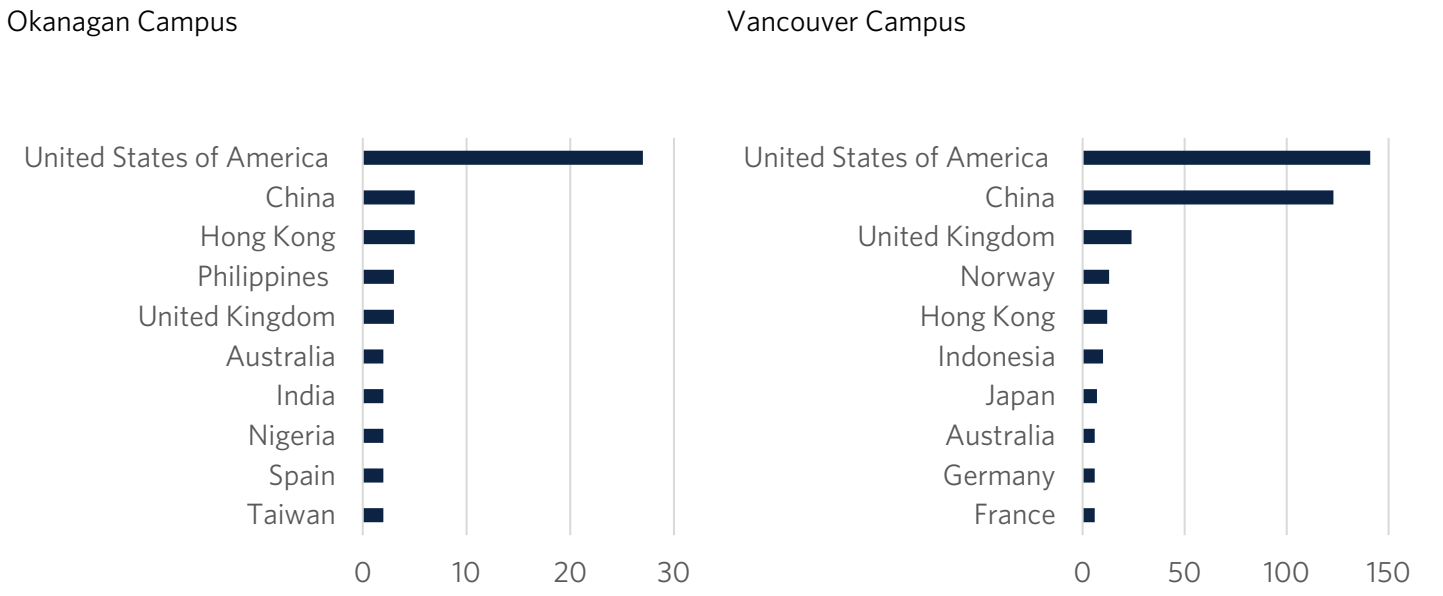
In 2021/22, UBC Vancouver registered 2,454 post-secondary transfer students, who comprised 25% of all the new-to-UBC students on the Vancouver campus. Most of these students (58%) transferred from a post-secondary institution in B.C.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2021/22, BY CAMPUS



The 2021/22 new transfer students attended post-secondary institutions in over 40 countries and territories before enrolling at UBC. The most common countries or territories, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2021/22



WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

Indigenous students at UBC are mostly direct-entry students from secondary schools, although the proportion who first register at UBC as transfer students is much higher than the overall proportion of domestic transfers. Table 3 shows the Indigenous student headcount, by campus, by student level, and by the type of institution previously attended. Most Indigenous students at UBC studied in B.C. before enrolling at either the Vancouver or Okanagan campus. A small proportion of enrolled Indigenous students studied at institutions from Central or Eastern Canada. Figure 13 identifies the previous institution provinces for Okanagan students (N = 729) and Figure 14 for Vancouver students (N = 1,286).

TABLE 3: ALL ENROLLED INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Secondary School	341	337	370	426	448
		Technical Institute	13	9	11	9	15
		College	106	104	116	144	152
		University	39	35	50	54	58
		Unknown	34	44	56	28	24
		Undergraduate Total	533	529	603	661	697
	Graduate	Secondary School	4	5	7	8	9
		Technical Institute	2	2		1	1
		College	10	10	17	18	18
		University	16	12	17	20	27
		Unknown	5	5	5	4	6
		Graduate Total	37	34	46	51	61
		Okanagan Total	**570**	**563**	**649**	**712**	**758**
Vancouver	Undergraduate	Secondary School	461	478	518	585	701
		Technical Institute	7	11	9	11	14
		College	184	185	189	185	167
		University	176	125	129	129	158
		Unknown	109	117	107	111	99
		Undergraduate Total	937	916	952	1,021	1,139
	Graduate	Secondary School	25	24	24	26	36
		Technical Institute	9	7	9	11	7
		College	57	51	58	77	48
		University	130	118	119	143	160
		Unknown	13	14	11	19	17
		Graduate Total	234	214	221	276	268
		Vancouver Total	**1,171**	**1,130**	**1,173**	**1,297**	**1,407**
Grand Total			**1,741**	**1,693**	**1,822**	**2,009**	**2,165**

FIGURE 13: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2021/22, OKANAGAN CAMPUS (IF IN CANADA)

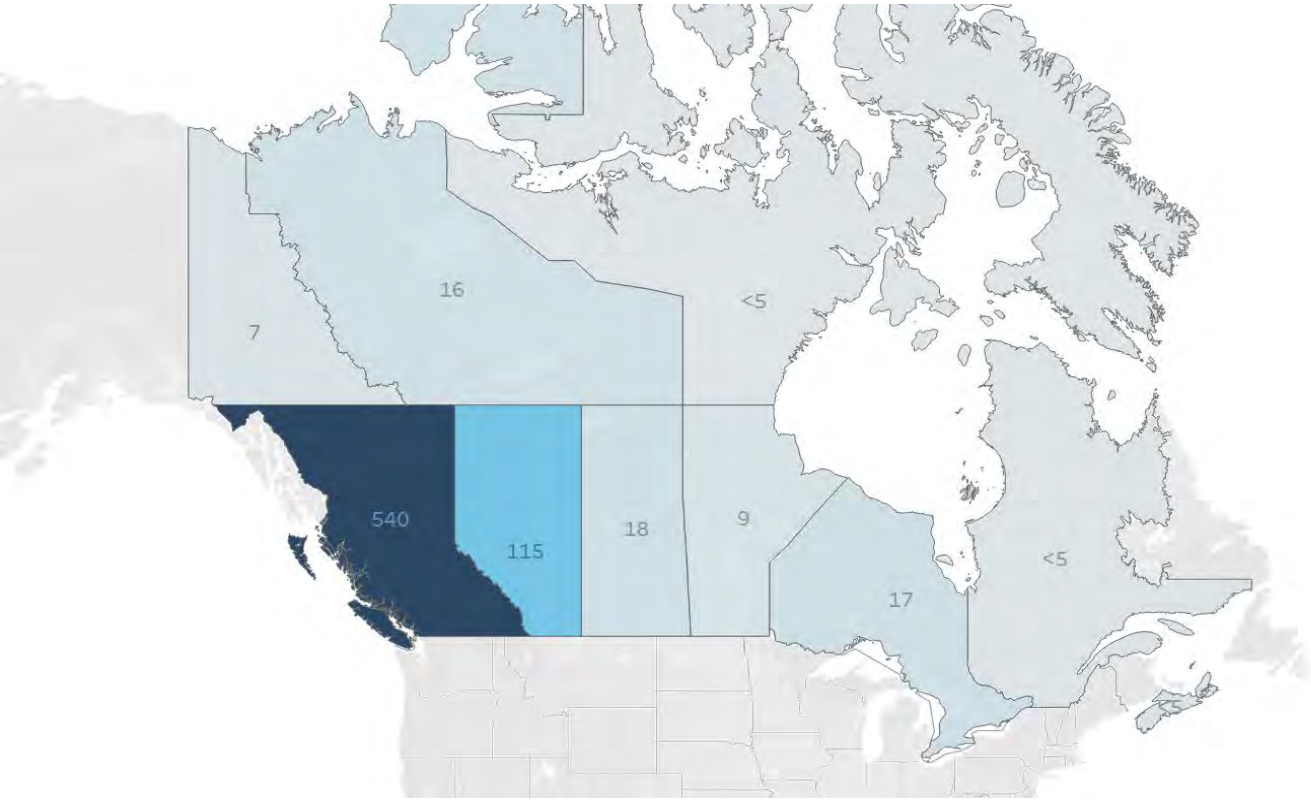
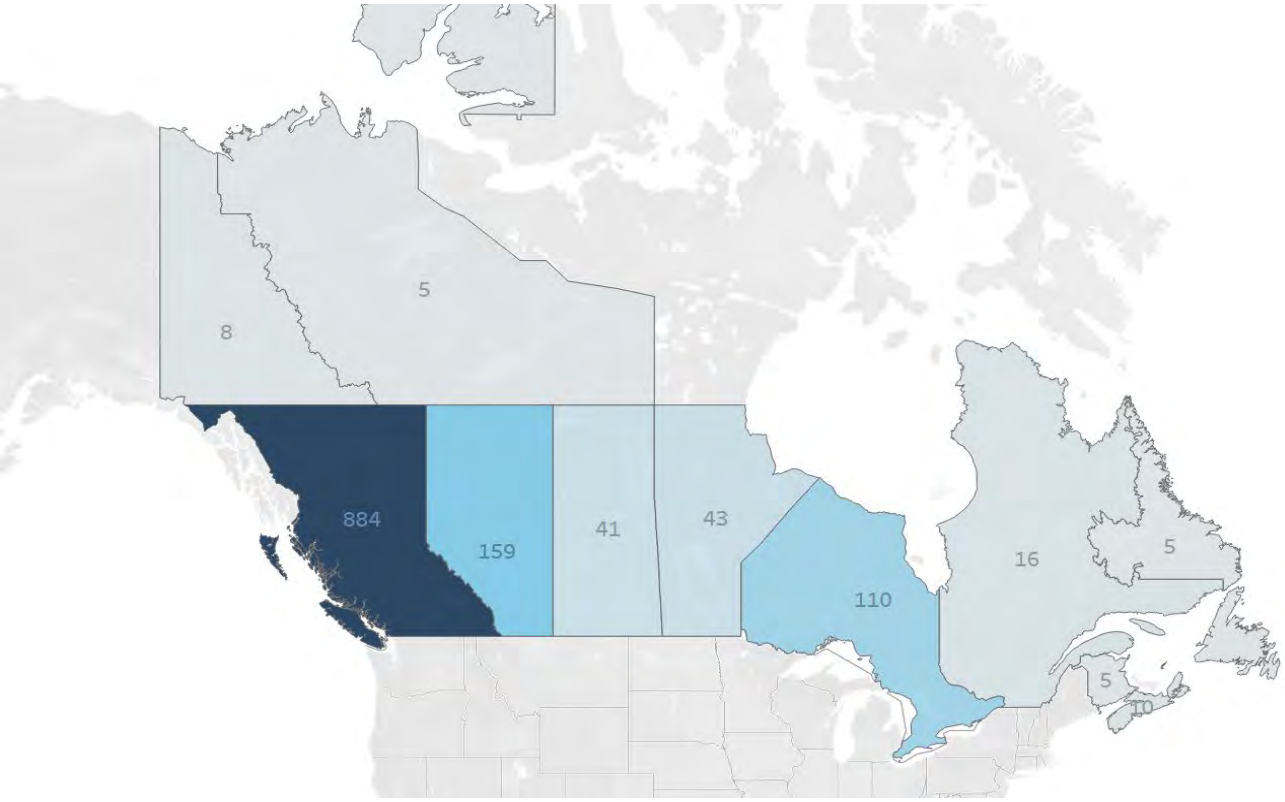


FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2021/22, VANCOUVER CAMPUS (IF IN CANADA)



IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 15 (N = 2,347) and 16 (N = 7,171) are maps of where UBC's 2021/22 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student permit, issued by the Government of Canada, before registering at UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS (IF IN CANADA)

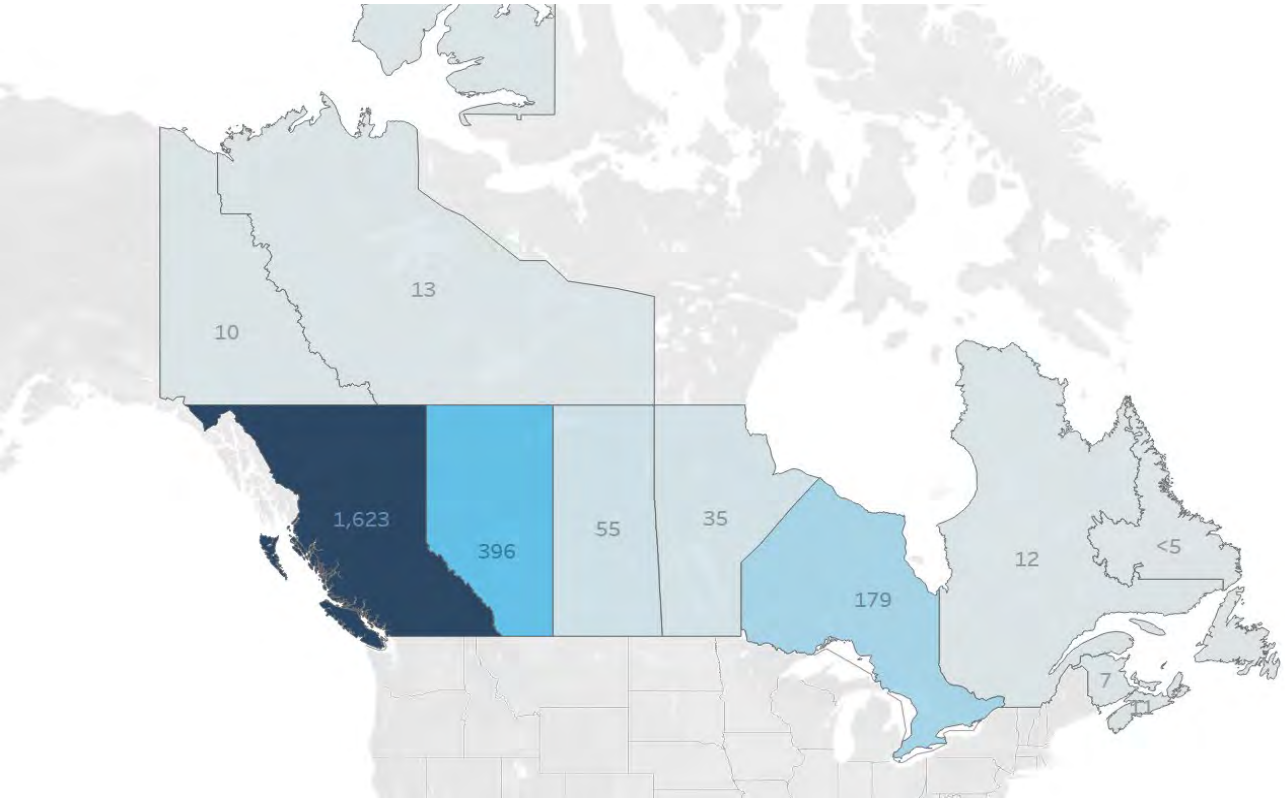
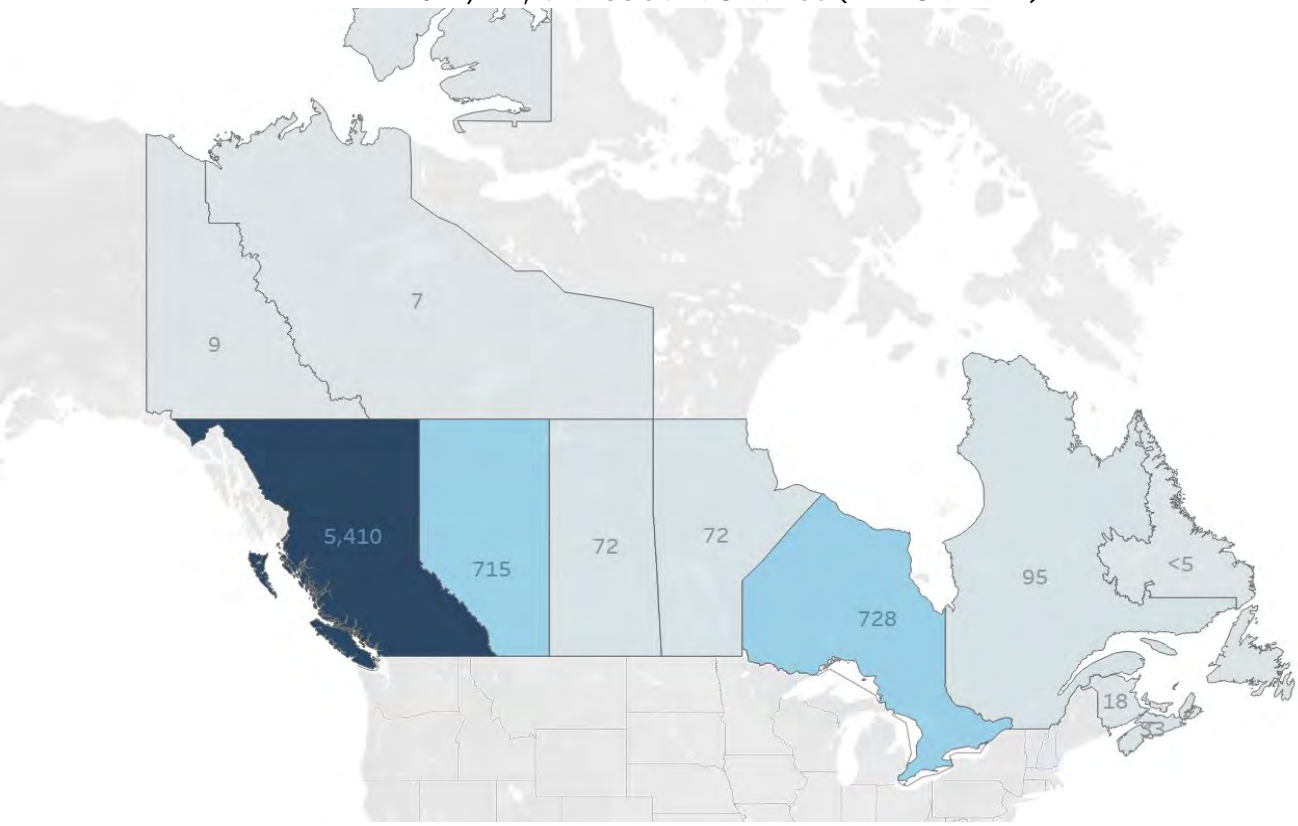


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS (IF IN CANADA)



IN WHICH COUNTRIES OR TERRITORIES DID UBC'S NEW INTERNATIONAL UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

In 2021/22, new-to-UBC international undergraduate students came from many countries or territories (see Figure 17, N = 629 and Figure 18, N = 2,988). Following Canada; India, China, and the U.S.A. predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS

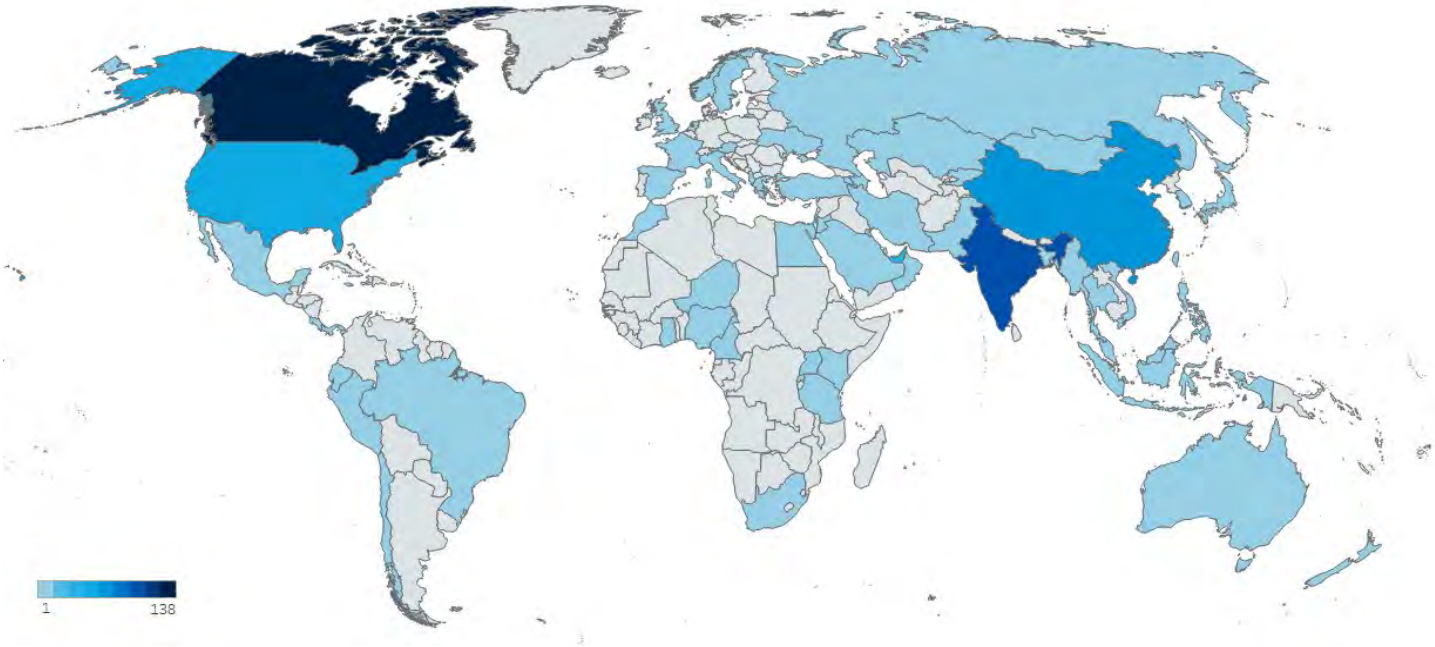
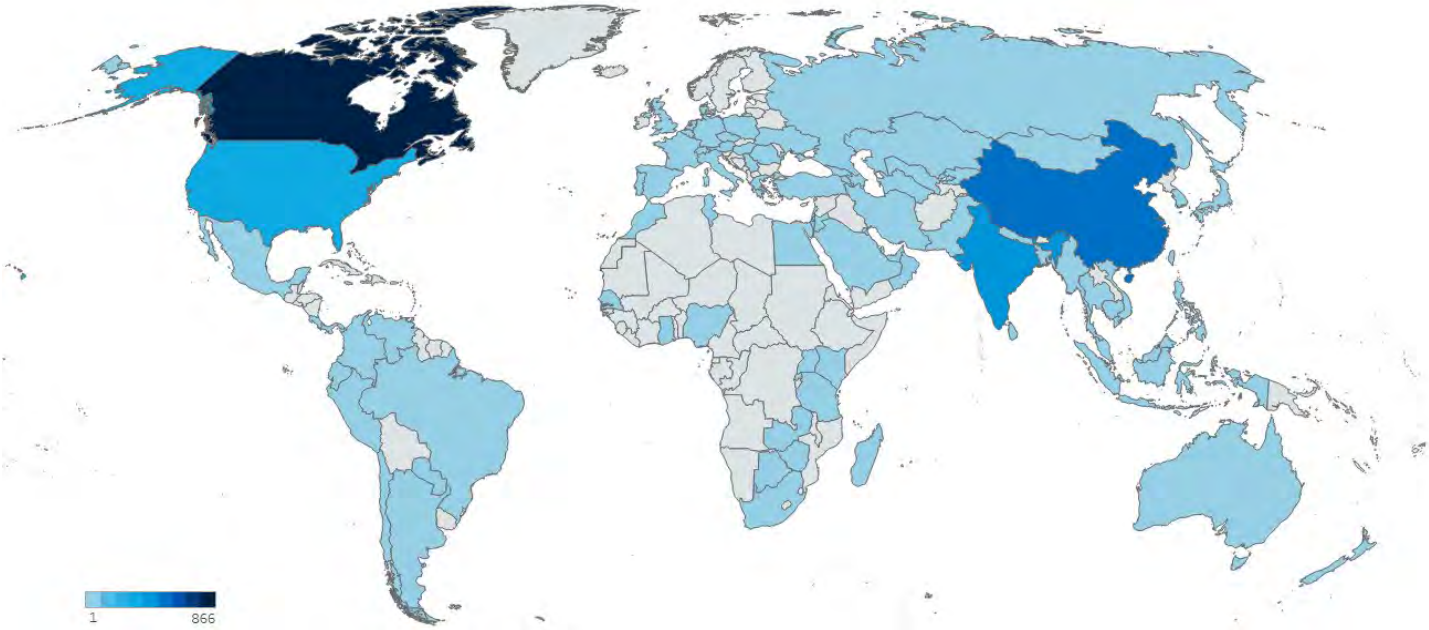


FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 (N = 209) and 20 (N = 1,507) are maps of where UBC's 2021/22 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Ontario.

FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS

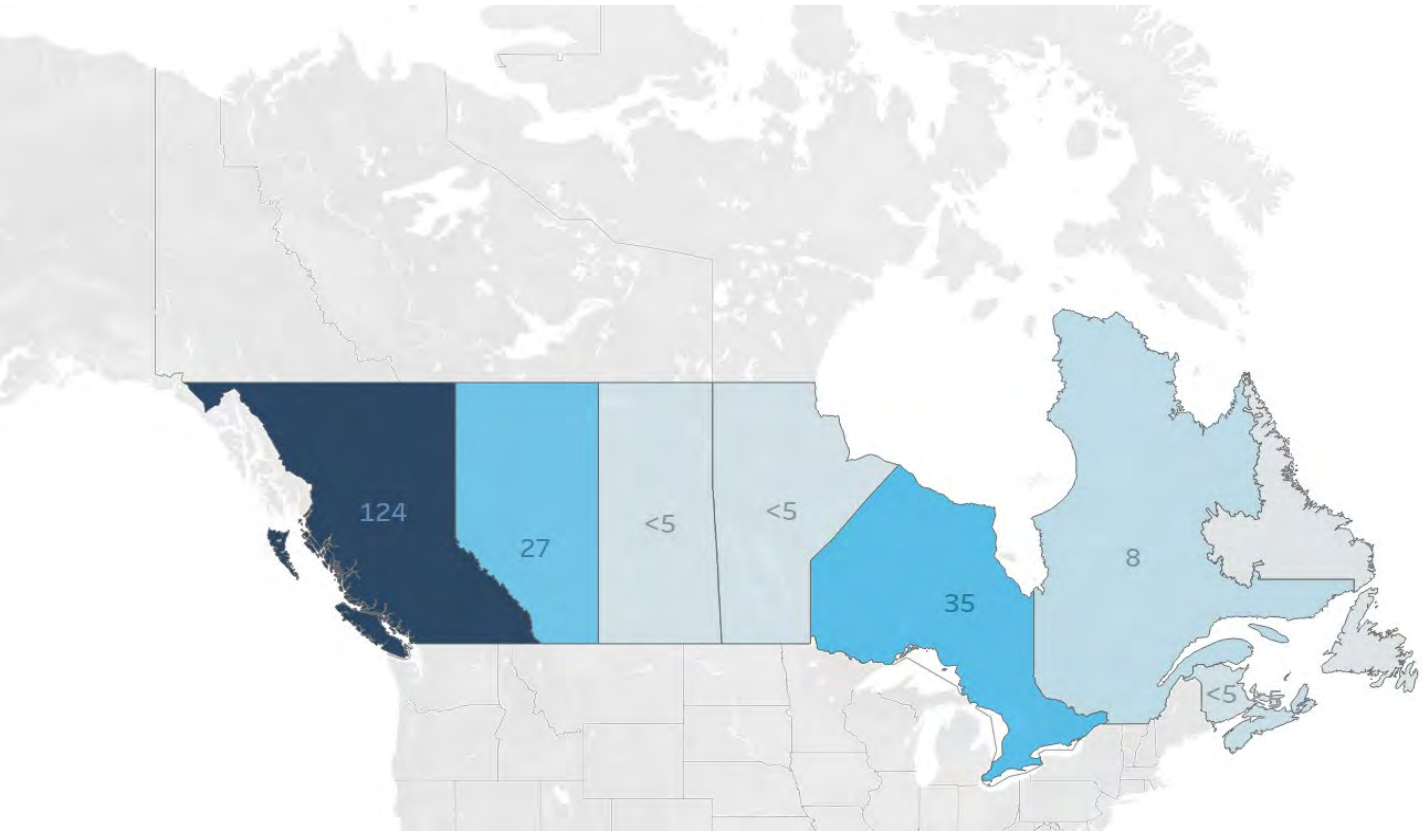
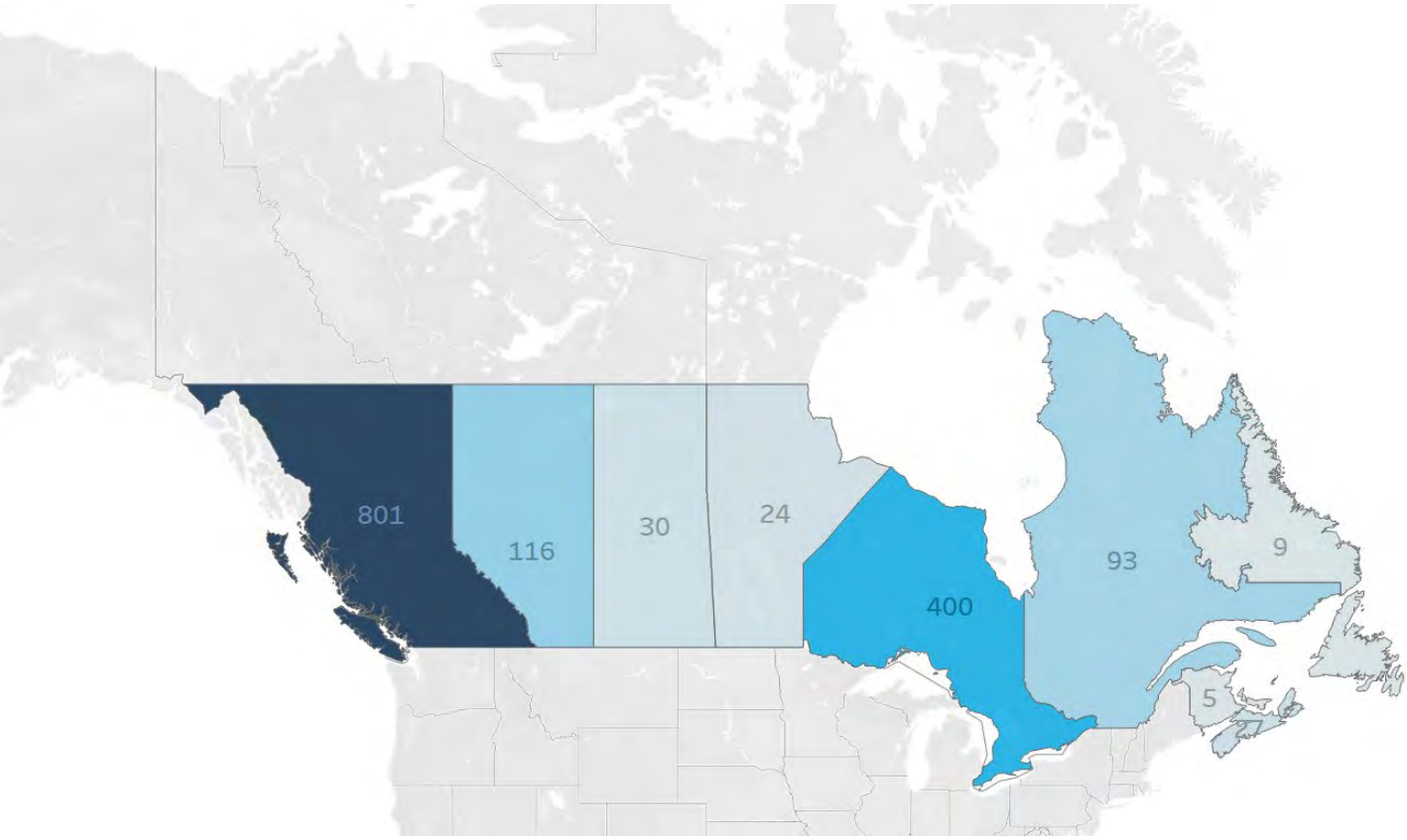


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS



The 2021/22 new-to-UBC international graduate students came from many countries or territories (see Figure 21, N = 350 and Figure 22, N = 2,271). For Okanagan students, following Canada, India and China dominated. On the Vancouver campus, most students studied at an institution in China or India prior to entering their graduate program at UBC.

FIGURE 21: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS

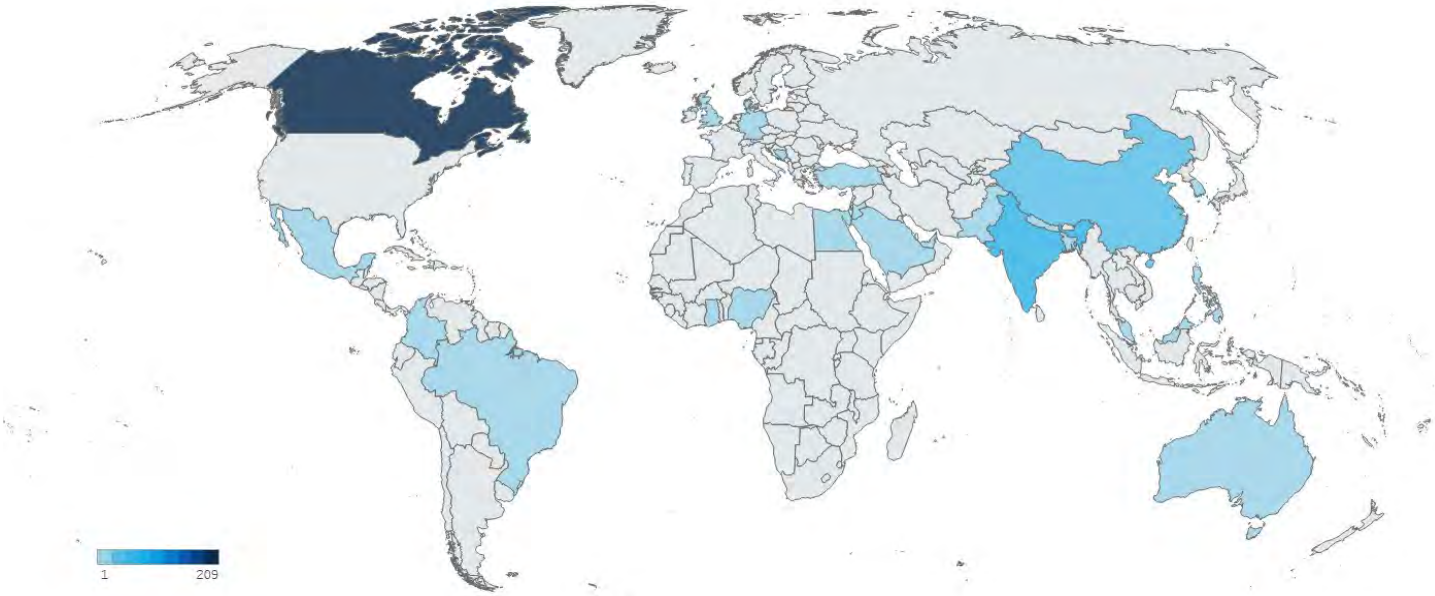
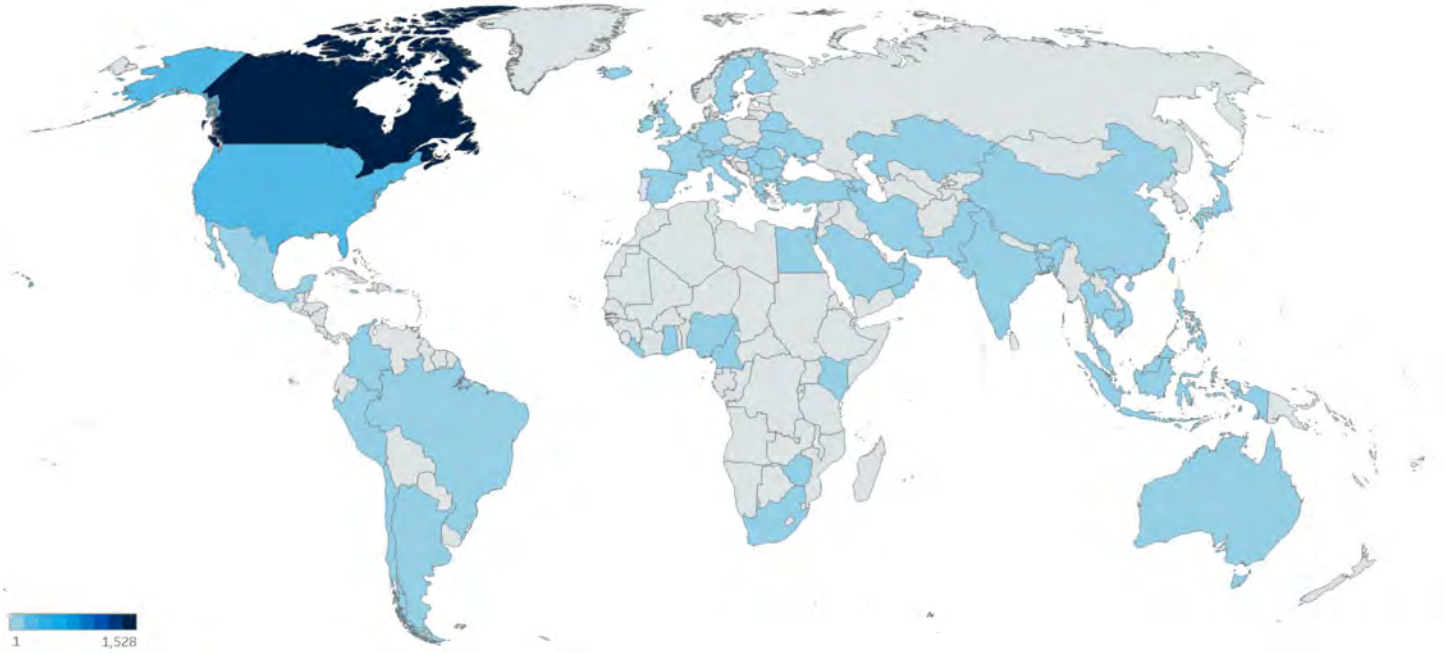


FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

WHAT IS UBC'S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

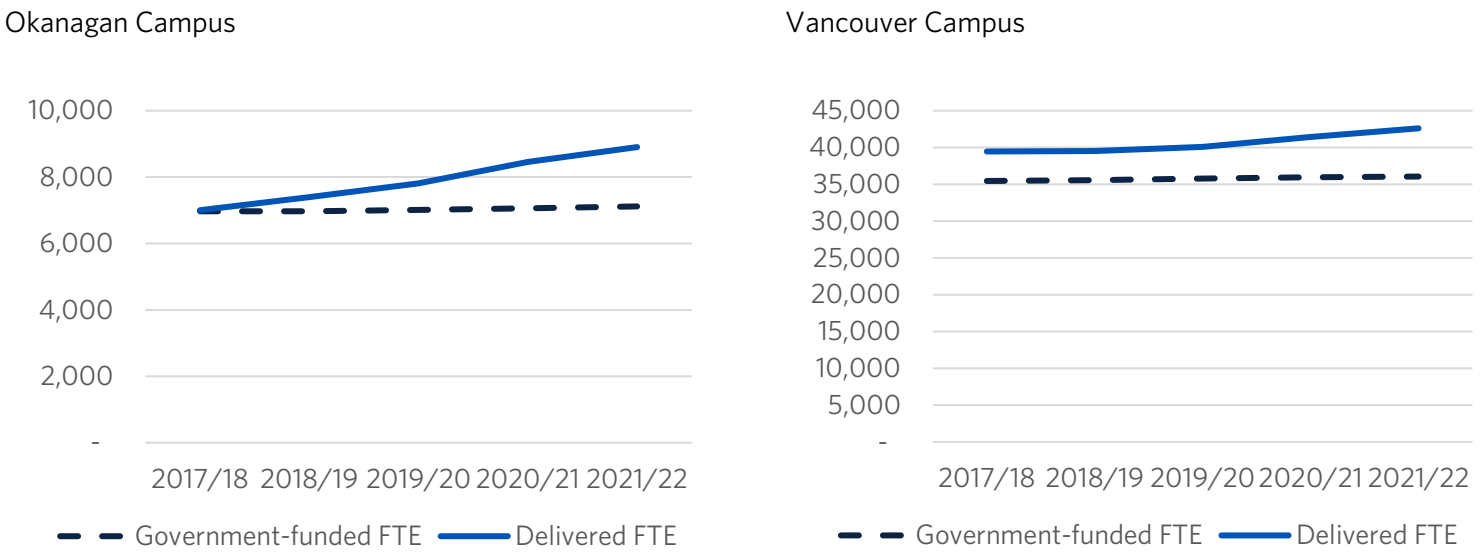
Figure 23 illustrates the historical and 2021/22 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

UBC Okanagan was funded for 7,118 domestic undergraduate and graduate student FTEs for 2021/22 and delivered over the FTE target. As of November 1, 2021, the actual FTE total enrolment was estimated to be 8,904, an increase of 442 FTEs over the previous year, representing a utilization rate of 125% (about 123% estimated for the official reporting date of March 1, 2021, accounting for attrition from the fall to winter terms). As of November, UBC Okanagan had an undergraduate utilization rate of 113% and graduate FTE utilization rate of 735%.

UBC Vancouver was funded for 36,056 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 42,608 FTEs (118%). As of November, UBC Vancouver had an undergraduate utilization rate of 111% and graduate FTE utilization rate of 154%.

Combining both campuses, government-funded domestic FTEs for 2021/22 were 43,174 and actual enrolment was 51,512 FTEs, which results in a 119% utilization rate. There were 41,404 undergraduate domestic student FTEs enrolled representing a utilization rate of 111%, and 10,108 graduate student FTEs enrolled representing a utilization rate of 167%.

FIGURE 23: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTES, BY CAMPUS



HOW MANY STUDENTS DID UBC ENROL IN 2021/22?

In 2021/22, 70,757 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 3% over the previous year. The number of undergraduate students was 58,206 and graduate students was 12,551 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2021/22, with the remaining 17% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students

taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in Appendix B.

On the Okanagan campus, there were 11,989 undergraduate and graduate students enrolled in 2021/22, a 4% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since being established in 2005/06, headcount enrolment has increased by 241% (N = 3,511). Undergraduate student enrolment increased by 3% over the previous year and graduate student enrolment increased by 7%. Further, 2021/22 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,183). Approximately 28% of all Okanagan students enrolled in 2021/22 were new-to-UBC students (N = 3,350).[2]

The Vancouver campus 2021/22 total enrolment grew to 60,292 an increase of 3% over the previous year, with nearly all of the growth concentrated in graduate master's degree, undergraduate baccalaureate degree program, and non-degree student enrolment.

TABLE 4: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	30	11	19	18	17
		Baccalaureate Degree	7,896	8,565	9,160	10,074	10,382
		Post-Baccalaureate Degree	119	186	237	235	220
		Non-Degree	219	228	227	132	187
		Undergraduate Total	8,264	8,990	9,643	10,459	10,806
	Graduate	Master's Degree	559	626	702	711	760
		Doctoral Degree	297	319	363	392	423
		Graduate Total	856	945	1,065	1,103	1,183
		Okanagan Total	**9,120**	**9,935**	**10,708**	**11,562**	**11,989**
Vancouver	Undergraduate	Diploma & Certificate	2,460	2,403	2,362	2,439	2,603
		Baccalaureate Degree	36,670	37,238	37,859	39,462	40,088
		Post-Baccalaureate Degree	2,781	2,836	2,864	2,868	2,813
		Non-Degree	2,467	2,405	2,431	1,553	1,896
		Undergraduate Total	44,378	44,882	45,516	46,322	47,400
	Residents	Residents Total	1,461	1,468	1,448	1,526	1,524
	Graduate	Master's Degree	6,395	6,432	6,687	6,977	7,586
		Doctoral Degree	3,546	3,549	3,599	3,637	3,782
		Graduate Total	9,941	9,981	10,286	10,614	11,368
		Vancouver Total	**55,780**	**56,331**	**57,250**	**58,462**	**60,292**
Grand Total			64,900	66,266	67,958	70,024	72,281

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences. Not all residents have student status, but all are counted towards FTE targets.

[2] New-to-UBC students are new students who have not studied previously at UBC.

HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2021/22?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 5 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan increased by 3% in 2021/22 (N = 8,441 in 2020/21), while domestic graduate student enrolment increased by 1% (N = 707 in 2020/21). Domestic new-to-UBC undergraduate student enrolment in 2021/22 (N = 2,360) decreased by 3% when compared with the previous year (N = 2,444 in 2020/21) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2021/22 (N = 41,968) increased compared to 2020/21 (N = 41,432). Domestic new-to-UBC undergraduate student enrolment decreased between 2020/21 (N = 8,050) and 2021/22 (N =7,764) by 4%.

TABLE 5: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	30	11	19	18	17
		Baccalaureate Degree	6,777	7,119	7,440	8,066	8,299
		Post-Baccalaureate Degree	119	186	237	235	220
		Non-Degree	139	170	148	122	131
		Undergraduate Total	7,065	7,486	7,844	8,441	8,667
	Graduate	Master's Degree	421	456	498	503	486
		Doctoral Degree	161	173	181	204	227
		Graduate Total	582	629	679	707	713
		Okanagan Total	**7,647**	**8,115**	**8,523**	**9,148**	**9,380**
Vancouver	Undergraduate	Diploma & Certificate	2,290	2,237	2,169	2,166	2,299
		Baccalaureate Degree	26,909	26,838	27,091	28,333	28,748
		Post-Baccalaureate Degree	2,748	2,808	2,840	2,841	2,769
		Non-Degree	1,222	1,181	1,201	1,380	1,121
		Undergraduate Total	33,169	33,064	33,301	34,720	34,937
	Residents	Residents Total	1,452	1,468	1,448	1,526	1,520
	Graduate	Master's Degree	4,473	4,406	4,421	4,778	5,076
		Doctoral Degree	2,001	1,988	1,982	1,934	1,955
		Graduate Total	6,474	6,394	6,403	6,712	7,031
		Vancouver Total	**41,095**	**40,926**	**41,152**	**42,958**	**43,488**
Grand Total			48,742	49,041	49,675	52,106	52,868

HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2021/22?

UBC is committed to expanding educational opportunities for Indigenous students. There is some imprecision associated with the reported number of Indigenous students enrolled at UBC because students are not required to identify as Indigenous at any time during their studies, but can do so voluntarily. Students' Indigenous status is gleaned from several sources: students may self-identify as part of the admissions process, or they may indicate their Indigenous status at any time after initial admission. Thus, the numbers of Indigenous students shown in Tables 3 and 6 are an underestimation of the actual number of students enrolled.

Reporting is based on the number of Indigenous students of Canada. There are a small number of additional students who are not included in the following sections because they are international Indigenous students, that is, they require government-issued study permits to enrol at UBC.

In 2021/22, 6.3% of students enrolled on the Okanagan campus identified as Indigenous (N = 758), constituting 8.1% of all domestic students. About 2.4% of all students on the Vancouver campus identified as Indigenous, constituting 3.3% of all domestic students.

In 2021/22, 276 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 40 new Indigenous students started a graduate program; 32 in master's programs and 8 in a doctoral program. On the Okanagan campus in 2021/22, 156 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program. An additional 16 Indigenous students started a graduate program, an increase compared to 2020/21 (N = 9); seven student entered doctoral studies and 9 started a master's program.

UBC places great importance on partnering with Indigenous communities and promoting access to postsecondary education for Indigenous students. To better support retention and to support students' success, specialized personnel have been added to undergraduate admissions and recruitment teams. With the guidance of an Indigenous Strategic Plan endorsed by the Board of Governors these roles will advance services in support of Indigenous students.

TABLE 6: DOMESTIC INDIGENOUS STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	1	1		1	
		Baccalaureate Degree	473	463	524	600	644
		Post-Baccalaureate Degree	5	8	16	19	21
		Non-Degree	54	57	63	41	32
		Undergraduate Total	533	529	603	661	697
	Graduate	Master's Degree	28	26	37	39	42
		Doctoral Degree	9	8	9	12	19
		Graduate Total	37	34	46	51	61
		Okanagan Total	**570**	**563**	**649**	**712**	**758**
Vancouver	Undergraduate	Diploma & Certificate	24	30	29	33	31
		Baccalaureate Degree	665	635	687	739	856
		Post-Baccalaureate Degree	204	206	208	224	216
		Non-Degree	44	45	28	25	36
		Undergraduate Total	937	916	952	1,021	1,139
	Residents	Residents Total	32	38	34	33	39
	Graduate	Master's Degree	165	142	142	202	186
		Doctoral Degree	69	72	79	74	82
		Graduate Total	234	214	221	276	268
		Vancouver Total	**1,203**	**1,168**	**1,207**	**1,330**	**1,446**
Grand Total			1,773	1,731	1,856	2,042	2,204

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2021/22?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.[3] Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2017/18 through 2021/22, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in "for-credit" courses (33 on the Okanagan campus and 256 on the Vancouver campus).

In 2021/22, 2,609 international students were enrolled on the Okanagan campus, representing an 8% increase over the previous year (N = 2,414), which is the largest international student population to date. International students represented 22% of the total student population. In 2021/22, 856 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment increased by1% (N =683) over the previous year (N = 675) (not shown in the Table). International students made up 20% of all undergraduate students and 40% of all graduate students. Since 2011/12, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 13%.

In 2021/22, 16,804 international students were enrolled on the Vancouver campus, which represents an 8% increase over the previous year. The proportion of international students was greater at the graduate level, where they comprised 38% of all graduate students. International students comprised 26% of all undergraduate students.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,119	1,446	1,720	2,008	2,083
		Post-Baccalaureate Degree					
		Non-Degree	80	58	79	10	56
		Undergraduate Total	1,199	1,504	1,799	2,018	2,139
	Graduate	Master's Degree	138	170	204	208	274
		Doctoral Degree	136	146	182	188	196
		Graduate Total	274	316	386	396	470
		Okanagan Total	**1,473**	**1,820**	**2,185**	**2,414**	**2,609**
Vancouver	Undergraduate	Diploma & Certificate	170	166	193	273	304
		Baccalaureate Degree	9,761	10,400	10,768	11,129	11,340
		Post-Baccalaureate Degree	33	28	24	27	44
		Non-Degree	1,245	1,224	1,230	173	775
		Undergraduate Total	11,209	11,818	12,215	11,602	12,463
	Residents	Residents Total	9				4
	Graduate	Master's Degree	1,922	2,026	2,266	2,199	2,510
		Doctoral Degree	1,545	1,561	1,617	1,703	1,827
		Graduate Total	3,467	3,587	3,883	3,902	4,337
		Vancouver Total	**14,685**	**15,405**	**16,098**	**15,504**	**16,804**
Grand Total			**16,158**	**17,225**	**18,283**	**17,918**	**19,413**

[3] Permits are issued by Immigration, Refugees and Citizenship Canada.

HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2021/22?

Transfer students enter a UBC degree program either after completing courses in a different UBC program, or after obtaining relevant post-secondary course credits from another recognized university or college. Figure 24 identifies that 2,528 new to UBC transfer students enrolled in Vancouver and 666 enrolled in an Okanagan program. In addition, 1,309 students transferred internally between UBC programs in Vancouver and 335 in the Okanagan. The Vancouver campus enrolled 659 international new-to-UBC transfer students and 65 enrolled in the Okanagan.

FIGURE 24: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2021/22

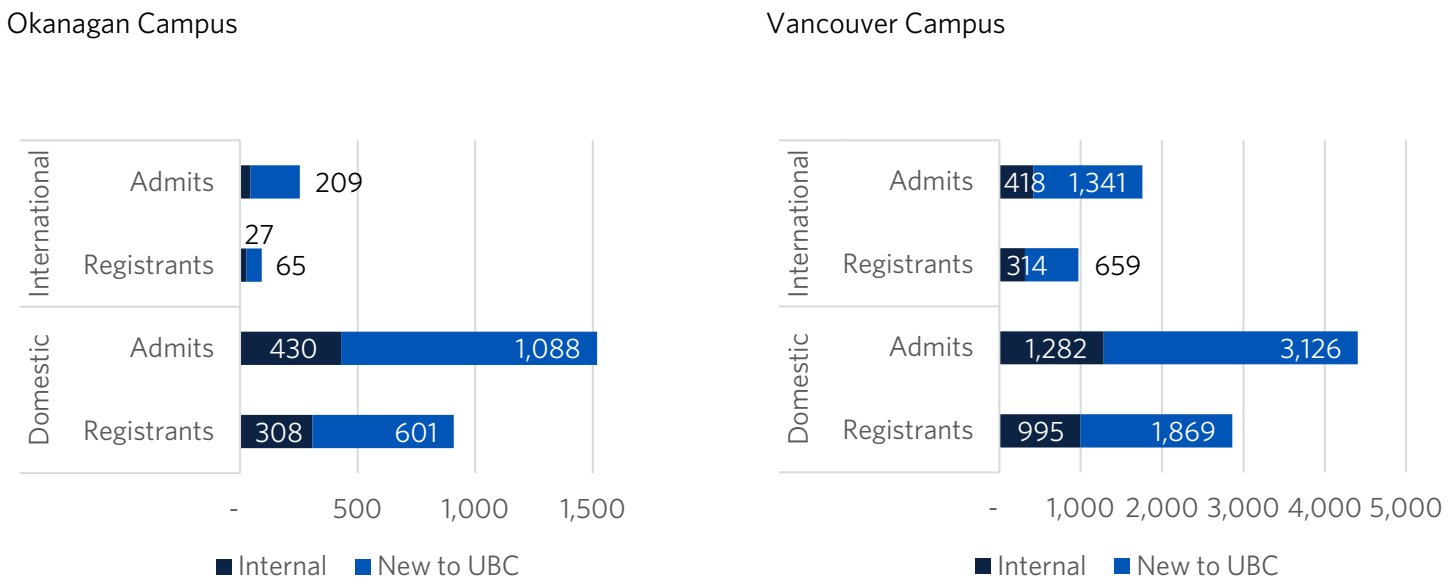
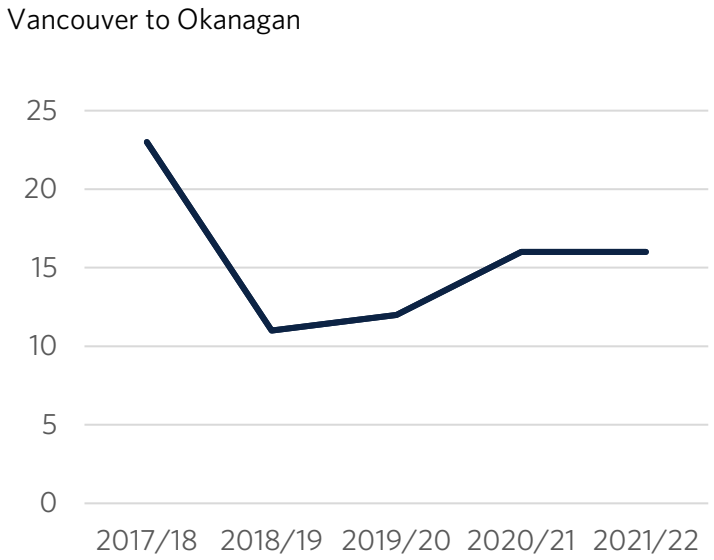
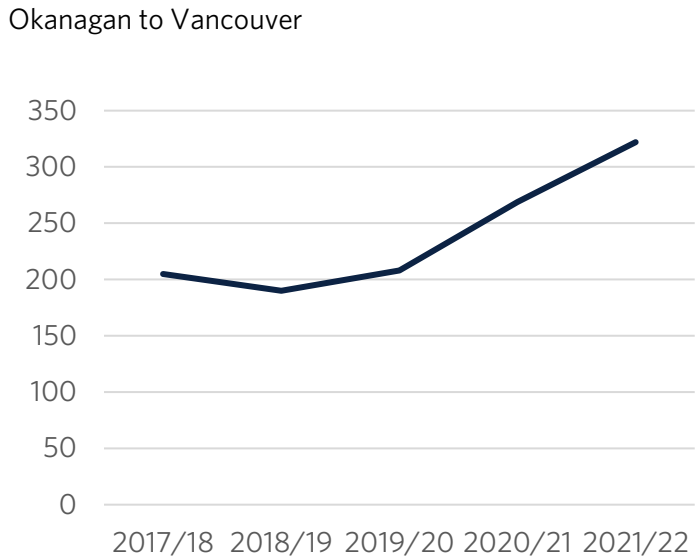


Figure 25 focuses on UBC students who transferred between programs on different campuses. In 2021/22 this included a total of 338 undergraduate students. Sixteen students transferred to the Okanagan campus from a Vancouver program, and 322 students transferred to Vancouver from the Okanagan campus.

FIGURE 25: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR





HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

UBC's Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The college's program, Vantage One, offers an enriched first-year undergraduate experience for international students who, after successfully completing one year of coursework combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2021/22, students transitioned into: Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver campus). The headcounts for 2021/22 Vantage College students are: 61 students in the Applied Science stream, 89 in Arts, and 116 in the Science stream.

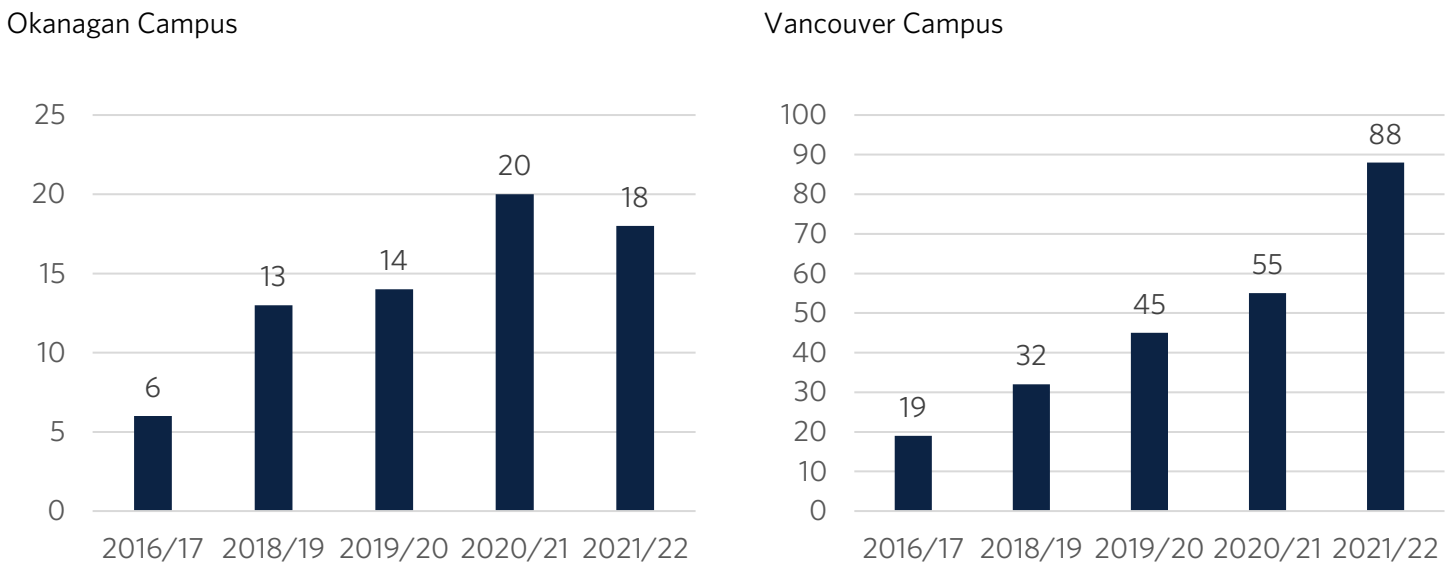
HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

In 2013/14, UBC was one of a handful of B.C. post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing "wrap-around" support, helping students navigate the application and admission process, as well as the services and resources available to them at UBC and in the broader community.

Undergraduate, unclassified, and second-degree students with lived experience in care are eligible for a tuition waiver at UBC. An age limit for tuition waiver eligibility was lifted in 2020/21 and in 2021/22 an additional three students became eligible for the waiver, as a result.

Over the past few years, the number of registered students at UBC who were "post-care" has more than doubled. There are currently 106 former youth in care studying at UBC on either a Provincial or UBC tuition waiver, a 41% increase over 2020/21. Since the inception of the program in 2013, 32 former youth in care students have graduated from UBC with undergraduate degrees. Figure 26 shows that in 2021/22 this initiative is providing support to 88 students who were formerly in government care.

FIGURE 26: FUNDED STUDENTS WITH LIVED EXPERIENCE IN CARE, BY CAMPUS



HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

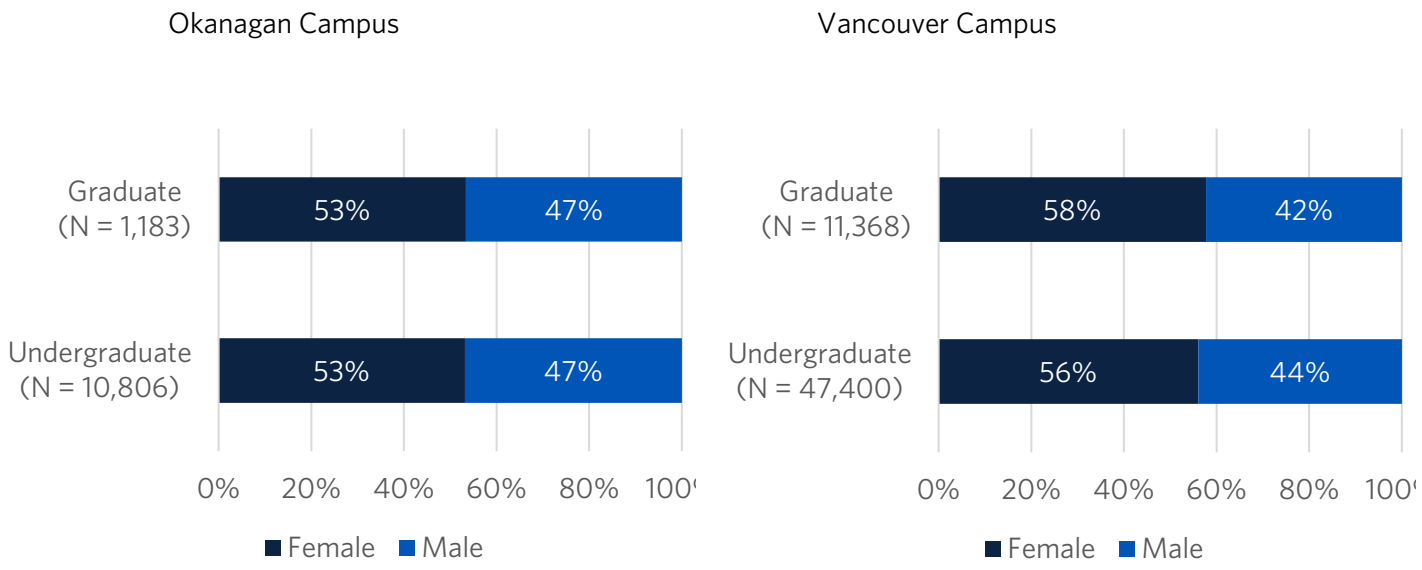
World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnerships with about 80 Canadian universities. A key to WUSC's success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC's local committees raise funds and awareness for the program and play a vital role in providing social and academic support for the 10 WUSC new-to-UBC students enrolled in 2021/22. In all, there are 49 WUSC students enrolled at UBC. Together, UBC's student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students' tuition, book fees, and partial housing and living expenses.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

The gender distribution of students enrolled at UBC in 2021/22 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 27).[4] There are seven students on the Okanagan campus and forty-nine students on the Vancouver campus with no declared gender for 2021/22.

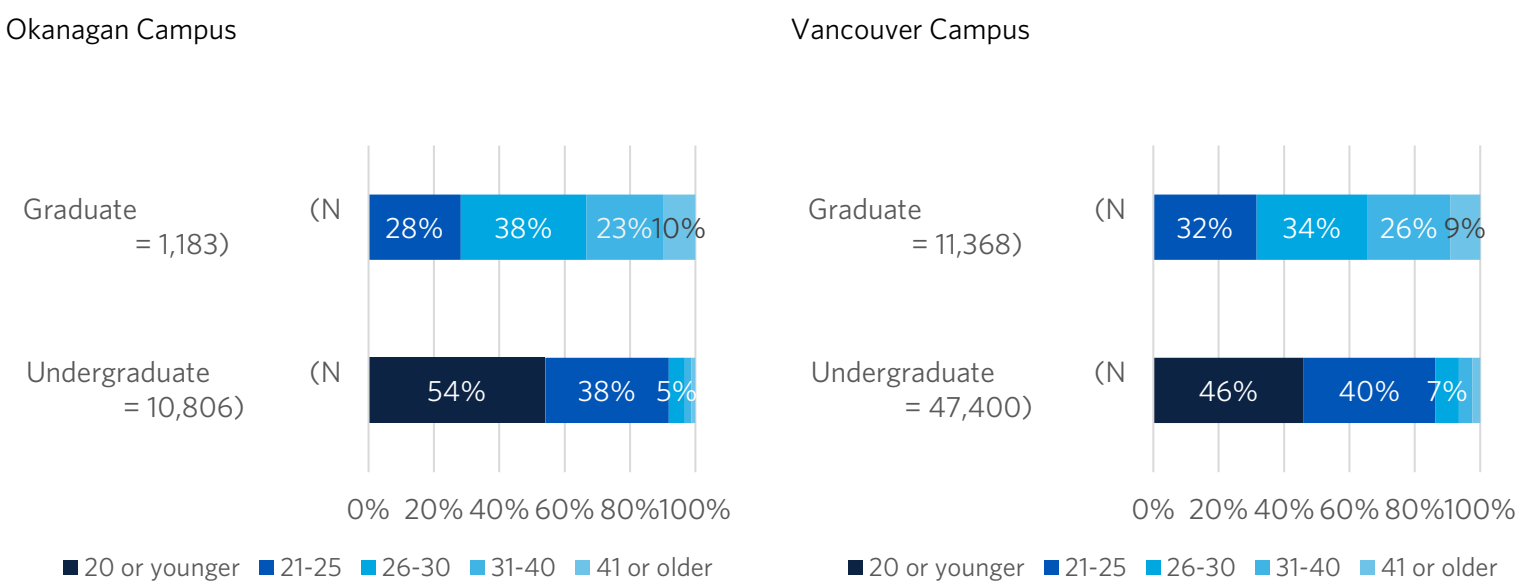
[4] The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

FIGURE 27: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2021/22



The majority of undergraduate students, in 2021/22, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 28). On the Okanagan campus, the undergraduate students' average age, in 2021/22, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (38%), followed by the 21-25-year age group (28%); the average age was 30 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion of graduate students (34%) was the 26-30-year age groups followed by the 12-25-year age group (32%); the graduate students' average age was 30 years.

FIGURE 28: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2021/22



WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2021/22, UBC's international students, at both campuses combined, were citizens of over 150 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 29 (N = 2,609) and 30 (N = 16,790) provide maps of the countries or territories of citizenship for each campus. About one third (33%) of UBC's international students held Chinese citizenship in 2021/22 (N = 6,385). Following China, the most common countries of citizenship were India, the U.S.A., Iran, and the Republic of Korea.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2021/22, 119 countries were represented by 2,609 students.

A total of 148 countries were represented by 16,804 international students on the Vancouver campus in 2021/22 as seen in Figure 30 (N = 16,790 with 10 Unknown). Thirty-five percent of these international students held Chinese citizenship (N = 5,826). Since 2011/12, the number of international students with Indian citizenship has increased by 774%.

TABLE 8: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Citizenship	2017/18	2018/19	2019/20	2020/21	2021/22	Change from 2017/18
Undergraduate	China	368	471	536	574	486	32%
	India	90	174	255	358	453	403%
	United States of America	76	80	83	101	107	41%
	Hong Kong	32	42	46	48	63	97%
	Japan	33	36	41	42	50	52%
	Indonesia	15	26	37	47	48	220%
	Vietnam	10	20	29	33	45	350%
	Republic of Korea	42	32	43	48	44	5%
	Bangladesh	22	28	30	31	40	82%
	Brazil	18	25	33	43	40	122%
	Other	497(83)	570(83)	666(94)	693(96)	763(105)	54%
	Undergraduate Total	**1,203**	**1,504**	**1,799**	**2,018**	**2,139**	**78%**
Graduate	Iran	50	56	81	98	113	126%
	India	44	71	78	65	97	120%
	China	47	53	62	58	73	55%
	Bangladesh	19	18	30	28	30	58%
	United States of America	18	19	23	24	24	33%
	Pakistan	11	11	11	12	17	55%
	Other	85(37)	87(43)	101(48)	111(45)	116(47)	36%
		274	**315**	**386**	**396**	**470**	**72%**
Grand Total		**1,477**	**1,819**	**2,185**	**2,414**	**2,609**	**77%**

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

TABLE 9: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

Student Level	Citizenship	2017/18	2018/19	2019/20	2020/21	2021/22	Change from 2017/18
Undergraduate	China	4,406	4,856	4,997	4,936	4,729	7%
	India	726	941	1,211	1,575	1,977	172%
	United States of America	1,081	1,045	981	902	891	-18%
	Korea, Republic of	435	435	446	439	446	3%
	Indonesia	215	234	265	290	349	62%
	Hong Kong	290	288	271	266	309	7%
	Japan	326	306	294	192	250	-23%
	Taiwan	150	153	167	180	185	23%
	Vietnam	92	104	119	148	175	90%
	Turkey	141	174	177	174	168	19%
	Other	3,347(137)	3,282(130)	3,287(134)	2,500(130)	2,984(134)	-11%
		11,209	11,818	12,215	11,602	12,463	11%
Graduate	China	817	859	959	1,060	1,097	34%
	United States of America	581	596	637	608	634	9%
	India	343	405	494	459	535	56%
	Iran	210	220	261	298	371	77%
	Mexico	101	92	92	89	124	23%
	Hong Kong	30	31	29	45	110	267%
	United Kingdom	106	94	90	86	95	-10%
	Brazil	86	100	87	89	91	6%
	Nigeria	49	66	71	72	82	67%
	Germany	84	82	73	64	69	-18%
	Other	1,060(105)	1,042(114)	1,090(110)	1,032(108)	1,129(108)	7%
		3,467	3,587	3,883	3,902	4,337	25%
Grand Total		14,676	15,405	16,098	15,504	16,800	14%

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

FIGURE 29: INTERNATIONAL STUDENTS' CITIZENSHIP, 2021/22, OKANAGAN CAMPUS

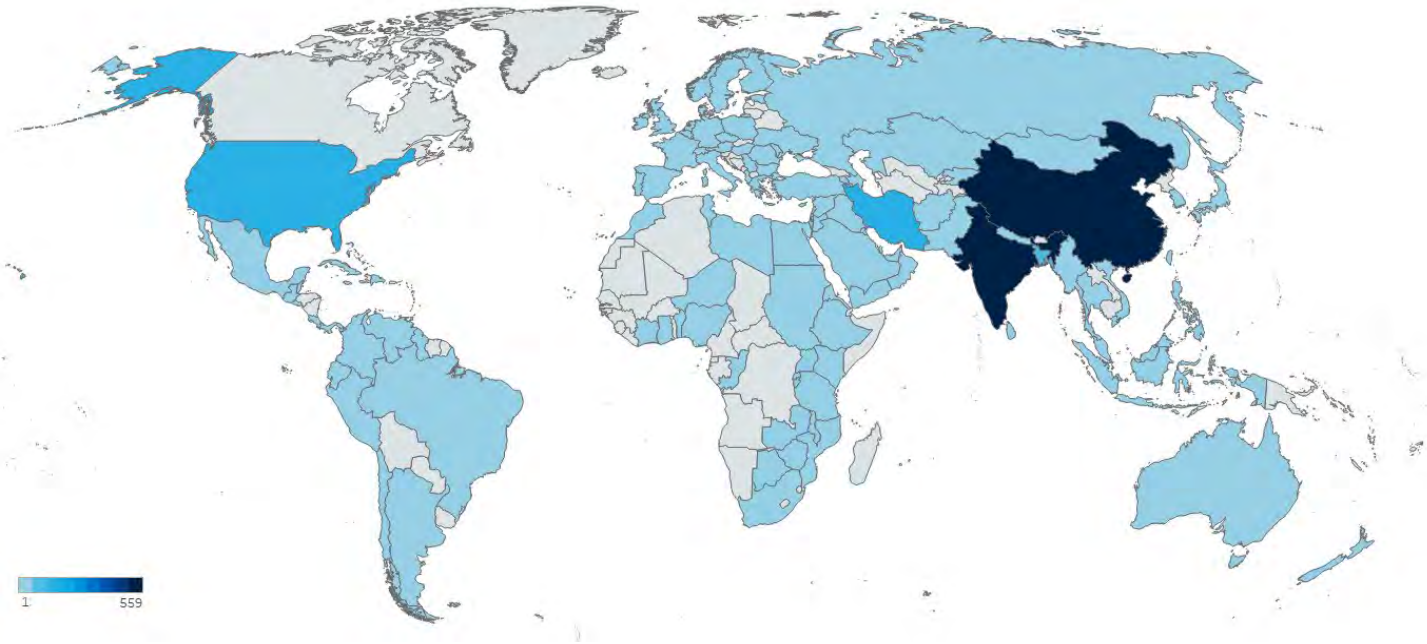
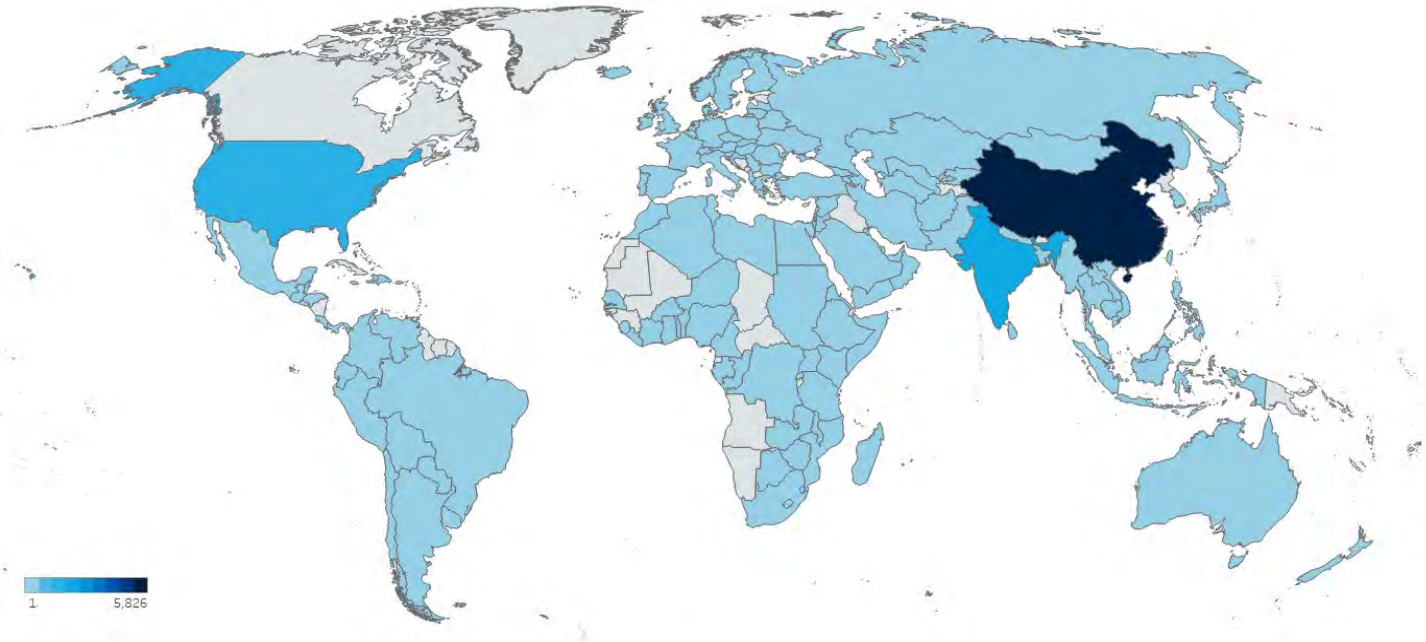


FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2021/22, VANCOUVER CAMPUS



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November). On the Okanagan campus, ceremonies are held in the spring. Credentials are reported by calendar year. Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,973 credentials were awarded to Okanagan campus graduates in 2020. Since 2005, over 21,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 17% growth in the number of credentials awarded annually between 2016 and 2020. Almost 13,000 credentials were awarded to students on the Vancouver campus in 2020.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY CALENDAR YEAR, BY CAMPUS

Campus	Program Level	Program Type	2016	2017	2018	2019	2020
Okanagan	Undergraduate	*Domestic*					
		Baccalaureate Degree	1,328	1,255	1,286	1,233	1,326
		Post-Baccalaureate Degree	117	89	45	86	105
		International					
		Baccalaureate Degree	116	132	110	161	207
		Undergraduate Total	1,561	1,476	1,441	1,480	1,638
	Graduate	*Domestic*					
		Master's Degree	143	113	158	185	206
		Doctoral Degree	17	28	17	30	26
		International					
		Master's Degree	37	49	56	78	81
		Doctoral Degree	14	14	10	15	22
		Graduate Total	211	204	241	308	335
		Okanagan Total	**1,772**	**1,680**	**1,682**	**1,788**	**1,973**
Vancouver	Undergraduate	*Domestic*					
		Diploma & Certificate	513	518	506	556	502
		Baccalaureate Degree	5,413	5,560	5,505	5,580	5,655
		Post-Baccalaureate Degree	1,038	1,102	1,140	1,200	1,242
		International					
		Diploma & Certificate	56	72	73	52	65
		Baccalaureate Degree	1,098	1,329	1,711	2,052	2,292
		Post-Baccalaureate Degree	7	13	18	15	8
		Undergraduate Total	8,125	8,594	8,953	9,455	9,764
	Graduate	*Domestic*					
		Master's Degree	1,643	1,725	1,778	1,797	1,673
		Doctoral Degree	376	361	345	305	348
		International					
		Master's Degree	715	692	836	907	1,011
		Doctoral Degree	181	185	184	189	175
		Graduate Total	2,915	2,963	3,143	3,198	3,207
		Vancouver Total	**11,040**	**11,557**	**12,096**	**12,653**	**12,971**
Grand Total			**12,812**	**13,237**	**13,778**	**14,441**	**14,944**

Note: In the Vancouver campus count of credentials awarded, the Master's Degree includes graduate students receiving a parchment for the Master of Digital Media program offered at the Centre for Digital Media, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

The number of Indigenous students conferred a UBC degree has increased by 18% between 2016 and 2020 (see Table 11). Indigenous students at the Okanagan campus received about 5% of all the undergraduate and graduate credentials awarded in 2020. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2020.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Program Level	2016		2017		2018		2019		2020	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	68	4%	68	5%	97	7%	88	6%	81	5%
	Graduate	12	6%	7	3%	5	2%	10	3%	15	4%
	Okanagan Total	**80**	**5%**	**75**	**4%**	**102**	**6%**	**98**	**5%**	**96**	**5%**
Vancouver	Undergraduate	162	2%	168	2%	168	2%	189	2%	188	2%
	Graduate	51	2%	24	1%	56	2%	68	2%	62	2%
	Vancouver Total	**213**	**2%**	**192**	**2%**	**224**	**2%**	**257**	**2%**	**250**	**2%**
Grand Total		**293**	**2%**	**267**	**2%**	**326**	**2%**	**355**	**2%**	**346**	**2%**

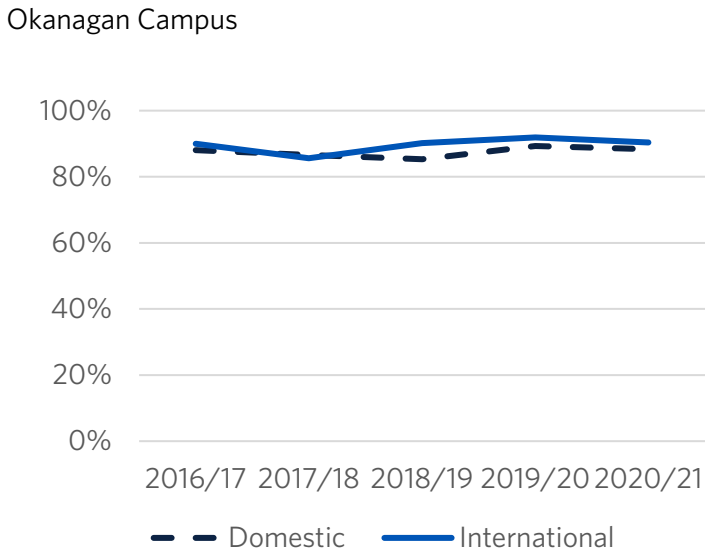
WHAT ARE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

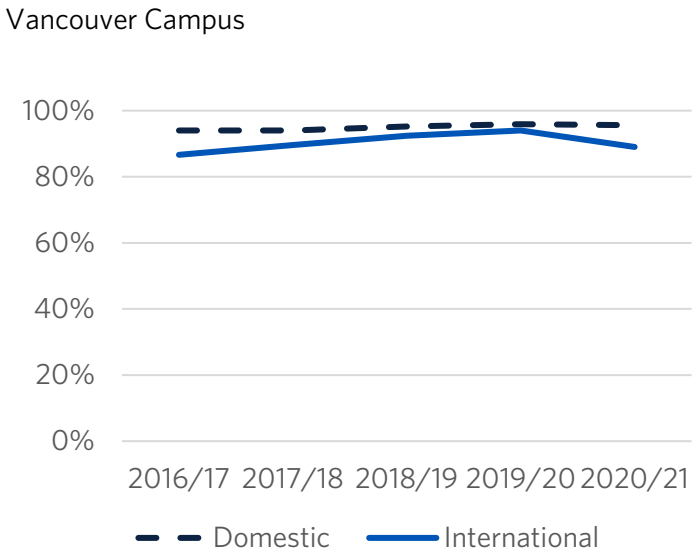
Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. If the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (at the system-level). For undergraduate students, it is typical to report completion rates within six years of the students' program start date.

Overall, 89% of the 2020/21 cohort of UBC Okanagan first-year undergraduate students were retained into 2021/22; 88% of the domestic cohort and 90% of the international cohort were retained.

For UBC Vancouver, 94% of the 2020/21 cohort of first-year undergraduate students were retained into 2021/22. Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 31). With the most recent cohort, 96% of domestic students and 89% of international first-year students were retained from 2020/21 into 2021/22.

FIGURE 31: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS

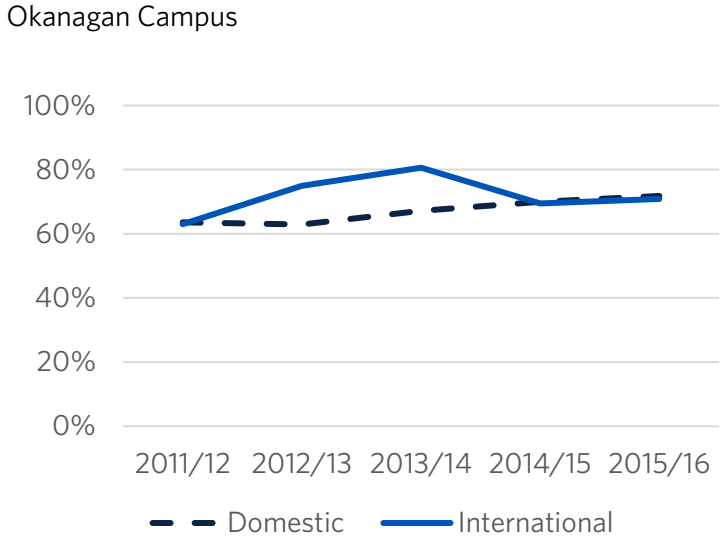


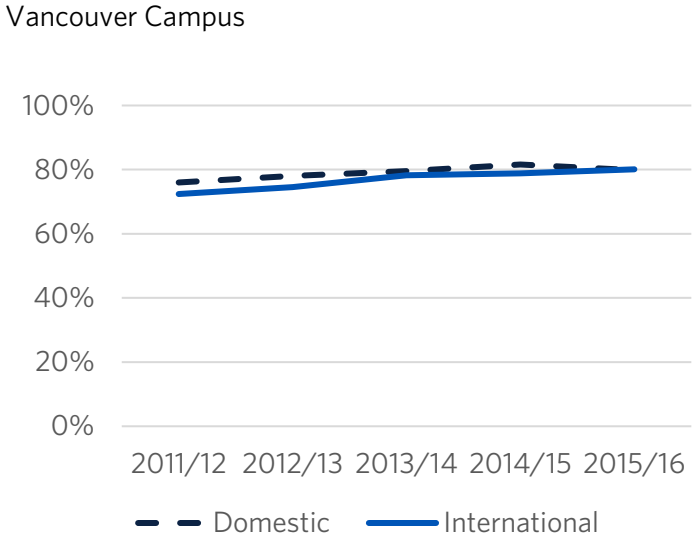


With respect to the cohort of undergraduate students who began their degree programs in 2015/16, 72% of UBC Okanagan students and 80% of UBC Vancouver students completed their programs within six years.

Overall, six-year completion rates have remained consistent over time, with very slight but steady increases over the last three years. Figure 32 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 32: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



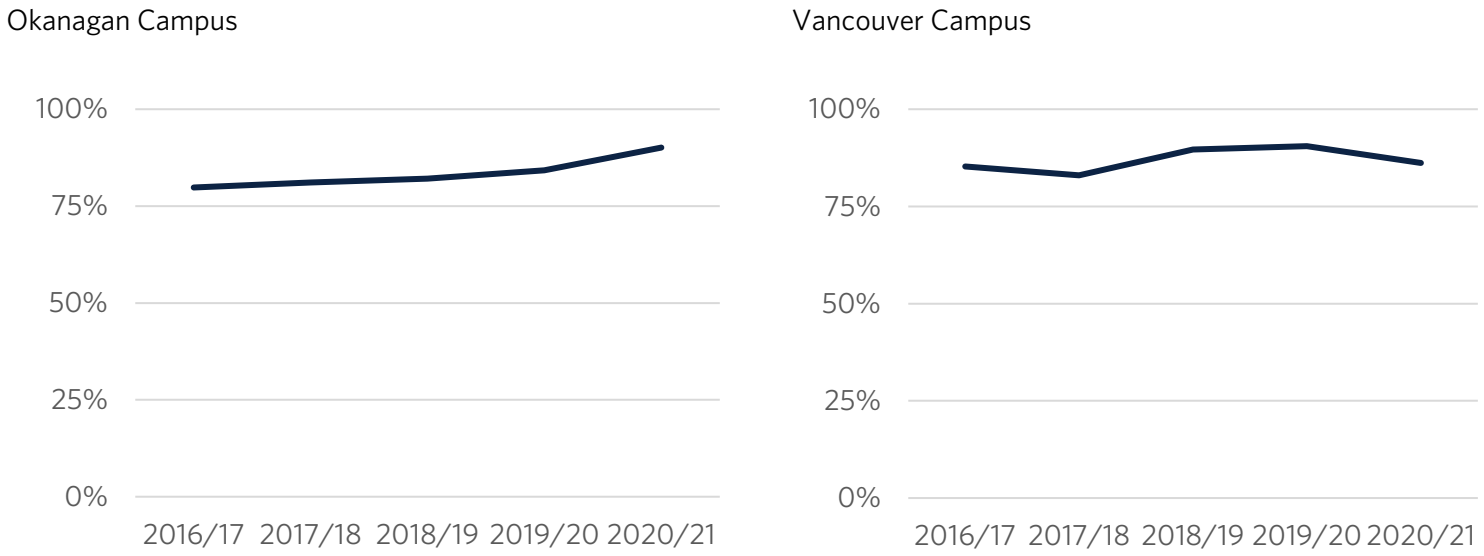


WHAT ARE UBC'S INDIGENOUS UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Indigenous undergraduate students' retention and completion rates are also reported according to the Consortium for Student Retention Data Exchange standard definition (i.e., they began as first-time, full-time, first-year students). These retention rates are indicators of persistence from a student's first year into the subsequent year, irrespective of whether the student changed programs, campuses, or opted for part-time study.

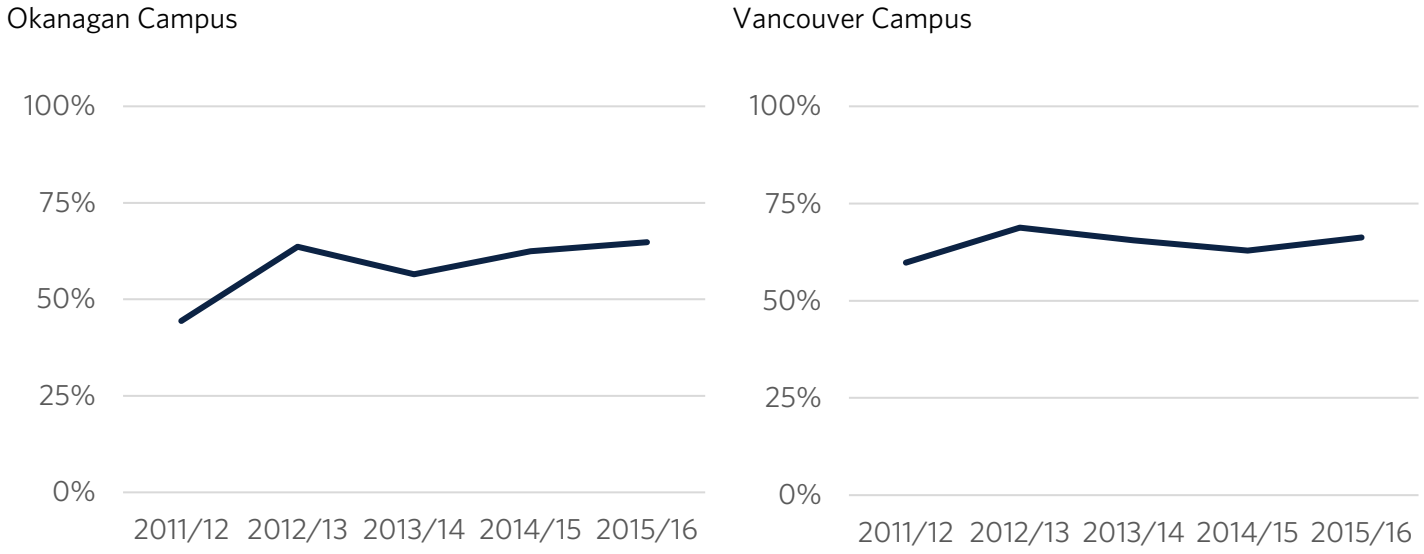
Overall, 90% of the 2020/21 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2021/22, and for UBC Vancouver, 86% were retained.

FIGURE 33: RETENTION RATES OF INDIGENOUS STUDENTS, BY ENTRY YEAR, BY CAMPUS



With respect to the cohort of full-time Indigenous undergraduate students who began the first-year of their degree programs in 2015/16, 65% of UBC Okanagan students and 66% of UBC Vancouver students completed their programs within six years.

FIGURE 34: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



WHAT WAS THE TIME TAKEN BY UBC GRADUATE STUDENTS TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 35 and 36 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 482; Vancouver, N = 7,260) who began their programs between 2011/12 and 2014/15, and the number of years between the start of their programs and degree completion.

Okanagan course-based master's students had a graduation rate of 97% (N = 88) within six years and took an average of 2.1 years to complete their studies. Thesis optional students had a graduation rate of 92% (N = 162) and took an average of 1.9 years to complete their programs while 89% (N = 232) of students in programs requiring a thesis graduated in an average of 2.5 years.

On the Vancouver campus, 95% (N = 3,652) of course based master's students graduated within six years and took an average of 2.0 years to complete their programs. Ninety-four percent (N = 1,581) of thesis optional students graduated within six years and took an average of 2.0 years to complete, and 94% (N = 2,027) of students in thesis required programs graduated in an average of 2.6 years.

For both campuses, most master's students graduated within one to three years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 35: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, OKANAGAN CAMPUS

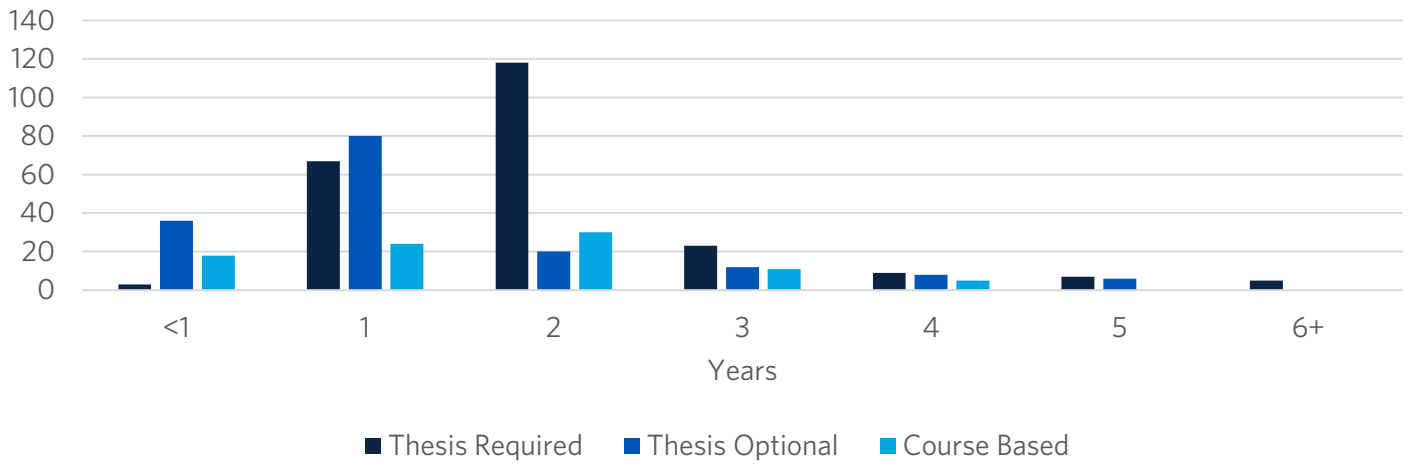
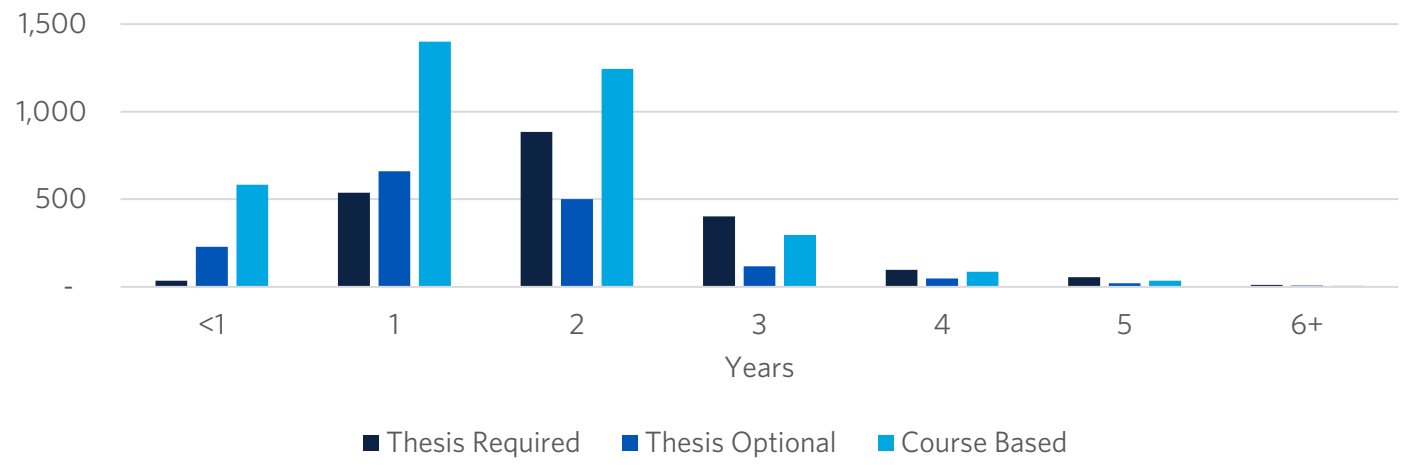


FIGURE 36: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, VANCOUVER CAMPUS



For UBC's doctoral students, whose programs are expected to take longer than those of master's students, the report is based on how many students graduated within nine years of program entry.

On the Okanagan campus, 39 (80%) of the 49 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2008/09 and 2011/12). The 39 students who have completed are shown in Figure 37. The 10 (20%) students who did not complete their degrees withdrew from their program after an average of 2 years of study. Okanagan doctoral students took an average of 4.8 years to complete their studies and are shown in Figure 37.

For the Vancouver campus, 1,897 students began their studies between 2008/09 and 2011/12, and 1,580 (83%) completed their doctoral degrees within nine years. The 1,580 students who completed their programs are shown in Figure 38. There were 317 (17%) students who did not complete their degrees and withdrew from their programs on

average after 2.2 years of study. The students who completed their degree within nine years took an average of 5.7 years to complete their studies.

FIGURE 37: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, OKANAGAN CAMPUS

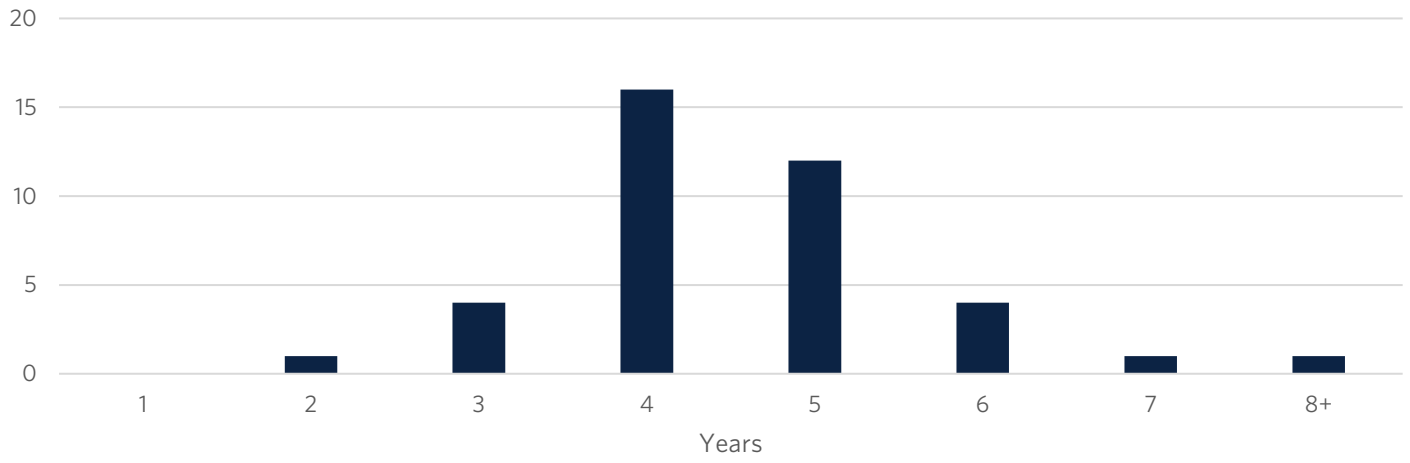
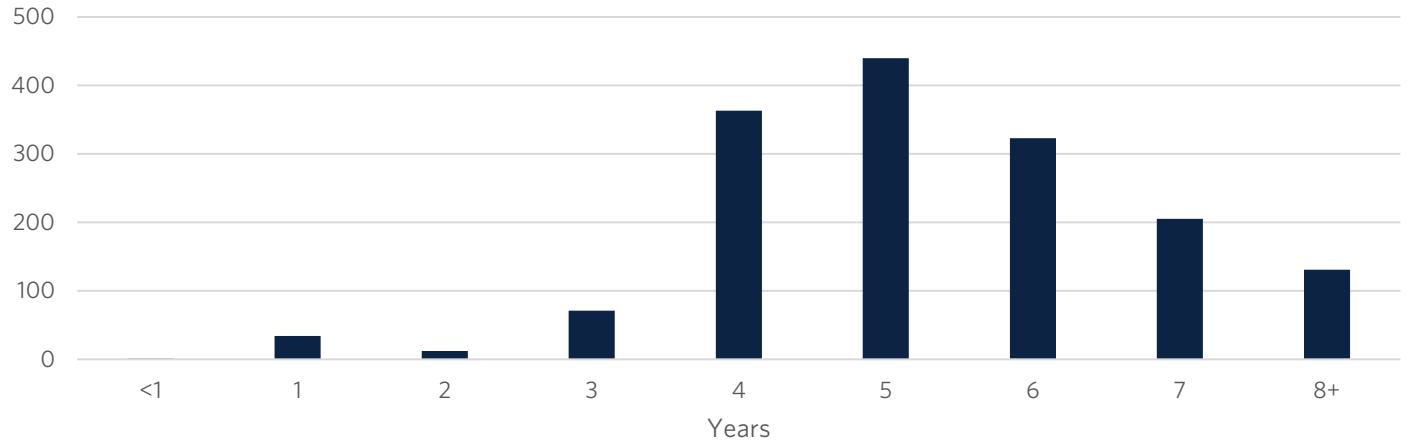


FIGURE 38: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, VANCOUVER CAMPUS



APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,195	304	1,499	1,367	336	1,703	1,406	351	1,757
	Master of Applied Science	50	72	122	56	91	147	50	82	132
	Master of Arts		1	1		1	1		1	1
	Master of Engineering	4	39	43	5	28	33	6	83	89
	Doctor of Philosophy	50	123	173	52	126	178	58	133	191
Applied Science Total		**1,299**	**539**	**1,838**	**1,480**	**582**	**2,062**	**1,520**	**650**	**2,170**
Arts and Sciences	Bachelor of Science	2,180	488	2,668						
	Master of Arts	44	5	49						
	Master of Data Science	16	19	35						
	Master of Science	77	47	124						
	Doctor of Philosophy	76	48	124						
Arts and Sciences Total		**2,393**	**607**	**3,000**						
Arts and Social Sciences	Bachelor of Nsyilxcn Language Fluency							9		9
	Master of Arts				36	6	42	36	15	51
	Doctor of Philosophy				47	14	61	51	11	62
Arts and Social Sciences Total					**83**	**20**	**103**	**96**	**26**	**122**
Creative and Critical Studies	Bachelor of Fine Arts	105	16	121	109	20	129	109	19	128
	Master of Arts	16	4	20	21	3	24	21	8	29
	Master of Fine Arts	18	6	24	23	4	27	20	7	27
	Doctor of Philosophy	10	7	17	11	8	19	11	11	22
Creative and Critical Studies Total		**149**	**33**	**182**	**164**	**35**	**199**	**161**	**45**	**206**
Education	Bachelor of Education	236		236	235		235	220		220
	Bachelor of Education, Elementary	1		1						
	Cert in Inter and Cont Ed Post-baccalaureate	4		4	1		1	1		1
	Dipl in Inter and Cont Ed Post-baccalaureate	15		15	17		17	16		16
	Master of Arts	10	3	13	7	2	9	6	6	12
	Master of Education	55	1	56	54	2	56	54	1	55
	Doctor of Philosophy	8		8	10		10	8		8
Education Total		**329**	**4**	**333**	**324**	**4**	**328**	**305**	**7**	**312**
Health and Social Development	Bachelor of Human Kinetics	805	16	821	859	15	874	853	11	864
	Bachelor of Science in Nursing	573		573	597		597	603	4	607
	Master of Arts	1		1	6		6	6	1	7
	Master of Science	21	2	23	15	4	19	13	3	16
	Master of Science in Nursing	55	1	56	44	1	45	51		51
	Master of Social Work	124	4	128	124	2	126	112	1	113
	Doctor of Philosophy	34	3	37	45	6	51	49	8	57
Health and Social Development Total		**1,613**	**26**	**1,639**	**1,690**	**28**	**1,718**	**1,687**	**28**	**1,715**

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Management	Bachelor of Management	636	326	962	629	376	1,005	675	385	1,060
	Master of Arts	1		1	1		1	2		2
	Master of Management	6		6	4		4			
	Master of Science								1	1
	Doctor of Philosophy	3	1	4	3	1	4	4	1	5
Management Total		**646**	**327**	**973**	**637**	**377**	**1,014**	**681**	**387**	**1,068**
Science	Master of Arts				2		2	1		1
	Master of Data Science				18	14	32	15	16	31
	Master of Science				87	50	137	93	49	142
	Doctor of Philosophy				36	33	69	46	32	78
Science Total					**143**	**97**	**240**	**155**	**97**	**252**
Arts and Sciences/Creative and Critical Studies/Science	Bachelor of Arts				2,154	649	2,803	2,176	622	2,798
Arts and Sciences/Creative and Critical Studies/Science Total					**2,154**	**649**	**2,803**	**2,176**	**622**	**2,798**
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,928	565	2,493						
	Bachelor of Media Studies	18	5	23						
Arts and Sciences/Creative and Critical Studies Total		**1,946**	**570**	**2,516**						
Arts and Social Sciences/Science	Bachelor of Science				2,326	607	2,933	2,421	681	3,102
Arts and Social Sciences/Science Total					**2,326**	**607**	**2,933**	**2,421**	**681**	**3,102**
Creative and Critical Studies/Science	Bachelor of Media Studies				25	5	30	47	10	57
Creative and Critical Studies/Science Total					**25**	**5**	**30**	**47**	**10**	**57**
Non-Degree	Access Studies	86		86	50		50	50		50
	Exchange		74	74		2	2		48	48
	Unclassified	56	1	57	70	6	76	79	2	81
	Visiting	6	4	10	2	2	4	2	6	8
Non-Degree Total		**148**	**79**	**227**	**122**	**10**	**132**	**131**	**56**	**187**
Grand Total		**8,523**	**2,185**	**10,708**	**9,148**	**2,414**	**11,562**	**9,380**	**2,609**	**11,989**

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,509	1,423	4,932	3,688	1,487	5,175	3,764	1,570	5,334
	Bachelor of Design in Arch Landscape-Arch Urbanism				57	14	71	101	25	126
	Bachelor of Environmental Design	47	13	60	21	8	29	6	1	7
	Bachelor of Science in Nursing	229	2	231	236		236	245		245
	Graduate Cert in Global Mine Waste Management				6	5	11			
	Master of Advanced Studies in Architecture	2	7	9	1	5	6	1	6	7
	Master of Advanced Studies Landscape Architecture		1	1	1	1	2	1	2	3
	Master of Applied Science	168	231	399	160	255	415	192	257	449
	Master of Architecture	144	29	173	159	20	179	158	14	172
	Master of Architecture / Master of Landscape Arch.	14	1	15	13		13	16		16
	Master of Arts (Planning)	2	1	3	2	2	4	3	1	4
	Master of Community and Regional Planning	70	16	86	66	14	80	69	13	82
	Master of Engineering	102	270	372	132	259	391	164	268	432
	Master of Engineering Leadership	37	92	129	37	97	134	43	133	176
	Master of Health Leadership and Policy	34	7	41	37	6	43	61	19	80
	Master of Landscape Architecture	52	18	70	54	17	71	56	23	79
	Master of Nursing	61		61	60		60	60		60
	Master of Science		3	3	1	6	7	1	4	5
	Master of Science in Nursing	94	4	98	96	4	100	105		105
	Master of Urban Design	2	13	15	2	3	5	7	18	25
	Doctor of Philosophy - Biomedical Engineering	21	17	38	29	26	55	37	31	68
	Doctor of Philosophy - Chemical & Biol Engineering	21	45	66	22	45	67	22	58	80
	Doctor of Philosophy - Civil Engineering	28	40	68	27	50	77	21	58	79
	Doctor of Philosophy - Community & Regional Planning	16	8	24	12	8	20	14	8	22
	Doctor of Philosophy - Electrical & Computer Eng	70	104	174	71	100	171	71	105	176
	Doctor of Philosophy - Materials Engineering	13	47	60	12	40	52	18	43	61
	Doctor of Philosophy - Mechanical Engineering	19	53	72	24	62	86	27	59	86
	Doctor of Philosophy - Mining	18	20	38	12	27	39	13	27	40
	Doctor of Philosophy - Nursing	26	6	32	31	10	41	31	12	43
	Doctor of Philosophy - Total	234	357	591	240	368	608	254	401	655
Applied Science Total		**4,801**	**2,488**	**7,289**	**5,069**	**2,571**	**7,640**	**5,307**	**2,755**	**8,062**

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	8,893	4,177	13,070	9,271	4,248	13,519	9,265	4,289	13,554
	Bachelor of Fine Arts	261	104	365	269	99	368	269	93	362
	Bachelor of International Economics	180	194	374	190	206	396	198	217	415
	Bachelor of Media Studies	99	65	164	97	69	166	86	67	153
	Bachelor of Music	216	29	245	229	29	258	198	19	217
	Bachelor of Social Work	102	2	104	108	2	110	113	3	116
	Cert Dechinta Community & Land-Based Research				9		9			
	Diploma in Art History	20	1	21	19	2	21	17	1	18
	Diploma in Collaborative Piano Studies		1	1		1	1			
	Diploma in Film Production					1	1		1	1
	Diploma in Linguistics	9	1	10	11	1	12	13	1	14
	Diploma in Music Performance Studies	7	4	11	6	2	8	9	2	11
	Master of Archival Studies	15	10	25	12	6	18	12	6	18
	Master of Archival Studies & Library Info Studies	47	33	80	51	33	84	53	36	89
	Master of Arts	219	160	379	243	169	412	261	183	444
	Master of Arts (Asia Pacific Policy Studies)							1		1
	Master of Data Science	8	19	27	13	22	35	6	31	37
	Master of Fine Arts	170	35	205	157	32	189	140	31	171
	Master of Journalism	38	30	68	39	31	70	51	25	76
	Master of Library and Information Studies	83	50	133	91	48	139	97	59	156
	Master of Music	36	20	56	34	16	50	47	15	62
	Master of Public Policy and Global Affairs	51	28	79	60	19	79	69	34	103
	Master of Science	8	10	18	9	11	20	7	15	22
	Master of Social Work	40	1	41	39	1	40	34	5	39
	Doctor of Musical Arts	14	19	33	17	21	38	21	24	45
	Doctor of Philosophy	382	331	713	363	347	710	351	352	703
Arts Total		**10,898**	**5,324**	**16,222**	**11,337**	**5,416**	**16,753**	**11,318**	**5,509**	**16,827**
Commerce and Business Administration	Bachelor of Business in Real Estate	16		16	14		14	16		16
	Bachelor of Commerce	2,403	1,446	3,849	2,455	1,452	3,907	2,460	1,512	3,972
	Certificate in Residential Valuation	149	1	150	113	3	116	175	3	178
	Post Grad Cert in Real Property Valuation	276	5	281	228	6	234	250	1	251
	Diploma in Accounting	348	155	503	369	215	584	344	237	581
	Diploma in Urban Land Economics	678	5	683	699	10	709	758	11	769
	International Master of Business Administration	8	74	82	7	70	77	9	50	59
	Juris Doctor/Master of Business Administration	3		3	4		4	5		5
	Master of Bus. Admin. & Master of Bus. Analytics							1	2	3
	Master of Business Administration	95	121	216	48	81	129	94	126	220
	Master of Business Analytics	10	38	48	30	49	79	39	101	140
	Master of Management	73	50	123	84	56	140	73	40	113
	Master of Science in Business Administration	2	14	16	3	14	17	4	9	13
	Professional Master of Business Administration	79		79	108	2	110	164	6	170
	Doctor of Philosophy	26	37	63	26	38	64	24	47	71
Business		**4,166**	**1,946**	**6,112**	**4,188**	**1,996**	**6,184**	**4,416**	**2,145**	**6,561**

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	6		6	7		7	5		5
	Bachelor of Dental Science (Dental Hygiene)	144	1	145	151	1	152	165	1	166
	Doctor of Dental Medicine	226	1	227	225	4	229	222	6	228
	Master of Science	6	2	8	11	1	12	14	4	18
	MSc in Craniofacial Science/Dip in Prosthodontics	5	3	8	6	3	9	9		9
	MSc in Craniofacial Science/Dip. in Pediatric Dent	10	1	11	7		7	8		8
	MSc in Craniofacial Science/Dip. in Periodontics	7	1	8	7		7	7		7
	MSc in Craniofacial Science/Diploma in Endodontics	8	3	11	9	1	10	9		9
	MSc in Craniofacial Science/Diploma in Orthodontic	7	4	11	10		10	14		14
	Doctor of Philosophy	3	12	15	4	11	15	6	13	19
	PhD in Craniofacial Science/Dip in Prosthodontics	2		2	1	1	2		1	1
	PhD in Craniofacial Science/Diploma in Orthodontic	3		3	2	2	4	2	2	4
Dentistry Total		**427**	**28**	**455**	**440**	**24**	**464**	**461**	**27**	**488**
Education	Bachelor of Human Kinetics	1		1	1		1	1		1
	Bachelor of Kinesiology	1,159	119	1,278	1,213	139	1,352	1,252	144	1,396
	Bachelor of Education	850	10	860	858	10	868	835	18	853
	Cert in Educational Administration and Leadership				1		1			
	Cert. in Infant Development & Supported Childcare	1		1	12		12	20		20
	Cert. in Teaching English as a Second Language	1	1	2	21	1	22	15	1	16
	Cert. in Technology-Based Learning for Schools	19		19	18	1	19	11	1	12
	Cert.in Technology-Based Distributed Learning	21	3	24	34	1	35	11		11
	Certificate in Early Years Education				10	1	11	8		8
	Certificate in Health and Wellness				1		1	1		1
	Certificate in Teacher Librarianship	2		2	20		20	27		27
	Graduate Certificate in Adult Learning & Education	4		4	6		6	1		1
	Graduate Certificate in Educational Technology							30	2	32
	Graduate Certificate in Higher Education	2		2						
	Graduate Certificate in Orientation and Mobility	3		3				16		16
	High Performance Coaching and Technical Leadership	15		15	19		19	17	1	18
	International Development & Human Security Cert.							14		14
	Undergraduate Cert in Adult Learning & Education				5		5	2		2
	Undergraduate Certificate in Textiles Studies				1		1			
	Diploma in Education	596	12	608	503	16	519	493	15	508
	Master of Arts	139	39	178	142	34	176	126	37	163
	Master of Education	576	115	691	660	103	763	567	105	672
	Master of Educational Technology	222	16	238	258	8	266	318	10	328
	Master of High Performance Coaching&Tec Leadership	22	2	24	25	2	27	30	1	31
	Master of Kinesiology	20	3	23	24	2	26	32	3	35
	Master of Museum Education	16	1	17	33	2	35	20	1	21
	Master of Science	25	9	34	30	9	39	39	11	50
	Doctor of Education	45	1	46	43	2	45	50	3	53
	Doctor of Philosophy	244	98	342	222	102	324	211	105	316
Total		**3,983**	**429**	**4,412**	**4,160**	**433**	**4,593**	**4,147**	**458**	**4,605**

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Forestry	Bachelor of Science in Forest Bioeconomy Sci Tech				26	12	38	53	30	83
	Bachelor of Science in Forest Sciences	51	66	117	48	56	104	67	67	134
	Bachelor of Science in Forestry	158	115	273	142	113	255	138	87	225
	Bachelor of Science in Wood Products Processing	70	95	165	59	83	142	45	74	119
	Bachelor of Science Natural Resources Conservation	222	126	348	235	142	377	227	148	375
	Bachelor of Urban Forestry	110	101	211	131	114	245	130	106	236
	Grad Cert in Forest Management and Conservation							7		7
	Master of Applied Science	5	7	12	3	7	10	4	6	10
	Master of Forestry	8	15	23	4	11	15	6	16	22
	Master of Geomatics for Environmental Management	13	16	29	12	16	28	15	14	29
	Master of International Forestry	4	16	20	3	7	10	6	11	17
	Master of Science	57	57	114	58	51	109	68	55	123
	Master of Sustainable Forest Management	16	7	23	17	3	20	12	8	20
	Master of Urban Forestry Leadership							8	2	10
	Doctor of Philosophy	56	60	116	61	71	132	65	78	143
Forestry Total		**770**	**681**	**1,451**	**799**	**686**	**1,485**	**851**	**702**	**1,553**
Graduate and Postdoctoral Studies	Master of Arts	6	1	7	6	2	8	5		5
	Master of Science	2	3	5	2	1	3	2	1	3
	Doctor of Philosophy	71	10	81	61	12	73	62	15	77
Postdoctoral		**79**	**14**	**93**	**69**	**15**	**84**	**69**	**16**	**85**
Land and Food Systems	Bachelor of Science in Agroecology				1		1			
	Bachelor of Science in Applied Biology	378	137	515	413	126	539	443	142	585
	Bachelor of Science in Food and Resource Economics	2	2	4	4	6	10	7	8	15
	Bachelor of Science in Food Nutrition and Health	735	340	1,075	756	344	1,100	779	324	1,103
	Bachelor of Science in Global Resource Systems	91	33	124	97	35	132	94	32	126
	Graduate Certificate in Aquaculture				2		2	3	1	4
	Master of Food and Resource Economics	8	35	43	12	26	38	6	38	44
	Master of Food Science	3	33	36	4	36	40	7	30	37
	Master of Land and Water Systems	7	14	21	7	15	22	4	21	25
	Master of Science	41	26	67	35	27	62	40	29	69
	Doctor of Philosophy	32	34	66	29	27	56	31	33	64
Systems Total		**1,297**	**654**	**1,951**	**1,360**	**642**	**2,002**	**1,414**	**658**	**2,072**
Law	Juris Doctor	588	13	601	583	13	596	552	20	572
	Master of Laws	5	9	14	9	11	20	9	8	17
	Master of Laws (Common Law)	28	9	37	24	8	32	26	25	51
	Master of Laws in Taxation	13	4	17	13	2	15	14	8	22
	Doctor of Philosophy	26	8	34	33	6	39	29	9	38
Law Total		**660**	**43**	**703**	**662**	**40**	**702**	**630**	**70**	**700**

Faculty	Program	2019 Winter			2020 Winter			2021 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Medicine	Medical Residency	1,399		1,399	1,477		1,477	1,472	3	1,475
	Bachelor of Medical Laboratory Science	45	1	46	43	1	44	45	1	46
	Bachelor of Midwifery	80		80	80		80	80		80
	Doctor of Medicine	1,147		1,147	1,146		1,146	1,129		1,129
	Doctor of Medicine/Doctor of Philosophy	29		29	29		29	31		31
	GradCert in Genomic Counselling & Variant Interp				27	5	32	27	25	52
	GradCert Orthopaedic Musculoskeletal Phys Therapy				9		9	6		6
	Graduate Certificate in Global Surgical Care	4	1	5	8	1	9	18		18
	Graduate Certificate in Rehabilitation Sciences	13	3	16	9	1	10	6	1	7
	Master of Global Surgical Care	17		17	23	2	25	18	2	20
	Master of Health Administration	67	3	70	82	1	83	87	1	88
	Master of Health Science	28	4	32	28	4	32	33	6	39
	Master of Occupational Therapy	99	11	110	153	7	160	162	12	174
	Master of Physical Therapy	237	1	238	256	1	257	278	2	280
	Master of Public Health	48	13	61	60	12	72	61	10	71
	Master of Public Health/Master of Science Nursing	12		12	9		9	5		5
	Master of Rehabilitation Science	50	2	52	50	2	52	42	4	46
	Master of Science	448	105	553	444	102	546	466	110	576
	Doctor of Philosophy	377	151	528	358	178	536	357	189	546
	Master of Physical Therapy/Doctor of Philosophy	3		3	4		4	5		5
Medicine Total		**4,103**	**295**	**4,398**	**4,295**	**317**	**4,612**	**4,328**	**366**	**4,694**
Pharmaceutical Sciences	Pharmacy Residency	43		43	42		42	43	1	44
	Bachelor of Pharmaceutical Sciences				35	4	39	85	18	103
	Bachelor of Science in Pharmacy	2		2	2		2			
	Doctor of Pharmacy	895		895	904		904	907		907
	Master of Science	12	11	23	12	10	22	15	9	24
	Doctor of Philosophy	18	18	36	18	19	37	27	15	42
l Sciences		**970**	**29**	**999**	**1,013**	**33**	**1,046**	**1,077**	**43**	**1,120**
Science	Bachelor of Computer Science	260	38	298	311	49	360	315	56	371
	Bachelor of Science	6,732	1,700	8,432	7,045	1,961	9,006	7,194	2,040	9,234
	Diploma in Meteorology	1		1						
	Master of Applied Science	5	2	7	2	4	6	4	8	12
	Master of Arts	4	5	9	6	7	13	7	8	15
	Master of Data Science	56	39	95	49	51	100	39	77	116
	Master of Science	292	233	525	320	259	579	330	285	615
	Doctor of Philosophy	446	481	927	452	498	950	460	540	1,000
Science Total		**7,796**	**2,498**	**10,294**	**8,185**	**2,829**	**11,014**	**8,349**	**3,014**	**11,363**
Vantage College	Vantage One Bachelor of Applied Science	1	68	69		49	49		61	61
	Vantage One Bachelor of Arts		235	235	1	171	172		89	89
	Vantage One Bachelor of Science		136	136		109	109		116	116
College Total		**1**	**439**	**440**	**1**	**329**	**330**		**266**	**266**
Non-Degree	Access Studies	159	21	180	108	9	117	101	9	110
	Exchange	20	998	1,018	1	85	86	8	632	640
	Unclassified	884	38	922	1,161	47	1,208	931	43	974
	Visiting	138	173	311	110	32	142	81	91	172
Total		**1,201**	**1,230**	**2,431**	**1,380**	**173**	**1,553**	**1,121**	**775**	**1,896**
Grand Total		**41,152**	**16,098**	**57,250**	**42,958**	**15,504**	**58,462**	**43,488**	**16,804**	**60,292**

APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1st for the summer term and November 1st for the winter term[5].

TABLE 14: OVERALL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	14	11	7	9	8
		Baccalaureate Degree	7,149	7,810	8,369	9,081	9,550
		Post-Baccalaureate Degree	130	186	237	236	219
		Non-Degree	103	97	102	45	71
		Undergraduate Total	7,396	8,104	8,716	9,370	9,848
	Graduate	Master's Degree	453	484	556	583	609
		Doctoral Degree	273	295	326	363	398
		Graduate Total	726	779	881	946	1,007
		Okanagan Total	**8,122**	**8,883**	**9,597**	**10,317**	**10,855**
Vancouver	Undergraduate	Diploma & Certificate	769	787	698	820	944
		Baccalaureate Degree	34,191	35,279	35,829	37,328	37,748
		Post-Baccalaureate Degree	3,403	3,451	3,504	3,545	3,456
		Non-Degree	1,097	1,043	962	490	742
		Undergraduate Total	39,461	40,560	40,992	42,183	42,889
	Residents	Residents Total	1,461	1,468	1,469	1,548	1,547
	Graduate	Master's Degree	4,757	4,797	4,826	5,163	5,583
		Doctoral Degree	3,352	3,337	3,285	3,363	3,518
		Graduate Total	8,108	8,134	8,111	8,526	9,102
		Vancouver Total	**49,030**	**50,162**	**50,572**	**52,257**	**53,538**
Grand Total			**57,152**	**59,045**	**60,170**	**62,574**	**64,393**

[5] FTE are calculated to one decimal point and displayed as rounded to the nearest integer. This rounding may result in variances with reporting totals inTables 14, 15, 16, and 17.

Table 15: Domestic Student FTE, by Year, by Campus

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	14	11	7	9	8
		Baccalaureate Degree	6,153	6,486	6,787	7,227	7,600
		Post-Baccalaureate Degree	130	186	237	236	219
		Non-Degree	61	68	57	41	41
		Undergraduate Total	6,358	6,751	7,089	7,513	7,868
	Graduate	Master's Degree	341	348	395	413	394
		Doctoral Degree	151	157	161	191	211
		Graduate Total	493	505	557	604	605
		Okanagan Total	**6,851**	**7,257**	**7,645**	**8,117**	**8,472**
Vancouver	Undergraduate	Diploma & Certificate	696	709	618	699	778
		Baccalaureate Degree	25,124	25,340	25,541	26,689	27,073
		Post-Baccalaureate Degree	3,358	3,412	3,475	3,515	3,408
		Non-Degree	436	415	360	441	362
		Undergraduate Total	29,614	29,876	29,995	31,345	31,619
	Residents	Residents Total	1,452	1,468	1,469	1,548	1,543
	Graduate	Master's Degree	3,298	3,240	3,182	3,493	3,730
		Doctoral Degree	1,874	1,866	1,791	1,789	1,814
		Graduate Total	5,172	5,106	4,973	5,282	5,544
		Vancouver Total	**36,239**	**36,450**	**36,437**	**38,174**	**38,706**
Grand Total			**43,089**	**43,707**	**44,082**	**46,292**	**47,178**

Table 16: Domestic Indigenous Student FTE, by Year, by Campus

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate	1				
		Baccalaureate Degree	383	413	467	507	575
		Post-Baccalaureate Degree	5	8	16	18	21
		Non-Degree	29	31	31	21	15
		Undergraduate Total	419	453	515	546	611
	Graduate	Master's Degree	26	22	29	31	34
		Doctoral Degree	7	7	8	11	17
		Graduate Total	33	29	38	43	51
		Okanagan Total	**452**	**481**	**552**	**589**	**662**
Vancouver	Undergraduate	Diploma & Certificate	7	9	13	13	12
		Baccalaureate Degree	612	568	607	666	760
		Post-Baccalaureate Degree	190	186	194	221	249
		Non-Degree	12	13	11	8	10
		Undergraduate Total	819	776	825	907	1,030
	Residents	Residents Total	32	38	35	35	40
	Graduate	Master's Degree	119	108	107	148	151
		Doctoral Degree	70	71	70	70	75
		Graduate Total	187	179	177	218	226
		Vancouver Total	**1,040**	**993**	**1,037**	**1,160**	**1,297**
Grand Total			**1,492**	**1,475**	**1,589**	**1,749**	**1,958**

TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2017/18	2018/19	2019/20	2020/21	2021/22
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	996	1,324	1,582	1,854	1,950
		Post-Baccalaureate Degree		29			
		Non-Degree	42	0	45	3	30
		Undergraduate Total	1,038	1,353	1,627	1,857	1,981
	Graduate	Master's Degree	112	135	160	170	215
		Doctoral Degree	122	138	164	172	187
		Graduate Total	235	274	325	342	402
		Okanagan Total	**1,272**	**1,626**	**1,952**	**2,200**	**2,383**
Vancouver	Undergraduate	Diploma & Certificate	73	78	80	121	166
		Baccalaureate Degree	9,066	9,939	10,288	10,639	10,675
		Post-Baccalaureate Degree	45	39	29	30	48
		Non-Degree	662	628	601	49	381
		Undergraduate Total	9,846	10,684	10,997	10,839	11,270
	Residents	Residents Total	9				
	Graduate	Master's Degree	1,458	1,557	1,644	1,670	1,853
		Doctoral Degree	1,477	1,471	1,495	1,575	1,704
		Graduate Total	2,936	3,028	3,138	3,244	3,557
		Vancouver Total	**12,791**	**13,712**	**14,136**	**14,083**	**14,832**
Grand Total			**14,063**	**15,338**	**16,088**	**16,282**	**17,214**

APPENDIX C: DEGREES CONFERRED TABLES

Tables 18, 19, 20, and 21 report the degrees conferred for the past five calendar years.

TABLE 18: OVERALL NUMBER OF DEGREES CONFERRED, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2016	2017	2018	2019	2020
Okanagan	Undergraduate	Baccalaureate Degree	1,444	1,386	1,394	1,394	1,533
		Post-Baccalaureate Degree	117	89	45	86	105
		Undergraduate Total	1,561	1,475	1,439	1,480	1,638
	Graduate	Master's Degree	180	162	213	263	287
		Doctoral Degree	31	42	27	45	48
		Graduate Total	211	204	240	308	335
		Okanagan Total	1,772	1,679	1,679	1,788	1,973
Vancouver	Undergraduate	Diploma & Certificate	555	571	572	608	567
		Baccalaureate Degree	6,511	6,889	7,215	7,632	7,947
		Post-Baccalaureate Degree	1,048	1,123	1,159	1,215	1,250
		Undergraduate Total	8,114	8,583	8,946	9,455	9,764
	Graduate	Master's Degree	2,318	2,437	2,630	2,704	2,684
		Doctoral Degree	552	538	531	494	523
		Graduate Total	2,870	2,975	3,161	3,198	3,207
		Vancouver Total	10,984	11,558	12,107	12,653	12,971
Grand Total			12,756	13,237	13,786	14,441	14,944

TABLE 19: DEGREES CONFERRED TO DOMESTIC STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2016	2017	2018	2019	2020
Okanagan	Undergraduate	Baccalaureate Degree	1,331	1,257	1,285	1,233	1,326
		Post-Baccalaureate Degree	117	89	45	86	105
		Undergraduate Total	1,448	1,346	1,330	1,319	1,431
	Graduate	Master's Degree	148	118	162	185	206
		Doctoral Degree	17	28	17	30	26
		Graduate Total	165	146	179	215	232
		Okanagan Total	1,613	1,492	1,509	1,534	1,663
Vancouver	Undergraduate	Diploma & Certificate	503	509	507	556	502
		Baccalaureate Degree	5,442	5,584	5,515	5,580	5,655
		Post-Baccalaureate Degree	1,041	1,111	1,141	1,200	1,242
		Undergraduate Total	6,986	7,204	7,163	7,336	7,399
	Graduate	Master's Degree	1,635	1,768	1,813	1,797	1,673
		Doctoral Degree	372	354	348	305	348
		Graduate Total	2,007	2,122	2,161	2,102	2,021
		Vancouver Total	8,993	9,326	9,324	9,438	9,420
Grand Total			10,606	10,818	10,833	10,972	11,083

TABLE 20: DEGREES CONFERRED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2016	2017	2018	2019	2020
Okanagan	Undergraduate	Baccalaureate Degree	65	65	99	83	75
		Post-Baccalaureate Degree	9	6	2	5	6
		Undergraduate Total	74	71	101	88	81
	Graduate	Master's Degree	12	7	10	9	13
		Doctoral Degree		6	1	1	2
		Graduate Total	12	13	11	10	15
		Okanagan Total	86	84	112	98	96
Vancouver	Undergraduate	Diploma & Certificate	6	5	4	14	10
		Baccalaureate Degree	114	126	132	123	126
		Post-Baccalaureate Degree	59	57	54	52	52
		Undergraduate Total	179	188	190	189	188
	Graduate	Master's Degree	60	51	74	58	55
		Doctoral Degree	18	4	8	10	7
		Graduate Total	78	55	82	68	62
		Vancouver Total	257	243	272	257	250
Grand Total			343	327	384	355	346

TABLE 21: DEGREES CONFERRED TO INTERNATIONAL STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2016	2017	2018	2019	2020
Okanagan	Undergraduate	Baccalaureate Degree	112	128	109	161	207
		Post-Baccalaureate Degree					
		Undergraduate Total	112	128	109	161	207
	Graduate	Master's Degree	32	44	50	77	81
		Doctoral Degree	14	14	10	15	22
		Graduate Total	46	58	60	92	103
		Okanagan Total	158	186	169	253	310
Vancouver	Undergraduate	Diploma & Certificate	52	62	65	52	65
		Baccalaureate Degree	1,062	1,303	1,698	2,052	2,292
		Post-Baccalaureate Degree	7	12	18	15	8
		Undergraduate Total	1,121	1,377	1,781	2,119	2,365
	Graduate	Master's Degree	681	668	815	905	1,011
		Doctoral Degree	180	184	183	189	175
		Graduate Total	861	852	998	1,094	1,186
		Vancouver Total	1,982	2,229	2,779	3,213	3,551
Grand Total			2,140	2,415	2,948	3,466	3,861

APPENDIX D: GLOSSARY

Admitted	The stage when applicants with completed applications for admission receive an offer of admission.
Admit Rate	The ratio of admitted students to applicants with completed files.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than one year of study.
Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Consortium for Student Retention Data Exchange	A consortium of two-year and four-year institutions that shares, with its members, data, internationally-accepted definitions, and knowledge.
Continuing	Students who were registered in a prior session.
Course-based	Pertaining to graduate-level programs that do not require the completion of a thesis.
Credential	A qualification awarded on successful completion of a program of study.
Degree	A credential awarded on the successful completion of a program of post-secondary study.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than one year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
First Choice	Pertaining to an applicant's preferred program.
Fiscal Year	The twelve-month period from April 1st through March 31st.

Full-time Equivalent (FTE)	The workload of a student converted to a proportion of a full-time course load. It is the ratio of a given course load to a stated full-time course load (what is normally expected of a student enrolled in a program).
Graduate Program	A program that leads to a master's or doctoral credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Indigenous	Students from Canada who have reported themselves as Indigenous, at some time while in the B.C. Kindergarten to Grade 12 system, or while at UBC.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada and who must be in possession of a government-issued study permit.
Master's Degree	The credential awarded upon completion of a Master's program.
Master's Program	A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Matriculate	To enrol or register (or be enrolled or registered).
New to UBC	Pertaining to students who were never registered in a prior session at UBC.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only one course per term if it is not a thesis course.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a baccalaureate degree, or a substantial amount of baccalaureate-level course work, as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Registered	Referring to a student that has confirmed registration in scheduled courses. For new students, this signifies the transition from applicant to student.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the clinical setting under supervision.
Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.
Submitted	The stage when applicants have presented an application for admission. At this stage, there may be outstanding documents to submit.

Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.

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28 January 2022

To: Vancouver Senate

From: Senate Admissions Committees

Re: a) Master of Physical Therapy Distributed Program – Fraser Valley Cohort (approval)
b) Bachelor of Kinesiology and Bachelor of Education Dual Degree Program – Suspension of Admission (approval)
c) Applicants from a College or University – Admission (approval)
d) 2022/23 Enrolment Targets (approval)

---

a. Master of Physical Therapy Distributed Program – Fraser Valley Cohort

The Committee has reviewed and recommends to Senate for approval the Master of Physical Therapy-Fraser Valley Cohort. The program will focus on training graduates who will work in the Fraser Health region to better meet the healthcare needs of the Fraser Health region.

Motion: That Senate approve the Master of Physical Therapy Distributed Program-Fraser Valley, effective for the 2022 Winter Session and thereafter.

b. Bachelor of Kinesiology and Bachelor of Education Dual Degree Program – Suspension of Admission

The Committee has reviewed and recommends to Senate for approval the suspension of admission to the Bachelor of Kinesiology and Bachelor of Education Dual Degree Program. Due to low student demand, lack of instructors for long-term course coverage and budgetary concerns, the program will suspend admission effective for the 2022 Winter Session and thereafter.

Motion: *That Senate approval suspension of admission to the Bachelor of Kinesiology and Bachelor of Education Dual Degree program, effective for the 2022 Winter Session and thereafter.*

c. Applicants from a College or University – Admission

The Committee has reviewed and recommends to Senate for approval revised admission requirements for post-secondary transfer applicants. The proposed changes will allow for a more holistic admission assessment for applicants presenting fewer than 24 transferable credits.

Motion: *That Senate approve revised admission requirements for applicants from a college or university, effective for entry to the 2023 Winter Session and thereafter.*

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d. Undergraduate Enrolment Targets 2022/23

The Committee has reviewed and recommends to Senate for approval the enrolment targets for the 2022-2023 academic year, as outlined by Faculty, program and year-level.

Motion: *That Senate approve and forward to the Board of Governors for approval the 2022/2023 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.*

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee

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Backgrounder: Master of Physical Therapy Category One Program Change

Proposed Curriculum Change: *Creation of the Master of Physical Therapy-Fraser Valley Cohort*

Effective Session and Year: *Winter 2022*

The Department of Physical Therapy's Master of Physical Therapy Program (MPT) is the only entry-to-practice physical therapy program in British Columbia. There is a long-standing shortage of Physical Therapists throughout the province arising from multiple factors, including the increasing demand for Physical Therapy services by an aging population, an aging workforce, and the long-standing insufficient number of training seats. The Fraser Health Authority region is one of the highest areas of need in the province with many ongoing physical therapist vacancies, and is also one of the fastest growing communities in British Columbia. Recruiting and training students who will practice in the Fraser Health region after graduation is vital to meet the healthcare needs of the province.

In order to meet provincial demand, the Department of Physical Therapy has planned an expansion in the number of seats in the MPT Program with a focus on training graduates who will work in the Fraser Health region. A fully distributed cohort of students, known as the Master of Physical Therapy – Fraser Valley cohort (MPT-FV), has been identified as the most effective and efficient way of expanding the MPT program and increasing the number of Physical Therapists who will meet the healthcare needs of the growing Fraser Health region after graduation.

The MPT Program is a 26-month program that combines academic courses (71 credits) and over 1080 hours of clinical experience (12 credits) over six placements at sites throughout BC. The MPT-FV distribution will allow to students to complete their academic studies and a majority of their placements in the Fraser Health region while also providing them with opportunities to work with collaborative interprofessional teams.

The Department of Physical Therapy has provided distributed learning for over 8 years; first with the Northern and Rural Cohort, and more recently with the Master of Physical Therapy – North cohort at UNBC in Prince George. As a result of the success of its distributed programs, and the continued demand for Physical Therapists working across the province, particularly in the Fraser Health region, the Department of Physical Therapy believes that building on its distributed learning initiative will be the most effective way of meeting the healthcare needs of the

province. Expanding the number of seats of the Master of Physical Therapy-Vancouver cohort is not possible, as the Freidman Building on UBC campus, which is the location of the MPT teaching and learning spaces, cannot house more than the existing 80 students per cohort. MPT-FV students will be initially housed in temporary space on the Vancouver Point-Grey Campus (outside of the Friedman Building) for the academic year 2022-2023, and will be transferred to a permanent dedicated site in Surrey for the academic year 2023-2024. The Surrey campus will provide custom-built lab spaces and classrooms for training 20 Physical Therapy students, equipped with the videoconferencing technology required for distributed learning.

The Department of Physical Therapy has already built relationships with the clinical community in the Fraser Health Authority (FHA). These relationships have been built through placements, UBC Clinical Faculty appointments, outreach and continuing professional development programming. The Department's strong relationship with the Fraser Health Authority will provide excellent opportunities to recruit top quality instructors and teaching assistants, and expansion of capacity for student clinical placements in the Master of Physical Therapy – Fraser Valley cohort (Fig 1).

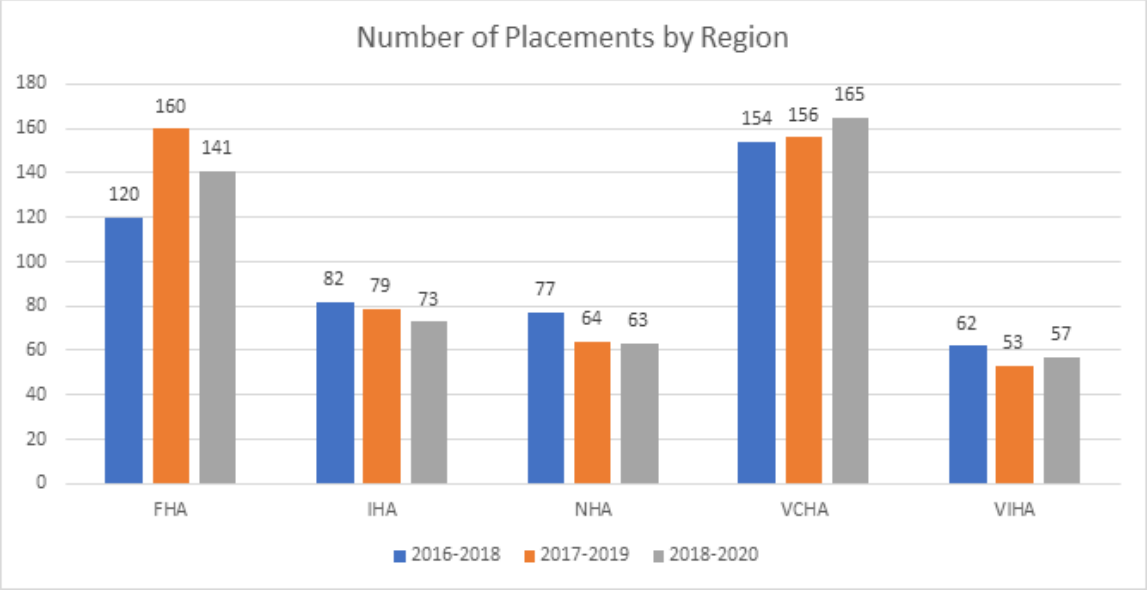

Figure 1. Total Number of Placements by Region. (Data compiled by Jasmine Mason, UBC Department of Physical Therapy).

As result of its Master of Physical Therapy - North expansion, the Department of Physical Therapy already has the staff and faculty expertise needed to successfully develop its distributed learning programs. The Department of Physical Therapy intends to build on this expertise going forward to create and support the Master of Physical Therapy – Fraser Valley cohort.

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Governance

The Master of Physical Therapy – Fraser Valley cohort will be a cohort of the Master of Physical Therapy Program, and thus governance of the program will remain solely with the department of Physical Therapy and the Dean, Faculty of Medicine.

The Department Head will have full oversight of the distributed program and will continue to report to the Dean, Faculty of Medicine. Therefore, the Dean, Faculty of Medicine will have the same level of authority and oversight over the distributed cohort as he does over the current MPT Program.

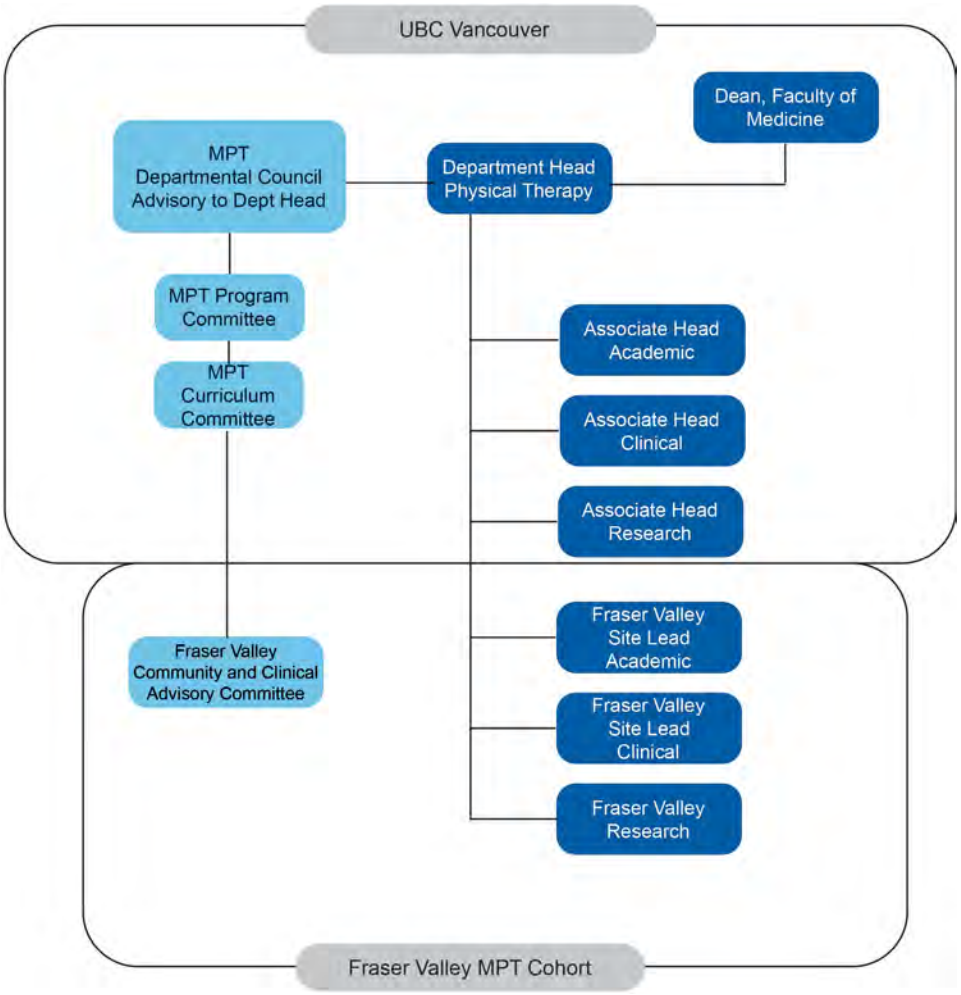

Figure 2. Proposed governance organizational structure for the MPT- North.

Finance

As with governance, the Head, Department of Physical Therapy, will oversee the budget and finances of the MPT-FV cohort. The funds for operations and program expenses will be held at UBC and distributed as appropriate by the Head in consultation with the MPT-FV Steering Committee.

Admissions

The MPT Program receives approximately 325-375 qualified applications per year and currently accepts 100 students. There is significant room to increase the number of seats in the program to meet the healthcare needs of the province, while still maintaining the high standards for admissions and high caliber of students that are currently in place.

The proposed curriculum change will take effect for the cohort of students entering the MPT Program in 2022W. Applicants accepted to the MPT-FV cohort will be required to meet all the same requirements as the Vancouver cohort including prerequisite courses, GPAs and CASPer Scores.

Applicants to the MPT Program are offered an interview based on a combination of their GPA in their upper-level coursework and program prerequisite courses, as well as their scores on the CASPer exam, a situational judgement test required for all applicants. Final admission to the program is based on GPA and the applicants' score in the Multi-Mini Interviews.

Applicants interested in applying to the MPT-FV will be asked to indicate their preference on the MPT application. The Admissions Committee will review applications based on preference and select well-qualified candidates.. Applicants to the MPT-FV must meet all the same requirements as those admitted to the Vancouver cohort.

Accreditation

The MPT Program currently holds the accreditation status "fully compliant" with Physiotherapy Education Accreditation Canada (PEAC). PEAC defines distributed education as "the delivery of a substantially equivalent physiotherapy education program in its entirety, at a different geographical location." (https://www.peac-aepc.ca/pdfs/AboutUs/FAQs/ACC-05%20Distributed%20Education.pdf). The MTP-FV cohort will form a distributed cohort of the parent Master of Physical Therapy program by adhering to the PEAC criteria, including governance, administrative and operational responsibility, budgetary control and substantially equivalent education for students at the distributed education site. This follows the successful model implemented for the MPT-N cohort. The MPT Program's most recent accreditation

review (2019) included an analysis of the NRC cohort and its relationship to the Vancouver cohort. While the NRC cohort experiences only a short distributed course block, the results of the accreditation review found the NRC to be in compliance with all of the criteria: this provides a positive proof of principle for a broader distribution.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Faculty: Medicine **Department:** Physical Therapy **Faculty Approval Date:** 11/09/21 **Effective Session (W or S):** Winter **Effective Academic Year:** 2022	**Date:** 10/18/2021 **Contact Person:** Louis Douesnard **Phone:** 604-822-9498 **Email:** louis.douesnard@ubc.ca
Proposed Calendar Entry: **Program Overview** Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments. The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research M.Sc. in RehabilitationSciences**,** which prepares practitioners with advanced research skills and requires completion and defense of a thesis **Master of Physical Therapy Distributed Program** The Master of Physical Therapy offers a distributed program at geographically separated campuses. Students are admitted to one of three cohorts: the Master of Physical Therapy-North cohort located at the University of Northern British Columbia, or the Master of Physical Therapy- Fraser Valley cohort, or the Master of Physical Therapy-Vancouver cohort located at UBC's Point Grey Campus in Vancouver.	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215 **Present Calendar Entry:** **Program Overview** Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments. The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research M.Sc. in Rehabilitation Sciences, which prepares practitioners with advanced research skills and requires completion and defense of a thesis. **Master of Physical Therapy Distributed Program** ~~The Master of Physical Therapy offers a distributed program involving 100 students at geographically separated campuses; the Master of Physical Therapy- North cohort located at the University of Northern British Columbia and the Master of Physical Therapy- Vancouver cohort located at UBC's Point Grey Campus in Vancouver.~~

Master of Physical Therapy

Admission Requirements

Candidates must meet minimum entry requirements established by Graduate and Post-Doctoral Studies

Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics*;
- ENGL 112 (or equivalent);
- Human Anatomy (3 credits; UBCCAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12 (or out of province equivalent Grade 12 Physics)

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process and request results be sent to the UBC Department of Physical Therapy. Information and online registration are available on the CASPer website. CASPer results arevalid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.

Applicants who would like to be considered for admission to the distributed Master of Physical Therapy- North Cohort at the University of Northern British Columbia must complete two supplementary application forms, available to download on the M.P.T Program website: the rural suitability form andthe lived experiences form. These forms are used to asses candidates' suitability for the distributedcohort. Applicants to the Master of Physical Therapy- North cohort must meet all other admissions requirements.

Applicants who would like to be considered for admission to the distributed Master of Physical Therapy-Fraser Valley cohort at the University of British Columbia must indicate their preference in the online application.

Master of Physical Therapy

Admission Requirements

Candidates must meet minimum entry requirements established by Graduate and Post-Doctoral Studies

Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics*;
- ENGL 112 (or equivalent);
- Human Anatomy (3 credits; UBCCAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12 (or out of province equivalent Grade 12 Physics)

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process and request results be sent to the UBC Department of Physical Therapy. Information and online registration are available on the CASPer website. CASPer results are valid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.

Applicants who would like to be considered for admission to the distributed Master of Physical Therapy- North Cohort at the University of Northern British Columbia must complete two supplementary application forms, available to download on the M.P.T Program website: the rural suitability form and the lived experiences form. These forms are used to asses candidates' suitability for the distributed cohort. Applicants to the Master of Physical Therapy- North cohort must meet all other admissions requirements.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty

Candidates' suitability will be assessed based on their overall M.P.T. program application. Applicants to the Master of Physical Therapy-Fraser Valley cohort must meet all other admissions requirements. Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' English Language Proficiency Requirements. Required minimum English language proficiency scores for admission to the program are: • TOEFL: 100 (iBT) • IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component • CAEL: overall 80 • PTE (Academic): overall 70 See program website for additional information on admission. Primary consideration for admission is given to residents of British Columbia. Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. The interviews are in multi-mini interview format. Fulfilment of the minimum requirements does not guarantee an interview. **Program Requirements** Students must successfully complete all academic requirements (83 credits of coursework): • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576 • Clinical Education Requirements	of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding English Language Proficiency Requirements. Required minimum English language proficiency scores for admission to the program are: • TOEFL: 100 (iBT) • IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component • CAEL: overall 80 • PTE (Academic): overall 70 See program website for additional information on admission. Primary consideration for admission is given to residents of British Columbia. Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. The interviews are in multi-mini interview format. Fulfilment of the minimum requirements does not guarantee an interview. Program Requirements Students must successfully complete all academic requirements (83 credits of coursework): • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576 • Clinical Education Requirements **Type of Action:** -Change in Program -Calendar Update **Rationale for Proposed Change:** The Department of Physical Therapy's Master of Physical Therapy Program (MPT) is the only entry-to-practice physical therapy program in British Columbia. There is a long-standing shortage of Physical Therapists throughout the province arising from multiple factors, including the increasing demand for Physical Therapy services by an aging population, an aging workforce, and the long-standing insufficient

	number of training seats. The Fraser Health Authority region is one of the highest areas of need in the province with many ongoing physical therapist vacancies, and is also one of the fastest growing communities in British Columbia. Recruiting and training students who will practice in the Fraser Health region after graduation is vital to meet the healthcare needs of the province. Please see background document for additional information.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admission Proposal Form
Change to Course or Program

Faculty: Education **Department:** Kinesiology **Faculty Approval Date:** June 3, 2021 **Effective Session (W or S):** Winter **Effective Academic Year:** 2022	**Date:** January 3, 2022 **Contact Person:** Paul Kennedy **Phone:** 604-822-9204 **Email:** paul.kennedy@ubc.ca
Proposed Calendar Entry: **Dual Degree Program Option in Kinesiology and Education** **Admission to the Dual Degree Program in Kinesiology and Education is suspended until further notice.** The Dual Degree Program Option in Kinesiology and Education offers qualified students the opportunity to earn a B.Kin. and B.Ed. in Secondary Education (Physical Education Specialization) in five Winter Sessions with some academic requirements to be completed in the summer. After meeting all of the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate. **Admission** Admission to the Dual Degree Program requires application to the Kinesiology Advising Office by January 31 of second year with approval by April in order to undertake a teaching practicum in the summer of Year 2. Application for admission can be found online at the School of Kinesiology website or at the Kinesiology Undergraduate Advising Office. Students apply in January of second year and must receive approval from the School of Kinesiology and the Faculty of Education. All students whose applications are successful will be admitted to the Faculty of Education beginning in summer of Year 2. Continuation will require successful completion of both year two of the Kinesiology major and the in-school practicum in the summer of Year 2. Admission at any time is conditional; maintenance of good academic standing and an average of at least 68% in each Session are required throughout. In addition, students must participate in volunteer or work experience with youth aged 13-18 to meet the	**URL:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,205,352,1540 **Present Calendar Entry:** **Dual Degree Program Option in Kinesiology and Education** The Dual Degree Program Option in Kinesiology and Education offers qualified students the opportunity to earn a B.Kin. and B.Ed. in Secondary Education (Physical Education Specialization) in five Winter Sessions with some academic requirements to be completed in the summer. After meeting all of the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate. **Admission** Admission to the Dual Degree Program requires application to the Kinesiology Advising Office by January 31 of second year with approval by April in order to undertake a teaching practicum in the summer of Year 2. Application for admission can be found online at the School of Kinesiology website or at the Kinesiology Undergraduate Advising Office. Students apply in January of second year and must receive approval from the School of Kinesiology and the Faculty of Education. All students whose applications are successful will be admitted to the Faculty of Education beginning in summer of Year 2. Continuation will require successful completion of both year two of the Kinesiology major and the in-school practicum in the summer of Year 2. Admission at any time is conditional; maintenance of good academic standing and an average of at least 68% in each Session are required throughout. In addition, students must participate in volunteer or work experience with youth aged 13-18 to meet the requirements of the Bachelor of Education program.

requirements of the Bachelor of Education program. Students must satisfy all of the degree and specialization requirements for both the Bachelor of Kinesiology and the Bachelor of Education Secondary program. Some individual courses may be considered to satisfy requirements for both degrees. Students must communicate with an advisor in the Kinesiology program and the Teacher Education Office annually after admission to the program to discuss their progress.	Students must satisfy all of the degree and specialization requirements for both the Bachelor of Kinesiology and the Bachelor of Education Secondary program. Some individual courses may be considered to satisfy requirements for both degrees. Students must communicate with an advisor in the Kinesiology program and the Teacher Education Office annually after admission to the program to discuss their progress. **Type of Action:** No longer admitting students to the Dual Degree Program **Rationale for Proposed Change:** The undergraduate curriculum provides students the opportunity to design a program of study in one of three streams leading to a Bachelor of Kinesiology (BKIN) degree. Physical and Health Education (PE) was one stream option, however, it was removed from the BKIN degree in 2019-2020 because of declining student enrolment. At the time, less than 5% of upper-level BKIN students were enrolled in the PE option. When polled, students reported that the high number of stream requirements and a desire to explore multiple career paths as reasons for choosing more flexible stream options. Over the past five years, the number of PE BKIN courses covered by sessional lecturers has increased. Not all PE BKIN courses can support this expense due to extremely low enrolments (e.g., less than 20 students). The lecturer turnover rate has also increased. Not only has it been challenging to find individuals to cover our PE BKIN courses, but it is also difficult to update the curriculum when there is a different instructor teaching the course each year. The School of Kinesiology would like to remove the Dual Degree Option from the BKIN Program in time. So, we are no longer going to admit students to the Dual Degree Program. Despite our best efforts to promote this curricular option, the number of BKIN students enrolled in the BKIN-BEd Dual Degree is low. The lack of long-term course coverage, budgetary concerns, and declining student interest are the primary reasons for making this curricular change.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form
Admission Requirements

Department: Undergraduate Admissions **Effective Session: 2023W**	**Date: 26 January 2022** **Contact Person: S. Saini** **Email: sam.saini@ubc.com**
URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,25,73,0 Homepage→ Admissions → Applicants from a Post-Secondary Institution →Applicants from a College or University **Proposed Calendar Entry:** **Applicants from a College or University** Academic criteria are the primary basis for determining admissibility to UBC. For post-secondary transfer applicants, the academic assessment consists of a review of the applicant's academic record from all previous post-secondary institutions attended. The minimum academic standing to qualify for admission as a transfer student is a C average (60% where 50% is a passing grade), or grade point average of 2.0 (calculated on a 4.0 scale), on the most recent 24 to 30 transferable credits completed, including failed and repeated courses. Applicants presenting less than 24 transferable credits are eligible for admission as a transfer student, but will, in addition to presenting a minimum average of 2.0 on the credits completed, be required to present final secondary school records for consideration. All applicants are required to be in good academic standing at their previous post-	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,25,73,0 Homepage→ Admissions → Applicants from a Post-Secondary Institution →Applicants from a College or University **Present Calendar Entry:** **Applicants from a College or University** ~~The minimum academic standing to qualify for admission to the University as a transfer student is successful completion of 24 transferable credits with a C average (60% where 50% is a passing grade), or grade point average of 2.0 (calculated on a 4-point scale: A+=4.33, A=4.0, A-=3.67, B+=3.33, B=3, B-=2.67, C+=2.33, C=2, C-=1.67, D+=1.33, D=1, D-=0.67, F=0). Applicants presenting fewer than 24 credits are evaluated on the basis of both final secondary school grades and the partial post-secondary studies completed. Unless otherwise prescribed by the program to which admission is sought, academic standing is based on the average on all college or university courses attempted, including failures and repeated courses.~~ ~~For applicants presenting more than 24 transferable credits, the admission average is based on the average of the most recently completed transferable credits (to a maximum of 30 credits) of college or university courses attempted, including failures and repeated courses, unless otherwise prescribed by the program to~~

secondary institution(s) and present the necessary pre-requisite courses at the secondary and/or postsecondary level. Admission to UBC is competitive and satisfying minimum academic requirements does not guarantee admission. In determining admissibility, UBC may consider the extent to which an applicant has: • excelled, as evidenced by consistently strong grades, and/or the number of courses registered and then successfully completed in any given term; • selected courses that are relevant and/or complementary to the program to which admission is being sought; • selected a coherent sequence of progressively more challenging courses; • pursued studies having close comparability in learning outcomes with courses typically taken within the first two years of an undergraduate program at UBC. UBC may ask applicants to provide a rationale for their course selections and will take into consideration the points noted above. Depending on program, applicants may be required to present additional academic or non-academic criteria for admission. Applicants should consult the relevant Calendar entries and websites for the faculty or school to which they seek admission, for additional admission requirements specific to those programs.	~~which admission is sought. In cases where counting back 30 credits lands in the middle of an academic term, the academic average of that term will be used for the remaining required credits to reach the total of 30.~~ ~~Because of enrolment limitations, some programs may require a higher average for admission than the University minimum, and may require a minimum standing in specified courses. Applicants should consult the relevant faculty or school entry for a statement of admission requirements for the program to which they seek admission. To be eligible for second year, applicants must normally have successfully completed 30 credits, and satisfied all promotion requirements for advancement to that year. Applicants to third year must have successfully completed 54 to 60 credits, and satisfied all promotion requirements for advancement to that year.~~ **Type of Action:** Revise admission requirements for transfer applicants to the University. **Rationale:** With the changes proposed, transfer applicant's most recent post-secondary experience will still be integral to UBC's determination of admissibility, but other factors are also being introduced to allow for a more holistic admissions assessment. Applicants' overall records, their persistence in completing courses they've enrolled in, the applicability of their courses to the intended program of study, the sequential order of courses completed, as well as the learning outcomes of the courses completed are being introduced as factors that may be taken into account when determining admissibility to UBC. The introduction of these criteria will help to broaden the scope of the assessment of transfer applicants and address recent applicant behaviour whereby students employ various strategies to improve their average on their most recent 24 to 30 credits, without necessarily

	improving their preparedness for academic study at UBC. Also proposed herein is a revision to the way in which applicants with fewer than 24 transferable credits are assessed. Currently, such applicants must be admissible on both their high school and their post-secondary records. The proposed change will allow more flexibility in considering these applicants.

THE UNIVERSITY OF BRITISH COLUMBIA

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OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Phone 604 822 1261
Fax 604 822 3134

January 5, 2022

To: Members of the UBC Vancouver Senate Admissions Committee

From: David Shorthouse, Executive Director, Academic Initiatives

Re: 2022/23 Winter Session Intake Targets for UBC Vancouver

I am pleased to provide the total enrolment projections (by fiscal year) and proposed intake targets (by academic year), for 2022/23, based on the strategic planning decisions of the Faculties. The proposed intake targets for direct-entry undergraduate programs are established by the Faculties, in consultation with the Provost's Office, the Office of Planning and Institutional Research, Enrolment Services, and the International Student Initiative. The intake targets consider the provincial government's mandate regarding overall domestic student enrolment (measured as FTEs); the University's strategic goals; and the opportunities and capacities of the Departments and Schools to provide excellent teaching and learning and exemplary services and supports for students.

Actual Total FTE Enrolment for Fiscal Year 2021/22

At March 31, 2022, UBC Vancouver's total full-time equivalent (FTE) enrolment for 2021/22 is projected to be 53,076, inclusive of the winter and summer sessions.[1] The 2021/22 total includes 31,509 (59.4%) domestic undergraduate FTEs, 10,918 (20.6%) international (ISI) undergraduate FTEs, 9,101 (17.1%) graduate FTEs, and 1,547 (2.9%) residents in Medicine, Dentistry, and Pharmacy Practice (see Table 2). Compared with 2020/21, undergraduate FTEs increased by 448 (1.4%) domestic and 186 (1.7%) international FTEs, and graduate FTEs increased by 553 (6.5%). UBC Vancouver's total domestic enrolment is currently 16.9% above the 2021/22 government-funded FTEs: 2,898 (9.6%) over the domestic undergraduate and residents FTEs of 30,158, and 3,203 (54.3%) over the graduate-funded FTEs of 5,898 (see Tables 1a and 1b).

Proposed Undergraduate Headcount Intake Targets for Winter 2022/23

The proposed undergraduate intake targets (in headcount) for the forthcoming 2022/23 academic year, relative to 2021/22, include a reduction in the number of students enrolled in the Faculty of Arts and the suspension of admission for the Flexible Doctor of Pharmacy (Flex PharmD) Program and Vantage One Bachelor of Arts program, which are balanced by an increase in undergraduate student enrolment in Nursing, the Faculty of Science, and students not admitted to a baccalaureate degree program (i.e., exchange, unclassified, visiting and access students). Overall, it is proposed that the undergraduate intake targets increase by 180 (1.6%) domestic and 122 (3.3%) international students (see Table 3). Relative to last year's actual new-to-program enrolment, these intake targets will result in 249 (2.2%) fewer new-to-program domestic students and 146 (3.7%) fewer new-to-program international students.

Projected Total Headcount Enrolment Plan for Winter Session 2022/23

The proposed intake targets for 2022/23, combined with the flow through of the 2021/22 cohort, results in a projected undergraduate total headcount enrolment for winter 2022/23 that includes

[1] Summer session of 2021 and winter session projected to March 2022.

692 (1.9%) fewer domestic and 50 (0.4%) more international students than enrolled in Winter 2021/22. Table 4a provides the projected domestic and international undergraduate winter session total headcounts for 2022/23 through 2026/27, by Faculty and School. Table 4b provides the percentages of the projected undergraduate enrolment, by Faculty and School, that are composed of international students. In 2021/22, international students are projected to constitute 24.9% of the undergraduate headcounts. The percentage is projected to be 25.3% in 2022/23.

Projected Total FTE Enrolment Plan for Fiscal Year 2022/23

The proposed intake targets for 2022/23, combined with the flow through of the 2021/22 cohort, results in the projected FTE enrolment of domestic students to be at 107.7% of the undergraduate and resident government-funded support (see Table 1b). The Government has increased the funded FTEs by 127 (0.4%). The intake targets are expected to lead to a 1.4% reduction in total domestic FTEs in fiscal year 2022/23, and an approximate 0.7% reduction per year thereafter. Total international student FTE enrolment is expected to increase by 58 FTEs through 2022/23 (see Table 2).

Table 1a: UBCV Government Funded FTE, by Fiscal Year

Level	Focus Area	Actual		Forecast				
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Undergraduate & Resident	Health Programs	2,490	2,499	2,499	2,499	2,499	2,499	2,499
	All Other Programs	27,573	27,659	27,786	27,842	27,842	27,842	27,842
	Total	**30,063**	**30,158**	**30,285**	**30,341**	**30,341**	**30,341**	**30,341**
Graduate	Health Programs	1,213	1,238	1,238	1,238	1,238	1,238	1,238
	All Other Programs	4,660	4,660	4,660	4,660	4,660	4,660	4,660
	Total	**5,873**	**5,898**	**5,898**	**5,898**	**5,898**	**5,898**	**5,898**
Grand Total Target		**35,936**	**36,056**	**36,183**	**36,239**	**36,239**	**36,239**	**36,239**

Table 1b: UBCV Total Domestic Normal Load FTE, by Fiscal Year

		Actual 2020/21	Projected 2021/22	Forecast				
				2022/23	2023/24	2024/25	2025/26	2026/27
Undergraduate	Baccalaureate Degree	26,255	26,680	26,284	25,946	25,651	25,451	25,371
	Post-Baccalaureate Degree	3,483	3,356	3,311	3,336	3,348	3,360	3,360
	Diploma	659	612	612	612	612	612	612
	Certificate	186	170	170	170	170	170	170
	Non-Degree	478	692	692	692	692	692	692
	Undergraduate Health Programs	2,593	2,608	2,629	2,643	2,642	2,656	2,655
	All Other Undergraduate Programs	28,468	28,902	28,440	28,113	27,831	27,629	27,550
	Total Domestic FTE	**31,061**	**31,509**	**31,069**	**30,756**	**30,472**	**30,285**	**30,206**
Resident	**Total Resident FTE**	**1,558**	**1,547**	**1,547**	**1,547**	**1,547**	**1,547**	**1,547**
	Undergraduate Utilization Rate	108.5%	109.6%	107.7%	106.5%	105.5%	104.9%	104.7%
Total Domestic Undergraduate & Resident		**32,619**	**33,056**	**32,616**	**32,303**	**32,019**	**31,832**	**31,753**
Graduate	**Graduate Health Programs**	1,288	1,379	1,379	1,379	1,379	1,379	1,379
	All Other Graduate Programs	7,259	7,722	7,722	7,722	7,722	7,722	7,722
	Total Graduate FTE	**8,548**	**9,101**	**9,101**	**9,101**	**9,101**	**9,101**	**9,101**
	Graduate Utilization Rate	145.5%	154.3%	154.3%	154.3%	154.3%	154.3%	154.3%
Total UBC Vancouver Domestic FTE (Undergraduate + Resident + Graduate)		**41,167**	**42,158**	**41,718**	**41,405**	**41,121**	**40,933**	**40,854**

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

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

Category	Domestic / ISI	Faculty/School	Actual 2020/21	Projected 2021/22	Forecast				
					2022/23	2023/24	2024/25	2025/26	2026/27
Undergraduate	Domestic	Applied Science	3,787	3,983	3,985	4,015	4,005	3,982	3,965
Undergraduate	Domestic	Arts	8,895	8,846	8,486	8,199	8,026	7,928	7,890
Undergraduate	Domestic	Commerce & Business Administration	2,900	2,747	2,750	2,724	2,697	2,688	2,685
Undergraduate	Domestic	Dentistry	337	341	344	347	347	350	350
Undergraduate	Domestic	Education	1,744	1,712	1,659	1,662	1,665	1,667	1,667
Undergraduate	Domestic	Forestry	555	589	591	597	600	602	605
Undergraduate	Domestic	Kinesiology	1,085	1,100	1,109	1,094	1,076	1,061	1,054
Undergraduate	Domestic	Land & Food Systems	1,135	1,157	1,132	1,110	1,105	1,104	1,116
Undergraduate	Domestic	Law	579	547	559	579	592	594	594
Undergraduate	Domestic	Medicine	1,316	1,282	1,263	1,260	1,254	1,258	1,258
Undergraduate	Domestic	Nursing	287	298	328	348	348	348	348
Undergraduate	Domestic	Pharmaceutical Sciences	921	960	1,017	1,061	1,088	1,095	1,095
Undergraduate	Domestic	Science	7,042	7,256	7,155	7,067	6,976	6,916	6,887
Undergraduate	Domestic	Vantage	1	0	0	0	0	0	0
Undergraduate	Domestic	No Faculty	478	692	692	692	692	692	692
Undergraduate	**Domestic**	**Total**	**31,061**	**31,509**	**31,069**	**30,756**	**30,472**	**30,285**	**30,206**
Undergraduate	ISI	Applied Science	1,500	1,596	1,595	1,598	1,602	1,592	1,584
Undergraduate	ISI	Arts	4,246	4,235	4,226	4,123	4,037	3,981	3,956
Undergraduate	ISI	Commerce & Business Administration	1,477	1,555	1,538	1,524	1,502	1,479	1,471
Undergraduate	ISI	Dentistry	4	7	10	17	28	36	44
Undergraduate	ISI	Education	19	30	34	33	33	33	33
Undergraduate	ISI	Forestry	485	503	457	437	436	438	439
Undergraduate	ISI	Kinesiology	119	126	137	142	142	142	142
Undergraduate	ISI	Land & Food Systems	483	452	451	449	453	455	463
Undergraduate	ISI	Law	12	20	17	16	10	10	10
Undergraduate	ISI	Medicine	2	2	1	1	1	1	1
Undergraduate	ISI	Nursing	0	0	0	0	0	0	0
Undergraduate	ISI	Pharmaceutical Sciences	3	16	31	45	57	57	57
Undergraduate	ISI	Science	1,900	1,987	2,151	2,250	2,321	2,369	2,393
Undergraduate	ISI	Vantage	456	339	278	278	278	278	278
Undergraduate	ISI	No Faculty	26	50	50	50	50	50	50
Undergraduate	**ISI**	**Total**	**10,732**	**10,918**	**10,976**	**10,963**	**10,950**	**10,922**	**10,921**
Undergraduate	**Total**	**Total**	**41,793**	**42,428**	**42,045**	**41,719**	**41,422**	**41,207**	**41,126**
Residents	Domestic	Dentistry	7	5	5	5	5	5	5
Residents	Domestic	Medicine	1,508	1,498	1,498	1,498	1,498	1,498	1,498
Residents	Domestic	Pharmaceutical Sciences	43	44	44	44	44	44	44
Residents	**Domestic**	**Total**	**1,558**	**1,547**	**1,547**	**1,547**	**1,547**	**1,547**	**1,547**
Graduate	**Domestic**	**Total**	**8,548**	**9,101**	**9,101**	**9,101**	**9,101**	**9,101**	**9,101**
Grand Total (Undergraduate + Residents + Graduate)			**51,898**	**53,076**	**52,694**	**52,367**	**52,071**	**51,855**	**51,775**

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

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

Faculty or School	Degree Program	Year Level	Pathway	Domestic				ISI				Total			
				Target	Actual	Proposed Targets		Target	Actual	Proposed Targets		Target	Actual	Proposed Targets	
				2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24
Applied Science	BASC	1		655	693	655	655	313	349	313	313	968	1,042	968	968
Applied Science	BASC	2		160	139	160	160	46	36	35	30	206	175	195	190
Applied Science	BASC	2	Vantage					22	24	33	38	22	24	33	38
Applied Science	BASC	3		50	41	50	50		12			50	53	50	50
Applied Science	**BASC**	**Total**		**865**	**873**	**865**	**865**	**381**	**421**	**381**	**381**	**1,246**	**1,294**	**1,246**	**1,246**
Applied Science	BDES	1		40	32	40	40	10	7	10	10	50	39	50	50
Applied Science	BDES	2		16	14	8	8	4	4	2	2	20	18	10	10
Applied Science	**BDES**	**Total**		**56**	**46**	**48**	**48**	**14**	**11**	**12**	**12**	**70**	**57**	**60**	**60**
Applied Science	**Total**			**921**	**919**	**913**	**913**	**395**	**432**	**393**	**393**	**1,316**	**1,351**	**1,306**	**1,306**
Arts	BA	1		1,590	1,642	1,550	1,550	755	768	815	790	2,345	2,410	2,365	2,340
Arts	BA	2		360	429	325	325	161	276	250	230	521	705	575	555
Arts	BA	2	Vantage					152	144	64		152	144	64	
Arts	BA	3		350	372	300	325	148	168	148	150	498	540	448	475
Arts	**BA**	**Total**		**2,300**	**2,443**	**2,175**	**2,200**	**1,216**	**1,356**	**1,277**	**1,170**	**3,516**	**3,799**	**3,452**	**3,370**
Arts	BFA	1		41	39	41	41	19	20	19	19	60	59	60	60
Arts	BFA	2		13	10	13	13	8	1	8	8	21	11	21	21
Arts	BFA	3		33	23	33	33	10	7	10	10	43	30	43	43
Arts	BFA	4		4	2	4	4	2	1	2	2	6	3	6	6
Arts	**BFA**	**Total**		**91**	**74**	**91**	**91**	**39**	**29**	**39**	**39**	**130**	**103**	**130**	**130**
Arts	BIE	1		50	51	50	50	50	58	50	50	100	109	100	100
Arts	BIE	2		10	5	10	10	10	9	10	10	20	14	20	20
Arts	**BIE**	**Total**		**60**	**56**	**60**	**60**	**60**	**67**	**60**	**60**	**120**	**123**	**120**	**120**
Arts	BMS	1		20	20	20	20	20	17	20	20	40	37	40	40
Arts	**BMS**	**Total**		**20**	**20**	**20**	**20**	**20**	**17**	**20**	**20**	**40**	**37**	**40**	**40**
Arts	BMUS	1		52	32	52	52	8	1	8	8	60	33	60	60
Arts	BMUS	2		2	3	2	2	2	1	2	2	4	4	4	4
Arts	BMUS	3		10	4	10	10	2		2	2	12	4	12	12
Arts	**BMUS**	**Total**		**64**	**39**	**64**	**64**	**12**	**2**	**12**	**12**	**76**	**41**	**76**	**76**
Arts	BSW	3		60	55	60	60		2			60	57	60	60
Arts	**BSW**	**Total**		**60**	**55**	**60**	**60**		**2**			**60**	**57**	**60**	**60**
Arts	Certificates & Diplomas			26	18	24	24	3	2	4	4	29	20	28	28
Arts	**Total**			**2,621**	**2,705**	**2,494**	**2,519**	**1,350**	**1,475**	**1,412**	**1,305**	**3,971**	**4,180**	**3,906**	**3,824**
Dentistry	BDSC	1		26	25	26	26					26	25	26	26
Dentistry	BDSC	3		10	14	10	10					10	14	10	10
Dentistry	BDSC	4		10	12	10	10					10	12	10	10
Dentistry	**BDSC**	**Total**		**46**	**51**	**46**	**46**					**46**	**51**	**46**	**46**
Dentistry	DMD	1		56	56	60	60	4	4	4	8	60	60	64	68
Dentistry	**DMD**	**Total**		**56**	**56**	**60**	**60**	**4**	**4**	**4**	**8**	**60**	**60**	**64**	**68**
Dentistry	DRES			4	5	5	5					4	5	5	5
Dentistry	**Total**			**106**	**112**	**111**	**111**	**4**	**4**	**4**	**8**	**110**	**116**	**115**	**119**

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

Faculty or School	Degree Program	Year Level	Pathway	Domestic				ISI				Total			
				Target	Actual	Proposed Targets		Target	Actual	Proposed Targets		Target	Actual	Proposed Targets	
				2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24
Education	BEDS	1		364	366	364	364	9	11	9	9	373	377	373	373
Education	BEDS	1	(NITE)	6	2	2	2					6	2	2	2
Education	**BEDS**	**Total**		**370**	**368**	**366**	**366**	**9**	**11**	**9**	**9**	**379**	**379**	**375**	**375**
Education	BEEM	1		340	317	340	340	6	2	6	6	346	319	346	346
Education	BEEM	1	(NITE)	20	14	14	14					20	14	14	14
Education	**BEEM**	**Total**		**360**	**331**	**354**	**354**	**6**	**2**	**6**	**6**	**366**	**333**	**360**	**360**
Education	Certificates & Diplomas			309	319	319	319	11	11	11	11	320	330	330	330
Education	**Total**			**1,039**	**1,018**	**1,039**	**1,039**	**26**	**24**	**26**	**26**	**1,065**	**1,042**	**1,065**	**1,065**
Forestry	BEST	1		25	32	30	35	8	17	8	8	33	49	38	43
Forestry	BEST	2		2	1	2	2	1		2	2	3	1	4	4
Forestry	BEST	3		1		1	2	15	4	15	15	16	4	16	17
Forestry	**BEST**	**Total**		**28**	**33**	**33**	**39**	**24**	**21**	**25**	**25**	**52**	**54**	**58**	**64**
Forestry	BSCN	1		62	60	62	62	30	28	30	32	92	88	92	94
Forestry	BSCN	2		2	1	2	2	1		1	1	3	1	3	3
Forestry	BSCN	3		1	1			20	9	20	20	21	10	20	20
Forestry	**BSCN**	**Total**		**65**	**62**	**64**	**64**	**51**	**37**	**51**	**53**	**116**	**99**	**115**	**117**
Forestry	BSCW	1		15	8	15	15	3	1	3	3	18	9	18	18
Forestry	BSCW	3						20	33	20	20	20	33	20	20
Forestry	**BSCW**	**Total**		**15**	**8**	**15**	**15**	**23**	**34**	**23**	**23**	**38**	**42**	**38**	**38**
Forestry	BSF	1		48	40	48	48	24	15	24	24	72	55	72	72
Forestry	BSF	2		1	1	1	1		1			1	2	1	1
Forestry	BSF	3		2	3	2	2	12	10	12	12	14	13	14	14
Forestry	**BSF**	**Total**		**51**	**44**	**51**	**51**	**36**	**26**	**36**	**36**	**87**	**70**	**87**	**87**
Forestry	BSFS	1		18	31	18	18	5	4	5	5	23	35	23	23
Forestry	BSFS	2			2			1		1	1	1	2	1	1
Forestry	BSFS	3			1			20	31	20	20	20	32	20	20
Forestry	**BSFS**	**Total**		**18**	**34**	**18**	**18**	**26**	**35**	**26**	**26**	**44**	**69**	**44**	**44**
Forestry	BUF	1		40	36	38	38	26	20	26	26	66	56	64	64
Forestry	BUF	2		2	2	2	2	1	2	1	1	3	4	3	3
Forestry	BUF	3						8	9	8	8	8	9	8	8
Forestry	**BUF**	**Total**		**42**	**38**	**40**	**40**	**35**	**31**	**35**	**35**	**77**	**69**	**75**	**75**
Forestry	**Total**			**219**	**219**	**221**	**227**	**195**	**184**	**196**	**198**	**414**	**403**	**417**	**425**
Kinesiology	BKIN	1		200	224	200	200	40	43	40	40	240	267	240	240
Kinesiology	BKIN	2		24	30	24	24		3			24	33	24	24
Kinesiology	BKIN	3		103	94	103	103		1			103	95	103	103
Kinesiology	**BKIN**	**Total**		**327**	**348**	**327**	**327**	**40**	**47**	**40**	**40**	**367**	**395**	**367**	**367**
Kinesiology	Certificates & Diplomas			17	17	17	17					17	17	17	17
Kinesiology	**Total**			**344**	**365**	**344**	**344**	**40**	**47**	**40**	**40**	**384**	**412**	**384**	**384**

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

Faculty or School	Degree Program	Year Level	Pathway	Domestic				ISI				Total			
				Target	Actual	Proposed Targets		Target	Actual	Proposed Targets		Target	Actual	Proposed Targets	
				2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24
Land & Food Systems	BSAB	1		105	125	126	126	42	60	48	48	147	185	174	174
Land & Food Systems	BSAB	2		22	24	22	22	7	2	3	3	29	26	25	25
Land & Food Systems	BSAB	3		6	3	2	2	2		2	2	8	3	4	4
Land & Food Systems	**BSAB**	**Total**		**133**	**152**	**150**	**150**	**51**	**62**	**53**	**53**	**184**	**214**	**203**	**203**
Land & Food Systems	BSFE	2		3	4	4	6	2	2	3	5	5	6	7	11
Land & Food Systems	BSFE	3		2		1	1	6		2	2	8		3	3
Land & Food Systems	**BSFE**	**Total**		**5**	**4**	**5**	**7**	**8**	**2**	**5**	**7**	**13**	**6**	**10**	**14**
Land & Food Systems	BSFN	1		143	180	158	158	90	81	85	85	233	261	243	243
Land & Food Systems	BSFN	2		40	19	20	20	7	9	7	7	47	28	27	27
Land & Food Systems	BSFN	3		6	10	7	7	1	1	1	1	7	11	8	8
Land & Food Systems	**BSFN**	**Total**		**189**	**209**	**185**	**185**	**98**	**91**	**93**	**93**	**287**	**300**	**278**	**278**
Land & Food Systems	BSGR	2		27	20	22	22	15	4	5	5	42	24	27	27
Land & Food Systems	BSGR	3		9	8	8	8	3	3	3	3	12	11	11	11
Land & Food Systems	**BSGR**	**Total**		**36**	**28**	**30**	**30**	**18**	**7**	**8**	**8**	**54**	**35**	**38**	**38**
Land & Food Systems	**Total**			**363**	**393**	**370**	**372**	**175**	**162**	**159**	**161**	**538**	**555**	**529**	**533**
Law	JD	1		189	174	189	189	3	11	3	3	192	185	192	192
Law	JD	2		20	10	20	20		1			20	11	20	20
Law	**Total**			**209**	**184**	**209**	**209**	**3**	**12**	**3**	**3**	**212**	**196**	**212**	**212**
Medicine	MDPHD	1		4	8	4	4					4	8	4	4
Medicine	MD	1		284	281	284	284					284	281	284	284
Medicine	BMLS	3		23	22	23	23		1			23	23	23	23
Medicine	BMW	1		20	20	20	20					20	20	20	20
Medicine	MRES			421	418	418	418					421	418	418	418
Medicine	Certificates & Diplomas			37	33	33	33	3	3	3	3	40	36	36	36
Medicine	**Total**			**789**	**782**	**782**	**782**	**3**	**4**	**3**	**3**	**792**	**786**	**785**	**785**
Nursing	BSN	3		128	127	150	150					128	127	150	150
Nursing	**Total**			**128**	**127**	**150**	**150**					**128**	**127**	**150**	**150**
Pharmaceutical Sciences	BPSC	1		50	49	50	50	15	14	15	15	65	63	65	65
Pharmaceutical Sciences	PHRMD	1		230	222	230	230					230	222	230	230
Pharmaceutical Sciences	PHRMFX	5		10	8							10	8		
Pharmaceutical Sciences	PRES			42	44	44	44					42	44	44	44
Pharmaceutical Sciences	**Total**			**332**	**323**	**324**	**324**	**15**	**14**	**15**	**15**	**347**	**337**	**339**	**339**
Sauder	BBRE	2		2	2	2	2					2	2	2	2
Sauder	BBRE	3		1		1	1					1		1	1
Sauder	**BBRE**	**Total**		**3**	**2**	**3**	**3**					**3**	**2**	**3**	**3**
Sauder	BCOM	1		450	453	450	450	290	346	290	290	740	799	740	740
Sauder	BCOM	2		80	95	80	80	60	62	60	60	140	157	140	140
Sauder	BCOM	3		30	36	30	30	20	18	20	20	50	54	50	50
Sauder	**BCOM**	**Total**		**560**	**584**	**560**	**560**	**370**	**426**	**370**	**370**	**930**	**1,010**	**930**	**930**
Sauder	Certificates & Diplomas			532	554	554	554	117	136	136	136	649	690	690	690
Sauder	**Total**			**1,095**	**1,140**	**1,117**	**1,117**	**487**	**562**	**506**	**506**	**1,582**	**1,702**	**1,623**	**1,623**

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

Faculty or School	Degree Program	Year Level	Pathway	Domestic				ISI				Total			
				Target	Actual	Proposed Targets		Target	Actual	Proposed Targets		Target	Actual	Proposed Targets	
				2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24	2021/22	2021/22	2022/23	2023/24
Science	BCS	3		90	103	90	90	15	22	15	15	105	125	105	105
Science	**BCS**	**Total**		**90**	**103**	**90**	**90**	**15**	**22**	**15**	**15**	**105**	**125**	**105**	**105**
Science	BSC	1		1,410	1,404	1,410	1,410	350	362	425	425	1760	1,766	1,835	1,835
Science	BSC	2		270	308	270	270	124	142	138	112	394	450	408	382
Science	BSC	2	Vantage					101	82	87	113	101	82	87	113
Science	BSC	3		30	21	30	30	10	10	10	10	40	31	40	40
Science	**BSC**	**Total**		**1,710**	**1,733**	**1,710**	**1,710**	**585**	**596**	**660**	**660**	**2,295**	**2,329**	**2,370**	**2,370**
Science	**Total**			**1,800**	**1,836**	**1,800**	**1,800**	**600**	**618**	**675**	**675**	**2,400**	**2,454**	**2,475**	**2,475**
Vantage College	VC-BA	1						75	89			75	89		
Vantage College	VC-BAS	1						75	60	75	75	75	60	75	75
Vantage College	VC-BSC	1						150	116	150	150	150	116	150	150
Vantage College	**Total**							**300**	**265**	**225**	**225**	**300**	**265**	**225**	**225**
No Faculty	ACES			81	61	61	61	8	9	9	9	89	70	70	70
No Faculty	EXCH			85	639	639	639					85	639	639	639
No Faculty	UNCL			827	592	592	592	35	34	34	34	862	626	626	626
No Faculty	VISI			103	76	76	76	31	89	89	89	134	165	165	165
No Faculty	**Total**			**1,096**	**1,368**	**1,368**	**1,368**	**74**	**132**	**132**	**132**	**1,170**	**1,500**	**1,500**	**1,500**
Grand Total				**11,062**	**11,491**	**11,242**	**11,275**	**3,667**	**3,935**	**3,789**	**3,690**	**14,729**	**15,426**	**15,031**	**14,965**

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

Faculty or School	Degree Program	Year Level	Actual	Projected	Forecast				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Applied Science	Domestic	Baccalaureate	3,772	3,860	3,872	3,913	3,904	3,876	3,855
Applied Science	ISI	Baccalaureate	1,511	1,587	1,581	1,585	1,591	1,580	1,570
Applied Science	Domestic	Other	6						
Applied Science	ISI	Other	5						
Applied Science	**Total**		**5,294**	**5,447**	**5,453**	**5,498**	**5,495**	**5,456**	**5,425**
Arts	Domestic	Baccalaureate	10,115	10,099	9,568	9,198	8,958	8,816	8,758
Arts	ISI	Baccalaureate	4,629	4,663	4,617	4,494	4,383	4,308	4,274
Arts	Domestic	Other	45	39	39	39	39	39	39
Arts	ISI	Other	7	5	5	5	5	5	5
Arts	**Total**		**14,796**	**14,806**	**14,230**	**13,736**	**13,386**	**13,168**	**13,076**
Dentistry	Domestic	Bacc. or Post-bacc.	375	386	393	393	392	395	395
Dentistry	ISI	Bacc. or Post-bacc.	4	7	11	17	28	36	44
Dentistry	**Total**		**379**	**393**	**404**	**410**	**420**	**431**	**438**
Education	Domestic	Post-baccalaureate	850	832	795	798	801	803	804
Education	ISI	Post-baccalaureate	9	18	19	18	18	18	18
Education	Domestic	Other	677	653	653	653	653	653	653
Education	ISI	Other	17	15	15	15	15	15	15
Education	**Total**		**1,553**	**1,518**	**1,482**	**1,484**	**1,487**	**1,489**	**1,490**
Forestry	Domestic	Baccalaureate	640	658	652	662	667	669	672
Forestry	ISI	Baccalaureate	520	510	501	493	498	503	504
Forestry	Domestic	Other		7	7	7	7	7	7
Forestry	ISI	Other							
Forestry	**Total**		**1,160**	**1,174**	**1,159**	**1,161**	**1,171**	**1,178**	**1,182**
Kinesiology	Domestic	Baccalaureate	1,207	1,249	1,235	1,219	1,197	1,177	1,168
Kinesiology	ISI	Baccalaureate	136	143	151	157	158	158	158
Kinesiology	Domestic	Other	19	17	17	17	17	17	17
Kinesiology	ISI	Other		1	1	1	1	1	1
Kinesiology	**Total**		**1,362**	**1,410**	**1,404**	**1,394**	**1,373**	**1,353**	**1,344**
Land & Food Systems	Domestic	Baccalaureate	1,258	1,318	1,268	1,240	1,232	1,231	1,245
Land & Food Systems	ISI	Baccalaureate	510	504	487	483	487	490	499
Land & Food Systems	Domestic	Other	2	3	3	3	3	3	3
Land & Food Systems	ISI	Other		1	1	1	1	1	1
Land & Food Systems	**Total**		**1,770**	**1,825**	**1,759**	**1,727**	**1,723**	**1,725**	**1,748**

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

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

Faculty or School	Degree Program	Year Level	Actual	Projected	Forecast				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Law	Domestic	Post-baccalaureate	581	550	564	585	599	601	601
Law	ISI	Post-baccalaureate	12	20	17	16	10	9	9
Law	**Total**		**593**	**570**	**581**	**601**	**609**	**610**	**610**
Medicine	Domestic	Bacc. or Post-bacc.	1,299	1,281	1,263	1,260	1,255	1,258	1,257
Medicine	ISI	Bacc. or Post-bacc.	1	1	1				
Medicine	Domestic	Other	89	78	78	78	78	78	78
Medicine	ISI	Other	7	5	5	5	5	5	5
Medicine	**Total**		**1,396**	**1,365**	**1,347**	**1,343**	**1,338**	**1,341**	**1,340**
Nursing	Domestic	Baccalaureate	236	244	275	297	297	297	297
Nursing	ISI	Baccalaureate							
Nursing	**Total**		**236**	**244**	**275**	**297**	**297**	**297**	**297**
Pharmaceutical Sciences	Domestic	Baccalaureate	938	989	1,048	1,094	1,115	1,120	1,118
Pharmaceutical Sciences	ISI	Baccalaureate	4	18	33	48	60	61	61
Pharmaceutical Sciences	**Total**		**942**	**1,007**	**1,080**	**1,142**	**1,175**	**1,181**	**1,179**
Commerce & Business Administration	Domestic	Baccalaureate	2,476	2,468	2,431	2,403	2,365	2,352	2,348
Commerce & Business Administration	ISI	Baccalaureate	1,454	1,505	1,480	1,466	1,442	1,411	1,400
Commerce & Business Administration	Domestic	Other	2,046	1,529	1,529	1,529	1,529	1,529	1,529
Commerce & Business Administration	ISI	Other	243	250	250	250	250	250	250
Commerce & Business Administration	**Total**		**6,219**	**5,752**	**5,690**	**5,648**	**5,586**	**5,543**	**5,528**
Science	Domestic	Baccalaureate	7,315	7,484	7,361	7,260	7,149	7,075	7,038
Science	ISI	Baccalaureate	1,992	2,086	2,255	2,372	2,458	2,518	2,548
Science	**Total**		**9,307**	**9,570**	**9,616**	**9,632**	**9,608**	**9,593**	**9,586**
Vantage	Domestic	Baccalaureate							
Vantage	ISI	Baccalaureate	324	265	224	224	224	224	224
Vantage	**Total**		**324**	**265**	**224**	**224**	**224**	**224**	**224**
No Faculty	Domestic	Other	1,615	1,753	1,753	1,753	1,753	1,753	1,753
No Faculty	ISI	Other	112	143	143	143	143	143	143
No Faculty	**Total**		**1,727**	**1,896**	**1,896**	**1,896**	**1,896**	**1,896**	**1,896**
Domestic Total			**35,561**	**35,496**	**34,804**	**34,401**	**34,011**	**33,749**	**33,636**
ISI Total			**11,497**	**11,746**	**11,796**	**11,791**	**11,777**	**11,735**	**11,728**
Grand Total			**47,058**	**47,242**	**46,600**	**46,192**	**45,788**	**45,484**	**45,363**

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

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

Faculty or School	Year Level	Actual	Projected	Forecast				
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Applied Science	Baccalaureate	28.6%	29.1%	29.0%	28.8%	28.9%	29.0%	28.9%
Applied Science	Other	45.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Applied Science		**28.6%**	**29.1%**	**29.0%**	**28.8%**	**28.9%**	**29.0%**	**28.9%**
Arts	Baccalaureate	31.4%	31.6%	32.5%	32.8%	32.9%	32.8%	32.8%
Arts	Other	13.5%	11.4%	11.4%	11.4%	11.4%	11.4%	11.4%
Arts		**31.3%**	**31.5%**	**32.5%**	**32.8%**	**32.8%**	**32.8%**	**32.7%**
Dentistry	Baccalaureate or Post-baccalaureate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dentistry		**1.1%**	**1.8%**	**2.7%**	**4.1%**	**6.6%**	**8.3%**	**10.0%**
Education	Post-baccalaureate	1.0%	2.1%	2.3%	2.2%	2.2%	2.2%	2.2%
Education	Other	2.4%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%
Education		**1.7%**	**2.2%**	**2.3%**	**2.2%**	**2.2%**	**2.2%**	**2.2%**
Forestry	Baccalaureate	44.8%	43.7%	43.4%	42.7%	42.7%	42.9%	42.8%
Forestry	Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Forestry		**44.8%**	**43.4%**	**43.2%**	**42.4%**	**42.5%**	**42.7%**	**42.6%**
Kinesiology	Baccalaureate	10.1%	10.3%	10.9%	11.4%	11.7%	11.9%	11.9%
Kinesiology	Other	0.0%	5.6%	5.6%	5.6%	5.6%	5.6%	5.6%
Kinesiology		**10.0%**	**10.2%**	**10.8%**	**11.4%**	**11.6%**	**11.8%**	**11.8%**
Land & Food Systems	Baccalaureate	28.8%	27.7%	27.7%	28.0%	28.3%	28.5%	28.6%
Land & Food Systems	Other	0.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
Land & Food Systems		**28.8%**	**27.6%**	**27.7%**	**28.0%**	**28.3%**	**28.5%**	**28.6%**
Law	Post-baccalaureate	2.0%	3.5%	2.9%	2.6%	1.6%	1.5%	1.5%
Law		**2.0%**	**3.5%**	**2.9%**	**2.6%**	**1.6%**	**1.5%**	**1.5%**
Medicine	Baccalaureate or Post-baccalaureate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Medicine	Other	7.3%	6.0%	6.0%	6.0%	6.0%	6.0%	6.0%
Medicine		**0.6%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**	**0.4%**

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

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

Faculty or School	Year Level	Actual	Projected	Forecast				
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Nursing	Baccalaureate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nursing		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Pharmaceutical Sciences	Baccalaureate	0.4%	1.8%	3.0%	4.2%	5.1%	5.1%	5.1%
Pharmaceutical Sciences		**0.4%**	**1.8%**	**3.0%**	**4.2%**	**5.1%**	**5.1%**	**5.1%**
Commerce & Business Administration	Baccalaureate	37.0%	37.9%	37.8%	37.9%	37.9%	37.5%	37.4%
Commerce & Business Administration	Other	10.6%	14.1%	14.1%	14.1%	14.1%	14.1%	14.1%
Commerce & Business Administration		**27.3%**	**30.5%**	**30.4%**	**30.4%**	**30.3%**	**30.0%**	**29.9%**
Science	Baccalaureate	21.4%	21.8%	23.5%	24.6%	25.6%	26.3%	26.6%
Science		**21.4%**	**21.8%**	**23.5%**	**24.6%**	**25.6%**	**26.3%**	**26.6%**
Vantage	Baccalaureate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Vantage		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
No Faculty	Other	6.5%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%
No Faculty		**6.5%**	**7.5%**	**7.5%**	**7.5%**	**7.5%**	**7.5%**	**7.5%**
Grand Total		**24.4%**	**24.9%**	**25.3%**	**25.5%**	**25.7%**	**25.8%**	**25.9%**

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

THE UNIVERSITY OF BRITISH COLUMBIA
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Phone 604 822 5239
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9 February 2022

To: Vancouver Senate

From: Senate Awards Committee

Re: New Awards and Changes to Existing Awards (approval)

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of new and revised awards.

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

January 2022

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

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NEW AWARDS – ENDOWED

Judy Lynne Adams Memorial Scholarship
Scholarships totalling $2,000 have been made available through an endowment established by an estate gift from Norma-Jean Lucille Adams (1932-2020), in memory of her daughter Judy Lynne Adams (1953-1994), for students conducting research into the causes of intellectual disabilities and on improvements in the diagnosis and health of individuals with intellectual disabilities. Judy was born in Saskatoon, Saskatchewan, and moved with her family to Burnaby, British Columbia in the 1960s. Norma-Jean established this scholarship in Judy's memory to support students working to expand our knowledge of intellectual disabilities and to improve the wellbeing of people living with intellectual disabilities. The scholarships are made on the recommendation of the Faculty of Medicine, 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).

Alan R. Casselman Bursary in Forestry
Bursaries totalling $2,000 have been made available through an endowment established by Alan R. Casselman (B.S.F. 1961) for second-, third- and fourth-year Bachelor of Science students in Wood Products Processing. Alan has built a successful career working as an engineered lumber products consultant, as well as a Wood Products Market Research Manager for MacMillan Bloedel, and as a founding partner with StrongWood Technologies Inc. Alan appreciated the professional instruction he received at UBC's Faculty of Forestry and established this bursary to support students that face financial barriers to pursuing an education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Anna Hejja Memorial Bursary in Forestry
Bursaries totalling $8,000 have been made available through an endowment established by an estate gift from Anna Hejja (1936-2019) for undergraduate and graduate students in the Faculty of Forestry. Anna (B.S.F. 1967) was born in Hungary and immigrated to Canada with her classmates from the Sopron University Forestry School after the failed 1956 Hungarian Revolution. She was one of twelve women in the Sopron Division of the UBC Faculty of

Forestry. Anna was not able to graduate with her Sopron Division classmates due to an illness that forced her to delay her studies. She resumed taking classes in the late 1960s and graduated with her forestry degree in 1967. Anna worked with Western Forest Products after graduation. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

George and Sylvia Melville Southern Medical Program Entrance Award
Entrance awards totalling $20,000, valued at $5,000 per student per year, have been made available through an endowment established by George and Sylvia Melville, along with matching funds from the University of British Columbia Okanagan, for outstanding M.D. students entering the Southern Medical Program. In addition to academic merit, consideration will be given to students who have demonstrated community involvement and volunteerism. Financial need may be considered. Preference will be given to students in the following order: (1) who have graduated from School District 53, 67 or 58 or (2) who are from the Southern Interior Region. Subject to continued academic standing, the award will be renewed for a further three years of study or until the M.D. degree is obtained (whichever comes first). George and Sylvia established this award in recognition of their lifelong ties to the South Okanagan and commitment to advancing education. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2022/2023 winter session).

Professor Andrew “Andy” Mular Memorial Award in Mining Engineering
Awards totalling $4,000 have been made available through an endowment established by friends, family and colleagues in memory of Professor Andrew “Andy” Mular (1930- 2020), for outstanding Bachelor of Applied Science students majoring in Mining Engineering who have demonstrated an interest in the mining industry and breadth in their interests through educational, extracurricular, or leadership activities. Professor Mular (B.Sc., M.Sc.) joined UBC as a Professor of Mineral Process Engineering in 1972 and served as Head of what was then known as the Mining and Mineral Processing Department (MMP) from 1986 to 1993. He retired as a Professor Emeritus in 1996. Professor Mular was the recipient of the Walter Gage Award from UBC in 1984 and the Robert H. Richards Award from the Society for Mining, Metallurgy & Exploration in 1990 for his work to further mineral beneficiation. He was credited for a series of publications on plant design, published by the Society for Mining, Metallurgy and Exploration (SME). He was a valued contributor to his field, known for his many presentations at a wide variety of mining-related conferences. The awards are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2021/2022 winter session).

Porte Communities Award in Commerce
Awards totalling $3,600 have been made available through an endowment established by Porte Communities for domestic students in the Bachelor of Commerce program who have

demonstrated an interest in real estate. Students will also have demonstrated community involvement or leadership. Financial need may be considered. Ideally, at least two students will receive the award each year. Porte Communities is a Vancouver-based real estate company founded in 1968 by Hershey Porte (B.Com. 1960, Dip (Urb Lnd Econ) 1962). Mr. Porte built the company to be people focused, committed to excellence, trustworthiness and building community (the Porte Promises). His values live on and guide the company as it develops, owns and manages property as part of a comprehensive real estate enterprise. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

Roberts Memorial Bursary in Engineering

Bursaries totalling $44,000 have been made available through an endowment established by Louis Douglas Roberts (1923-2017) and Shirley Roberts (1927-2020) for B.A.Sc., M.A.Sc., M.Eng., M.E.L., M.Sc. and Ph.D. students in Engineering. Douglas (B.A.Sc. 1951) was born and raised in Sidney, British Columbia. He briefly attended university in Seattle, Washington, before enlisting in the Royal Canadian Artillery in 1943. He served overseas before returning to Canada in 1945 and enrolling in UBC to complete his civil engineering degree. Shirley (née Gabriel) was born in Halifax, Nova Scotia. She and Douglas met at a church dance in Windsor, Nova Scotia before Douglas was sent overseas. They married in June 1949. After graduating from UBC, Douglas worked for the Canada Mortgage and Housing Corporation for over thirty years in British Columbia and Ontario. Douglas and Shirley retired to Sidney. Both were avid volunteers in their retirement: Douglas with the Sidney Museum and Shirley with the Ladies Auxiliary at Saanich Peninsula Hospital. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

John Robinson Memorial Award in Commerce

Awards totalling $3,050 have been made available through an endowment established by gifts from PricewaterhouseCoopers (PwC), Jim J. McGuigan, colleagues, friends and family in memory of John Robinson (1955-2019), for Bachelor of Commerce students specializing in Accounting or Finance who have achieved good academic standing and demonstrated community involvement, volunteerism or participation in athletics. John (B.Com. 1978) grew up in Vancouver, British Columbia, where he played soccer and basketball at Gladstone Secondary School. After graduating from UBC, he joined PwC as an accountant, where he stayed for thirty-six years. He earned his Chartered Accountant designation in 1981, and in 1991 became a Tax Partner with PwC. John specialized in Canadian corporate tax planning, international tax planning and merger, acquisition and divestiture structuring. He was the Head of PwC’s British Columbia Corporate Tax Mergers and Acquisitions practice and served as a lecturer at PwC’s national tax conferences. John was well-regarded by his colleagues for his strategic thinking and problem-solving abilities, sense of humour, good-natured disposition, and success in identifying and mentoring young accountants. John was also well respected in his community for coaching

his son and daughter's sports teams and continuing to coach at their high school long after they had graduated. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2022/2023 winter session).

David Spencer Memorial Award in Opera
Awards totalling $20,000 have been made available through an endowment established by the David Spencer Endowment Encouragement Fund, in memory of David Spencer (1915-1998) for diploma, undergraduate and graduate students pursuing a degree in Opera who have demonstrated outstanding vocal abilities and are in good academic standing. David (B.A. 1938) was born in Toronto, Ontario. He was a donor and advisor to the Vancouver Opera, the Courtenay Youth Music Centre, the Edmonton Opera Association, and the Vancouver Academy of Music, and served as chairman of the Community Arts Council of Vancouver. He established the David Spencer Endowment Encouragement Fund, a Canadian charity, to support the performing arts. The awards are made on the recommendation of the Head of the Opera Division in the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Dean Rickey Yada Award in Land and Food Systems
Awards totalling $2,000 have been made available through an endowment established by Dean Rickey Yada (B.Sc. 1977, M.Sc. 1980, Ph.D. 1984, Hon. D.Sc.) for undergraduate and graduate students in the Faculty of Land and Food Systems who have achieved good academic standing and demonstrated community service, volunteerism and leadership skills. Before joining UBC as Dean in 2014, Dr. Yada worked at the University of Guelph, where he held several leadership roles, including Chair of the Department of Food Science, Assistant Vice President Research, Canada Research Chair in Food Protein Structure, and Scientific Director of the Advanced Foods and Materials Network (Networks of Centres of Excellence). His main area of research focuses on structure-function relationships of enzymes and carbohydrate biochemistry as associated with food quality and nutrition. In 2019, he was honoured with a D.Sc. from the University of Guelph. The awards are made on the recommendation of the Faculty of Land and Food Systems, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session)

Dr. Joe R. Zhao Award in Chemical and Biological Engineering
Awards totalling $2,000 have been made available through an endowment established by Dr. Joe R. Zhao for Bachelor of Applied Science students majoring in Chemical and Biological Engineering who have demonstrated good academic standing and an interest in forest bioproducts or environmental sustainability within the forest industry. Dr. Joe R. Zhao is an Adjunct Professor in the UBC Department of Chemical and Biological Engineering. He has made notable contributions to pulp and paper technology, environmental protection and energy

conservation. The awards are made on the recommendation of the Department of Chemical and Biological Engineering. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Peter A. Allard School of Law Diversity, Equity and Inclusion Award
Awards totalling $2,000 have been made available annually through gifts from supporters, alumni, faculty and staff of the Peter A. Allard School of Law for students entering first year of the J.D. program who are from communities that have been historically, persistently and systemically marginalized. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2021/2022 winter session).

Peter A. Allard School of Law Entrance Award for Black Students
A $13,150 award has been made available annually through a gift from an anonymous donor for a student entering the J.D. program who identifies as Black. Financial need may be considered. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Amazon Web Services, Inc. Award in Business Technology
Awards totalling $19,000 have been made available annually through a gift from Amazon Web Services, Inc. for students in the Bachelor of Commerce program with good academic standing who have demonstrated an interest in business technology and who are from communities that have been historically, persistently and systemically marginalized. Amazon Web Services, Inc. is a subsidiary of Amazon providing on-demand cloud computing platforms and application programming interfaces to individuals, companies, and governments. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

Gordon and Nora Bailey Fellowship in Sustainable Forestry
Fellowships totalling $75,000, no less than $20,000 and no greater than $30,000 per student, have been made available annually through an estate gift from Gordon Bailey (1930-2020) and Nora Bailey (1925-2017), for graduate students in the Faculty of Forestry whose studies focus on issues related to climate change mitigation and adaptation, such as sustainable forest management practices, wildfire prevention and carbon capture. Conditional on the recipients' continued satisfactory academic progress, the fellowships may be renewed for consecutive years to a total of three years of funding for Master's students and a total of four years of funding for doctoral students. Originally from England, Gordon (M.F. 1964, Ph.D. 1970) and his wife Nora settled in British Columbia, where Gordon pursued his graduate degrees at UBC. He worked in

the British Columbia forestry sector, both in government and the private sector, throughout his working life. As a student recipient of scholarship support Gordon understood the impact of such support and left a gift in his will to support the next generation of researchers working to enhance the health and sustainability of our forests and to address climate change issues. The fellowships 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 2022/2023 winter session).

International Taoist Church of Canada Scholarship in Nursing
Scholarships totalling $10,000 have been made available annually through a gift from the International Taoist Church of Canada for outstanding Bachelor of Science in Nursing students. The International Taoist Church of Canada (ITCC) supports benevolence in treating fellow human beings, kindness in associating with other people, and courtesy in fostering humility. ITCC recognizes the importance of nurses in the healthcare system, and established this scholarship to support nursing education. The scholarships are made on the recommendation of the School of Nursing. (First award available for the 2022/2023 winter session).

Kievell Scholarship in Nursing
A $1,400 scholarship has been made available annually through a fund established at the Vancouver Foundation by Myrtle Lorena Kievell (1903-1989) in memory of her parents, James Wesley Kievell (1860-1938) and Margaret Gardiner Kievell (1871-1965), and brother, William Elder Kievell (1897-1965), for an outstanding third or fourth-year female student in the Bachelor of Science in Nursing program. It is hoped that recipients of the scholarship will spend time in an area where medical help is needed – in Canada or elsewhere. The scholarship is made on the recommendation of the School of Nursing. (First award available for the 2022/2023 winter session).

Kievell Scholarship in Physical Therapy
A $1,400 scholarship has been made available annually through a fund established at the Vancouver Foundation by Myrtle Lorena Kievell (1903-1989) in memory of her parents, James Wesley Kievell (1860-1938) and Margaret Gardiner Kievell (1871-1965), and brother, William Elder Kievell (1897-1965), for an outstanding female student in the Master of Physical Therapy program. It is hoped that recipients of the scholarship will spend time in an area where medical help is needed – in Canada or elsewhere. The scholarship is made on the recommendation of the Department of Physical Therapy, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Kievell Scholarship in Occupational Therapy
A $1,400 scholarship has been made available annually through a fund established at the Vancouver Foundation by Myrtle Lorena Kievell (1903-1989) in memory of her parents, James

Wesley Kievell (1860-1938) and Margaret Gardiner Kievell (1871-1965), and brother, William Elder Kievell (1897-1965), for an outstanding female student in the Master of Occupational Therapy program. It is hoped that recipients of the scholarship will spend time in an area where medical help is needed – in Canada or elsewhere. The scholarship is made on the recommendation of the Department of Occupational Science & Occupational Therapy, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Procon Mining and Tunnelling Ltd. Award in Commerce for Indigenous Students
Awards totalling $5,000 have been made available annually through a gift from Procon Mining and Tunnelling Ltd. for First Nations, Inuit, or Métis students of Canada in the Bachelor of Commerce program who have achieved good academic standing. Procon Mining and Tunneling Ltd. is a mine development contractor that was founded in 1992 and is headquartered in Burnaby, British Columbia. Procon Mining and Tunnelling Ltd. established this award to help lower financial barriers for Indigenous students pursuing higher education. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

Ming Leung Memorial Scholarship in Physical Therapy
Scholarships totalling $4,000 have been made available annually through gifts from friends and family in memory of Ming Leung (1954-2021), for outstanding students in the Master of Physical Therapy program. Preference will be given to students who demonstrate an interest in seniors' health. Ming was born in Malaysia and immigrated with her family at the age of 12 to Vancouver. Ming graduated from UBC with a Bachelor in Rehabilitation Sciences in 1976 and obtained a Master of Science in 2012 from Simon Fraser University. Through her career in physiotherapy, Ming developed an interest in seniors' health, which led her to being involved with the initiation of falls and injury prevention projects within Fraser Health Authority. In addition, she contributed her expertise to long-term care facilities across the Lower Mainland by implementing new practices supporting exercise and falls preventions for residents. Ming was passionate about her work, mentoring many students and helping them with career placements in this field. The scholarships are made on the recommendation of the Department of Physical Therapy, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL

Department of Orthopaedics Research Day Prize for Graduate Students
Prizes totalling $2,500 have been made available annually by the Department of Orthopaedics for graduate students who give top presentations at the Department's annual Research Day. The

first place recipient will receive $1,500 and the second $1,000. The prizes are made on the recommendation of the Department of Orthopaedics. (First award available for the 2021/2022 winter session).

Department of Orthopaedics Research Day Prize for Medical Residents
Prizes totalling $3,000 have been made available annually by the Department of Orthopaedics for medical residents who give top presentations at the Department's annual Research Day. The first place recipient will receive $1,500, the second $1,000 and the third $500. The prizes are made on the recommendation of the Department of Orthopaedics. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6720 – John Tiedje Fellowship

Rationale for Proposed Changes
The description has been revised to clarify that students on both the Vancouver and Okanagan campuses can receive the fellowship.

Current Award Description:
Fellowships totaling $45,250 have been made available through an endowment established by Dorothy Tiedje in memory of John Tiedje (BASc 1944, MASc 1945). The fellowships are awarded to one or more Canadian citizens or permanent residents who are enrolled in a Master of Applied Science or PhD Program in the Faculty of Applied Science or the Master of Applied Science program in Engineering Physics in the Faculty of Science, and who have achieved a first-class average or better in the most recent two years of full-time study. Fellowships will be awarded to students whose research will help create and maintain a healthy environment, with preference for research developing clean and renewable energy, advancing the electrification of the economy, reducing greenhouse gas emissions, or improving the efficiency of energy utilization. John Tiedje was a graduate of the Department of Chemical Engineering at UBC who went on to a successful career with Imperial Oil, where he was responsible for developing several new processes for converting petroleum into value-added products. He served as manager of Esso France's research lab in Mont-Saint-Aignan, France; as manager of the Esso Petroleum Canada Research Department in Sarnia, Ontario, until his retirement in 1983; and as chair of the Canadian Committee for the World Petroleum Congress. At the discretion of the Dean of Applied Science the award may be renewed for students who are in good academic

standing for up to two additional years for PhD students and an additional 6 months for Master's students. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description:
Fellowships totaling $45,250 have been made available through an endowment established by Dorothy Tiedje in memory of John Tiedje (BASc 1944, MASc 1945). The fellowships are awarded to one or more Canadian citizens or permanent residents who are enrolled in a Master of Applied Science or PhD Program in the Faculty of Applied Science or the Master of Applied Science program in Engineering Physics in the Faculty of Science, and who have achieved a first-class average or better in the most recent two years of full-time study. Students on both the Vancouver and Okanagan campuses are eligible for the fellowships. Fellowships will be awarded to students whose research will help create and maintain a healthy environment, with preference for research developing clean and renewable energy, advancing the electrification of the economy, reducing greenhouse gas emissions, or improving the efficiency of energy utilization. John Tiedje was a graduate of the Department of Chemical Engineering at UBC who went on to a successful career with Imperial Oil, where he was responsible for developing several new processes for converting petroleum into value-added products. He served as manager of Esso France's research lab in Mont-Saint-Aignan, France; as manager of the Esso Petroleum Canada Research Department in Sarnia, Ontario, until his retirement in 1983; and as chair of the Canadian Committee for the World Petroleum Congress. At the discretion of the Dean of Applied Science the award may be renewed for students who are in good academic standing for up to two additional years for PhD students and an additional 6 months for Master's students. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies.

Annual Awards

5856 – Annual Review Insolvency Law Prize

Rationale for Proposed Changes
The prize will now support a student who has written the best essay on insolvency law.

Current Award Title: Annual Review Insolvency Law Prize
Current Award Description
A $700 prize is offered by the Board of the Annual Review of Insolvency Law to a student in either the second or third year of study who achieves the highest standing in Insolvency Law. The award is made on the recommendation of the Faculty of Law.

Proposed Award Title: Annual Review of Insolvency Law Prize
Proposed Award Description
A ~~$700~~ $1,000 prize ~~is offered by~~ has been made available annually through a gift from the Board of the *Annual Review of Insolvency Law* ~~to~~ for a ~~student in either the~~ second~~-~~ or third-year J.D. student ~~of study who achieves the highest standing in Insolvency Law~~ who has written the best essay on insolvency law. The ~~award~~ prize is made on the recommendation of the ~~Faculty of Law~~ Peter A. Allard School of Law.

0140 – Roman M. Babicki Fellowship in Medical Research

Rationale for Proposed Changes
The fellowship is now supported by an endowment. The description has been updated to reflect the change in funding source.

Current Award Description
Two $25,000 fellowships are offered annually by Roman M. Babicki. The awards are to support doctoral candidates in any academic department, provided that their supervisor has a primary appointment in the Faculty of Medicine. Candidates must be undertaking cancer research and be either Canadian Citizens or Permanent Residents. Awards may be renewed for a second consecutive year, but no individual or project will receive support from this fund for more than two years. The awards are made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description
~~Two $25,000~~ A $29,000 fellowship~~s~~ ~~are offered annually by~~ has been made available through an endowment established by an estate gift from Roman M. Babicki (1927-2020) for an outstanding Ph.D. student who is a Canadian citizen or permanent resident, has achieved candidacy and is undertaking cancer research. The recipient's supervisor must have a primary appointment in the Faculty of Medicine. Conditional on the recipient's continued satisfactory academic progress, the fellowship may be renewed for an additional year of study.~~The awards are to support doctoral candidates in any academic department, provided that their supervisor has a primary appointment in the Faculty of Medicine. Candidates must be undertaking cancer research and be either Canadian Citizens or Permanent Residents. Awards may be renewed for a second consecutive year, but no individual or project will receive support from this fund for more than two years.~~ Mr. Babicki established this fellowship to support doctoral candidates as they complete their Ph.D. requirements and undertake medical research. His hope was that the financial support this fellowship provides will allow recipients to devote themselves fully to their research and enable them to make significant contributions to Canadian medical research. Mr. Babicki respected the scientific accomplishments, academic achievement and commitment to their research

demonstrated by the previous recipients of this fellowship during his lifetime, and left a gift to endow this fellowship upon his passing, so that it may continue to support and recognize researchers with those qualities in perpetuity. The ~~awards~~ fellowships are made on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1406 – Kievell Scholarship

Rationale for Proposed Changes
To ensure the scholarships can be adjudicated more efficiently, the four scholarships previously assigned under award number 1406 have been broken up into four individual awards.

Current Award Title: Kievell Scholarship
Current Award Description:
Four scholarships have been made available through Vancouver Foundation by the late Myrtle Lorena Kievell in memory of her parents, James Wesley and Margaret Gardiner Kievell, and brother, William Elder Kievell. One award of $1,400 is offered on the recommendation of the Faculty of Medicine to a female student entering third or fourth year in any medical field, and a second award of $1,400 is offered on the recommendation of the School of Nursing to a female student entering third or fourth year Nursing. Two awards of $1,400 each are offered respectively on the recommendation of the Department of Physical Therapy and the Department of Occupational Science and Occupational Therapy to first or second year female students in Physical Therapy and Occupational Therapy. It is hoped that award recipients will spend time in an area where medical help is very much needed - in Canada or elsewhere.

Proposed Award Title: Kievell Scholarship in Medicine
Proposed Award Description:
~~Four~~ A $1,400 scholarships ~~have~~ has been made available annually through a fund established at the Vancouver Foundation by ~~the late~~ Myrtle Lorena Kievell (1903-1989) in memory of her parents, James Wesley Kievell (1860-1938) and Margaret Gardiner Kievell (1871-1965), and brother, William Elder Kievell (1897-1965), for an outstanding third or fourth year female student in the Faculty of Medicine. ~~One award of $1,400 is offered on the recommendation of the Faculty of Medicine to a female student entering third or fourth year in any medical field, and a second award of $1,400 is offered on the recommendation of the School of Nursing to a female student entering third or fourth year Nursing. Two awards of $1,400 each are offered respectively on the recommendation of the Department of Physical Therapy and the Department of Occupational Science and Occupational Therapy to first or second year female students in Physical Therapy and Occupational Therapy.~~ It is hoped that award recipients of the scholarship will spend time in an area where medical help is ~~very much~~ needed - in Canada or elsewhere. The scholarship is made on the recommendation of the Faculty of Medicine.

THE UNIVERSITY OF BRITISH COLUMBIA
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9 February 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: February Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: "*That the revised programs, new course code and new courses brought forward by the Faculties of Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science and Medicine) and Science be approved.*"

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

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FACULTY OF ARTS

New programs
Bachelor of Arts Major Urban Studies; Bachelor of Arts Major in Romance Studies; Bachelor of Arts Minor in Romance Studies; Bachelor of Arts Minor in English: Teacher Education Preparation

Revised programs
Bachelor of Arts Honours in Romance Studies; Bachelor of Media Studies

New course code
MDIA Media Studies

New courses
GERM 207 (3) The Frankfurt School (in English); **INFO 441 (3)** Media Design for Contemporary Childhood; **MDIA 150 (3)** Media Communities; **MDIA 290 (3)** Collaborative Methods; **MDIA 300 (3)** Approaches to Writing for Media Studies; **MDIA 350 (3)** Media Environments; **MDIA 450 (6)** Capstone Media Projects

FACULTY OF FORESTRY

New course
HGSE 394 (3) Marine Conservation in British Columbia

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course
IWME 506 (4) Water Infrastructure Capstone

Medicine

Revised program
Master of Public Health Medical Resident Pathway

New course
SPHA 512 (1.5) Indigenous Health and Cultural Safety

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FACULTY OF SCIENCE

New course
MATH 425 (3) Introduction to Modern Differential Geometry

Category 1 proposal for new Urban Studies Major

– Request to list new program on existing Urban Studies page where the Urban Studies minor is listed

– See full Urban Studies Proposal document for details of new program, which will accompany this Category 1 proposal

Category: 1 **Faculty:** Arts **Department:** Geography **Faculty Approval Date: Nov 25 2021** **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** October 1, 2021 **Contact Person:** Heidi May for Elvin Wyly, and James Connolly, cc Suzanne Lawrence **Phone:** **Email:** heidi.may@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts **Urban Studies** **Proposed Calendar Entry:** **Urban Studies** The Department of Geography offers two interdisciplinary Bachelor of Arts programs in Urban Studies: • The Major in Urban Studies is jointly offered by the Department of Geography in the Faculty of Arts and the School of Community and Regional Planning (SCARP) in the Faculty of Applied Science. This program provides students with the knowledge and skills necessary for future careers in urban-oriented professions. • The Minor in Urban Studies is designed for students interested in cities and the way urbanization shapes historical and contemporary processes of social and environmental change. This program is an option for students majoring in other areas. **Major in Urban Studies** Admission to the program is by application. Students will normally apply at the end of Year 1 for Year 2 entry. The application will include overall GPA, grades from GEOG 250 and PLAN 211, and a one-page written statement indicating motivations for applying. Entry will	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,116 **Present Calendar Entry:** **Urban Studies** Urban Studies ~~is an undergraduate~~ interdisciplinary program ~~administered through~~ the Department of Geography. ~~Students interested in Environment and Sustainability or Human Geography should refer to Geography~~ **Minor in Urban Studies** ~~The Minor in Urban Studies is designed for students interested in cities and the way urbanization shapes historical and contemporary processes of social and environmental change.~~ […] **Lower-level Requirements** […] **Upper-level Requirements** […] **Type of Action:** • Move description of Minor in Urban Studies to the introduction that describes

be based upon application rankings. Please see Department's website for application deadline.

Requirements prior to admission[1]
6 credits:

- GEOG 250 / URST 200 (3) Cities
- PLAN 211 (3) City-making: A Global Perspective

[1] Students may elect to also take GEOS 270 and PLAN 221, which would count for program credit if the student is admitted to the program. See approved list of focus area courses for more information about these two courses.

Requirements upon admission
12 credits:

- PLAN 231 (3) Methods of Urban Community Engagement
- GEOG 371 (3) Research Strategies in Geography
- GEOG 451 (3) Urban Studies Capstone
- PLAN 451 (3) Urban Studies Capstone

30 credits from list of Approved Courses for Focus Areas (choose at least 1 GEOG and 1 PLAN course from each Focus Area)

FA1. Indigenous Urban Life

- GEOG 395 (3) Culture, Nature, and Coloniality in Latin America
- GEOG 432 (3) Radical Traditions of Decolonization and Liberation
- PLAN 321 (3) Indigeneity and the City

FA2. The Nature of Cities

- GEOG 310 / ENST 310 (3) Environment and Sustainability
- GEOG 311 / ENST 311 (3) Urban Environments
- GEOG 313 / ENST 313 (3) Environmental Justice and Social Change (Prerequisite: GEOG 121)

both the Major and Minor programs (shown as red strikethrough above)

- Add new Major in Urban Studies to existing Urban Studies program page
- Update Urban Studies programs description

Note: A Category 1 proposal for GEOG 451 has been submitted alongside this proposal. Category 1 proposals for PLAN 231, PLAN 351, PLAN 361 and PLAN 451 are being submitted by the Faculty of Applied Science.

Rationale:
This proposal is for a Bachelor of Arts Major in Urban Studies. It is a joint initiative between the Faculty of Arts (Department of Geography) and the Faculty of Applied Science (School of Community and Regional Planning). We are requesting that, if approved, this program be included in the February release of the 2022-23 Calendar prior to its approval by the Ministry of Advanced Education and Skills Training and prior to its planned start date of the 2023-24 academic year.

We would like to update the description at the top of the Calendar page to include both the new Major in Urban Studies and the existing Minor in Urban Studies, and to note how the programs are distinct from each other.

We are currently in discussion with Arts Academic Systems about options for programming the course progress for students into the automated degree navigation system, given the increased complexity of working with requirements across two faculties. We will ensure student progress meets requirements by manually checking until an automated approach can be devised.

Please see the enclosed proposal for the Major in Urban Studies for more details.

• GEOG 351 / URST 351 (3) Urban Environmental Politics • GEOG 423 (3) Development of Environmental Thought • PLAN 351 (3) Green Cities **FA3. Globalizing Cities** • GEOG 352 / URST 352 (3) Urbanization in the Global South • GEOG 353 (3) Geographies of Migration and Settlement • GEOG 364 (3) Globalization, Cities, and Regions (Prerequisite: One of GEOG 121, 122) • PLAN 331 (3) The Just City in a Divided World **FA4. Technology and Cities** • GEOS 270 (3) Geographic Information Science • GEOB / GEOS 370 (3) Advanced Geographic Information Science (Prerequisite: One of GEOB 270, GEOS 270. Or third-year standing in ENSC or GEOS (or GEOB) specializations, with introductory knowledge of GIS) • PLAN 341 (3) Smart Cities: Concepts, Methods and Design • PLAN 221 (3) City Visuals **FA5. Cities and Communities** • GEOG 350 (3) Urban Worlds • GEOG 357 (3) Society, Culture & Space • PLAN 361 (3) Community Planning in a World of Diversity • PLAN 425 (3) Urban Planning Issues and Concepts Interested students should visit the Urban Studies <insert link to> https://geog.ubc.ca/undergraduate/urban-studies/) or contact undergraduate.program@geog.ubc.ca	

Category 1 proposal for new Urban Studies Major

– Request to list new program on existing Urban Studies page where the Urban Studies minor is listed

– See full Urban Studies Proposal document for details of new program, which will accompany this Category 1 proposal

Minor in Urban Studies […] **Lower-level Requirements** […] **Upper-level Requirements** […]	

Proposal:
Bachelor of Arts
Major in Urban Studies

Department of Geography | Faculty of Arts
School of Community and Regional Planning| Faculty of Applied Science
University of British Columbia

October 22, 2021

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1.0 Executive Summary

The field of Urban Studies provides a comprehensive conceptual and applied foundation for those who seek to shape cities toward outcomes that address complex societal challenges. Though not currently a Major, UBC has had some form of interdisciplinary Urban Studies program for 50 years and a shared interest in the conceptual and applied aspects of urbanization makes up a cornerstone of UBC's scholarly community. Recent course enrolments, employment trends, and student surveys demonstrate high demand for a Major in Urban Studies at UBC.

1.1 Credential

The credential awarded will be the Bachelor of Arts (B.A.) Major in Urban Studies (URST). The specialisation name, Urban Studies, will appear on the transcript and the parchment of alumni.

1.2 Faculties Offering Program and Location

The program will be based on a partnership between the Department of Geography (Arts) and the School of Community and Regional Planning (Applied Science). It will be offered and administered by the Faculty of Arts. Teaching, academic advising, and direction will take place at UBC's Point Grey campus and will be done by the Faculties of Arts and Applied Science.

1.3 Program Start Date and Size

The program will be offered in the 2023-2024 academic year, beginning in September 2023, pending approval by the Ministry of Advanced Education and Skills Training. Initially, the program will put in place a cap of 50 students, with potential for growth in subsequent years.

1.4 Program Completion Time

After having taken two gateway courses, students will apply for entry normally in their second year. Anticipated time for completion is 3 years of full-time academic study (years 2 through 4).

1.5 Main Contributions to UBC's Mandate and Strategic Plans

The program will further goals in UBC's strategic plan, *Shaping UBC's Next Century,* mainly by:

- Addressing goals outlined in UBC's *Indigenous Strategic Plan,* especially Goal 4 focused on indigenizing curriculum, by leveraging expertise in SCARP and Geography to make coursework around "Indigenous Urban Life" a required focus area for all students and a pillar of the program with additional content throughout (Strategy 17).
- Leveraging inclusive and diverse expertise within an interdisciplinary partnership that focuses on sustainable and healthy communities (Strategies 1,3,4,14)
- Expanding experiential and community-engaged learning within courses (Strategy 13)

1.6 Delivery Methods

Courses are delivered through traditional classes structured to generate progressively advanced integration of community-engaged learning among a close-knit group of peers.

1.7 Program Learning Outcomes

Urban Studies Major students will prepare to shape cities through roles as thought leaders, analysts, and advocates. In the process of completing the degree, graduates will:

- Inquire about urban life: (a) Take a critical and cross-disciplinary approach to interpreting the complex dynamics and dimensions shaping human settlement, both historically and into the future; (b) Apply the emancipatory potential of learning from the global community of cities and cultures, including a variety of models of planning, community engagement, and alternative ways of organizing urban life.
- Participate in urban research: (a) Analyze, apply and interrogate state-of-the-art theories, policies and practices concerning cities and urban change in order to expose new possibilities and challenges for the future of urbanization; (b) Develop tools of analysis and strategies for critical interpretation across a range of urban economic, social, and environmental datasets.
- Learn urban practice: (a) Design effective strategies for positive change in cities based on a clear formulation of how the interconnectedness between different types of urban infrastructure and spatial patterns affects urban interventions; (b) Acquire professional-level skills in the communication of policy arguments, research findings and advocacy positions through oral, written, and visual formats that engage multiple audiences.
- Collaborate with urban communities: (a) Implement participatory research methods to engage with competing views on how cities evolve and acquire meaning, and to navigate the ethical implications of collaboration; (b) Interpret the extent to which the everyday experiences of city residents are impacted by a process wherein place, space, and scale mediate urbanization to generate uneven outcomes for communities.

1.8 Linking Learning Outcomes and Curriculum Design, Optional Work-terms

The program is designed to ensure that each learning outcome maps onto a robust set of course options (see Table 6, Section 2.2.6). All program learning outcomes are addressed within the foundational core courses (required), providing breadth of learning. Meanwhile, the five focus areas (required) are designed to enable greater depth in specific outcomes (Table 5, Section 2.2.5). The suite of required courses imparts essential professional skills (Table 4), and the program incorporates the wider UBC community by advising students on optional pathways of learning for developing expertise in topics and skills of interest (Appendix 5.7). Co-operative work placements are an important option in this program. The community-engaged capstone brings coursework and practical learning together to apply skills and internalize learning outcomes.

1.9 Program Strengths

First, the program combines foundational and applied knowledge with progressively advanced community-engaged learning to generate much-needed professionals that can apply technical skills to broad societal challenges. Second, the program enables Geography and Planning to provide more robustly integrated applied and foundational training than either could do on their own -- few other programs match this strength. Third, urban studies has a wide reach that furthers numerous strategic goals at the university and provincial levels. Fourth, the program fills a gap in educational training at UBC and province-wide.

1.10 Institutional Contacts

James Connolly, Assistant Professor, School of Community and Regional Planning, Faculty of Applied Science (james.connolly@ubc.ca)
Elvin Wyly, Professor, Department of Geography, Faculty of Arts (elvin.wyly@geog.ubc.ca)

APPENDIX A: Appendix to the Executive Summary

Budget and Funding

The budget for the proposed Urban Studies Major has been prepared and approved by the Faculty of Arts and reviewed by the Office of the Provost and Vice-President Academic. No new seat funding is required to support the program.

This program will follow the same tuition model as other existing Bachelor of Arts programs. These programs assess tuition on a per-credit basis.

Space Requirements

After review of the program proposal by the Office of the Vice President for Finance and Operations (Infrastructure Development > Facilities Planning > Learning Spaces), who also consulted with Scheduling Services, it was determined that the existing General Teaching Space inventory (classrooms) will be able to accommodate the new courses associated with the proposed program in Urban Studies. It was noted that some flexibility regarding the meeting days and times of the courses may be required.

Library

The new courses for this program have been reviewed by the library (in process – pending) and the signed Library Consultation Form is included in Section 4.4 of this proposal (in process - pending). In the event that new Geography and Planning courses require new resources, these will be funded by the Faculty of Arts and the Faculty of Applied Science respectively.

2.0 Proposal

2.1 Rationale for Bachelor of Arts Major in Urban Studies

2.1.1 Introduction

Over the next century, all of the world's net population growth will take place in urban regions, and nearly every aspect of economic, social, political, technological, and environmental change is now urbanized.[1] The challenges and opportunities of the world are framed by urban problems and possibilities, and debates about urban futures have heightened during the latest global health pandemic. Cities are at the forefront of climate action; urban policy is seen by global and local governments as a catalyst for transition to a sustainable and just society; and the relevant data and technologies are leaping forward.[2] Now, more than ever, we need people who are deeply trained to understand and shape urbanization from the public, private, and civic sectors.

The field of Urban Studies provides a comprehensive conceptual and applied foundation for those who seek to shape cities. Conceptually, Urban Studies is concerned with ensuring that students have broad and deep knowledge of the historical and intellectual threads of urbanization throughout the world. This knowledge base is more than simple background context. It ensures that engagements with contemporary cities are informed by existing pathways and, most importantly, not repeating prior mistakes. In an applied sense, the field of Urban Studies is concerned with providing students with the fundamentals needed to wield their preferred tools of citymaking. For example, students may become specialized in technical data analysis; development finance strategies; dialog and engagement practices; or political and policy-oriented communication. With these tools, urban studies graduates have a visible and personalized professional identity, premised on a strong ability to critically integrate specific urban interventions with broader efforts to address complex societal challenges. In British Columbia and elsewhere, the challenges created by events like the current global health pandemic and recent climate-related "heat domes", as well as pressing demands like the need to implement Indigenous human rights are reshaping people's views on cities, generating a high demand for such professionals (Section 2.1.3b).

In recognition of the need for professionals deeply trained to understand and shape urbanization processes, the Department of Geography in the Faculty of Arts and the School of Community and Regional Planning (SCARP) in the Faculty of Applied Science are proposing a new joint Bachelor of Arts (B.A.) Major in Urban Studies (URST). This partnership enables the two units to offer a more robust integration of conceptual and applied training than either could accomplish alone.

The remainder of this section outlines the rationale for the new undergraduate program including a thorough market analysis focused on the future need for individuals trained in this critical discipline; a description of the proposed program; an explanation of how this new program will contribute to UBC achieving its mandate; a comparison between the new program and other

[1] UN Habitat, *World Cities Report,* 2020: wcr_2020_report.pdf (unhabitat.org)
[2] Coalition for Urban Transitions, 2021: Seizing_the_Urban_Opportunity_WEB.pdf (urbantransitions.global)

urban programs offered within British Columbia and across the country; and a description of the students interested in taking the program. The third section presents the resources required to offer the program, reviewing budgetary, space, library, and teaching needs. Section four provides the details of the curriculum, including the calendar change forms required to initiate the new program, the results from the consultations that have been performed across the UBC Vancouver campus with other academic units, the library, and with students, during which the proposal committee received valuable feedback, and the budgetary impacts of the program.

Given the pressing issues faced by cities in Canada and abroad, it makes sense that a shared interest in the conceptual and applied aspects of urbanization comprises a cornerstone of the University of British Columbia's scholarly community. The proposed major would serve as a means for highlighting the strength of this cornerstone. It would also provide a framework for students to achieve the breadth and depth of knowledge needed to address urban challenges.

2.1.2. Defining the Need for the Program

The rationale for the proposed Urban Studies major is compelling. Recognizing the growing need for early-stage education in this area, the province of British Columbia began requiring Urban Studies to be a part of K-12 school curriculum in September 2019. However, students in British Columbia currently cannot follow this educational path with a stand-alone Major in Urban Studies at any provincial colleges or universities. There are a few undergraduate degrees at UBC and other institutions with embedded urban specializations (e.g. urban planning, urban forestry, geography, urban design), but, because these degrees primarily meet training requirements for adjacent fields, they cannot offer the same scope and specificity as a stand-alone offering in Urban Studies. Thus, this program not only addresses the absence of an undergraduate Major in Urban Studies at UBC, but also the lack of capacity province-wide.

The stand-alone Major in Urban Studies enables UBC to offer a form of educational training that uniquely prepares students to address the most complex challenges faced by British Columbia's cities. Professionals working in the private, public, and civic sectors are faced with issues that require particular interventions such as new developments, businesses, policies, or programs to be deployed in a manner that helps address large, complex societal problems. For example, because land development played a substantial role in determining the treatment and outcomes of Indigenous populations, part of the reconciliation process requires developing urban social equity, housing, environmental, health and wellbeing initiatives that are embedded in historically and conceptually informed strategies. A similar statement could be made for issues like decarbonization of urban economies or accessibility to affordable housing. In short, Urban Studies is an excellent container for educating students with the requisite skills to be able to act in meaningful ways on the most challenging dilemmas faced by cities and society.

The rising interest in the unique training offered by Urban Studies within British Columbia links with a broad push within the Province to address climate change, sustainability, and resilience, through the transition toward a green economy, and to implement the United Nations Declaration

on the Rights of Indigenous People.[3] In British Columbia, as elsewhere, local governments are the primary conduits through which agendas like zero waste, clean infrastructure, green jobs, and greenhouse gas emissions reductions are realized. The essential role of municipalities was formalized through the Province's Climate Action Charter and Growing Green Jobs plan. As well, aspects of the Province's Draft Action Plan for implementing the United Nations Declaration on the Rights of Indigenous People require integration with urban governance processes and metropolitan land management regimes.

Further, the location of this degree offering – Vancouver – is an ideal site from which to engage the challenges and possibilities of urbanization. Vancouver is continually ranked as one of the world's most livable cities. It is a world leader in green building, renewable energy, energy efficiency, and sustainability. The city has also shown a strong willingness to innovate as part of its push to become the "greenest city in the world." Yet, the city faces continued threats from climate, housing affordability, health, mobility, and social equity crises. Additionally, according to data from earlier this year, Metro Vancouver planners project the region will have one million more residents by the year 2050.[4] Thus, the Vancouver region is an ideal laboratory that embodies the often-conflicting land use processes with which students will need to be intimately acquainted – they will only need to walk out their doors to see these processes at work.

In addition to the context described above that points toward a need now for a Major in Urban Studies at UBC, there is clear demand for this program from within the UBC student community. A recent survey of roughly 700 current UBC students and alumni shows overwhelming support for the proposed Major (Table 1; see additional results in Section 4.3 and full results in Appendix 5.5). When asked to rate their support, 72.1 percent of the 624 people who responded to this question indicated "strongly support" and another 20.7 percent indicated "somewhat support." It is evident that nearly all students see this as beneficial. Digging deeper, a wide variety of students see this Major as a desirable pathway for their own course of study. 107 respondents indicated that they "wish the program had been around for them / they would have pursued a major had it been available."

In a more operational sense, the program represents an opportunity to strengthen UBC's reputation as a leading center of urban education and research and expand its ability to fulfill its strategic goals. The program will highlight, consolidate, and connect urban-focused initiatives and capacities campus-wide. It will also further strategic goals by innovating the field through a combined planning-geography approach; assisting in efforts to indigenize curriculum through inclusion of an "Indigenous Urban Life" focus area and materials that examine urban Indigenous populations throughout the required components of study; providing robust community-engaged learning opportunities developed in consultation with the UBC Center for Community-Engaged Learning (CCEL); and supporting collaborative clusters across disciplines reflected in the dual-faculty partnership and embedded in the field itself.

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[3] Government of British Columbia, 2021: Climate Change - Province of British Columbia (gov.bc.ca); Government of British COlumbia, 2021: Declaration Act – Government of British Columbia

[4] See research sourced in: https://www.cbc.ca/news/canada/british-columbia/additional-1-million-residents-metro-van-by-2050-1.6008299

Table 1. UBC student and alumni survey responses. Survey question: "Based on the information provided, please indicate your support for the proposal to develop an undergraduate Bachelor in Arts with a Major in Urban Studies? (This question is to determine levels of support/opposition to the proposition - it does not matter if you would not take the program yourself.)"

Answer	%	Count
Strongly Support	72.1%	450
Somewhat Support	20.7%	129
Neutral / Undecided	4.2%	26
Somewhat Oppose	1.4%	9
Strongly Oppose	1.6%	10
Total	100%	624

Overall, an underlying rationale lies in the fact that continued population, economic, and physical expansion of British Columbia's cities – and cities worldwide – is generating increased demand for professionals with actionable skills embedded in broad knowledge of urbanization. Market analysis and a summary of extensive consultations performed with representatives from local industries (Section 2.1.3) establish the growing professional demand for foundational training in this field alongside sophisticated technical skills. The program details (Section 2.2), including its goals, program learning outcomes, courses required to graduate, admission requirements, and proposed management strategy, illustrate alignment between the proposed program and the specific skills, knowledge, and experience demanded of Urban Studies graduates by employers (Table 4). Also in the detailed program outline, Section 2.2.9 reviews the alignment between the proposed program and key aspects of UBC's strategic plan, "Shaping UBC's Next Century" as well as UBC's Indigenous Strategic Plan. Following this, we describe the relationship between the proposed Urban Studies Major and the already established Urban Studies Minor, and the Masters of Community and Regional Planning at UBC, as well as other urban-oriented programs at UBC and in British Columbia (Section 2.2.10), with the level of support and recognition from other post-secondary institutions indicated (Section 2.2.11). We also provide a description of potential students (Section 2.2.12) and outline enrolment predictions, tuition, scholarships, and opportunities for further study (2.2.13 - 2.2.16).

2.1.3 Market Analysis

2.1.3a Market Research Approach

To establish the viability of the proposed program, the following activities were undertaken:

1. Market background research and concept development conducted through:
    a. Multiple meetings since 2019 of the interdisciplinary Urban Studies Major Curriculum Committee and Working Group (Appendix 5.1).

    b. Review of relevant labour market and employer reports (Appendix 5.2).

    c. Research on comparable Canadian programs (Appendix 5.3).

2. Survey of UBC students and alumni to gauge demand and priorities for a BA Major in Urban Studies (full survey results in Appendix 5.5).

3. Consultation and validation by external sector experts and potential employers (full results in Appendix 5.4):

    We surveyed and/or interviewed 37 professionals (total of 15 interviews and 29 completed surveys) within British Columbia. These included: municipal and metro government staff members and Directors; real estate developers; a provincial ministry Director; a bank executive; economic development professionals; non-profit agency Directors; Directors and staff members at private planning, design, and engineering consultancies; advocacy specialists; facility planning professionals; and foundation staff working on urban issues.

Specifically, we interviewed/surveyed professionals with the following positions:

Interview Consultations:

- VP Transit & Transportation, Western Canada, Jacobs Consultancy
- Cultural Planner II, City of Vancouver
- Senior Planner, City of New Westminster
- Senior Manager, Community Investment, VanCity Credit Union
- Senior Research Manager, Vancouver Economic Commission
- Manager, Economic Transformation, Vancouver Economic Commission
- CEO, Resonance Consultancy
- Program Director, City of Richmond
- Development Planner, City of Vancouver
- Senior Project Coordinator, City Studio Vancouver
- Director, City Studio Vancouver
- Planner II, District of North Vancouver
- General Manager, Planning & Housing Services, Metro Vancouver

- Planner, Modus Planning Consultancy
- Lead for Housing Research, Happy City

Survey Consultations:

- Senior Planner, Modus Planning Consultancy
- Director, WSP Canada
- President, BOMA BC
- Junior Development Manager, Community Land Trust
- CEO, LandLordBC
- Associate, DIALOG
- Senior Project Manager, TransLink
- Director of Development Services, City of Coquitlam
- Senior Planner, City of New Westminster
- Program Manager, City of Richmond
- Development Planner, City of Vancouver
- Planner II, District of North Vancouver
- General Manager, Planning & Housing Services, Metro Vancouver
- Senior Planner, Modus Planning Consultancy
- Lead for Housing Research, Happy City
- Vice President, Co-Investment, Grosvenor Americas
- Director of Projects and Planning, M'akola Development Services
- Senior Development Manager, Community Land Trust
- Energy Sustainability Specialist, Aboriginal Housing Management Association
- Director of Planning, City of Maple Ridge
- Manager of Planning, City of White Rock
- Director of Public Affairs, Aboriginal Housing Management Association
- Owner, Garnett Wilson Realty Advisors Ltd.
- Coordinator Learning and Evaluation, Vancouver Foundation
- Senior Manager of Community Planning & Sustainability, District of West Vancouver
- Senior Manager of Strategic Policy, Campus and Community Planning, UBC
- Planning Technician, Port Moody
- Director of Regional Planning and Electoral Area Services, Metro Vancouver
- Director of Strategic Planning and Policy, BC Ministry of Municipal Affairs

2.1.3b Market Insights

Interviews and surveys with potential British Columbia employers indicated the following:

Overall, employer representatives that we interviewed and/or surveyed supported the idea of developing a Bachelor of Arts Major in Urban Studies at UBC. Contemporary dynamics that affect climate adaptation, social justice, affordability, planning, decarbonization, and Indigenous reconciliation in cities are top-of-mind issues for public, private, and civic sector professionals.

The complexity of these issues led many to argue that the program's ability to offer a deep grounding in broad, foundational knowledge of urbanization is a needed and important credential for workers in the British Columbia economy. They commonly saw the long duration and early stage of an undergraduate degree as the ideal place to acquire this credential while developing more specific technical skills geared to contemporary practice. To quote a typical survey response, "I would like to see the program focus on building a strong foundation of knowledge."

In one telling example from the interviews, a high-level civil engineering professional pointed out the nearly universal extent to which his clients are wrestling with big picture issues like climate, human rights, major demographic shifts, and hurdles to technological innovation. He saw specific technical skills such as geographic data analysis and visualization as appealing for entry-level positions in his firm, but saw a wider demand for applicants with broad foundations in urbanization alongside clearly defined technical specializations among his clients. In short, he and most other respondents saw an increasing need for professionals ready to jump into the big, complex issues faced by cities. In another example, a bank executive who works on urban finance said of work in her field, "you need to understand social justice, climate, and finance all at once." This expresses well the overall sentiment of our employer research – alongside clearly defined technical specializations, emerging professionals need a broad foundation in the most perplexing aspects of urbanization.

When asked to drill deeper into the specific areas of inquiry that respondents saw as important, there were five topics that were mentioned most frequently. These included: (1) environment, climate and sustainability; (2) social justice and equity (3) Indigenous truth and reconciliation; (4) community participation and diverse inclusion; (5) contemporary finance and economic drivers of built environment dynamics. Each of these areas were seen as sub-components of the broad foundation needed by students in order to build professional pathways that allow them to advance beyond entry-level. To provide a few examples, people speaking to area (1) above commented that graduates need an "understanding of the built environment, including the environmental impacts of and on already built structures," and that they need to be "embedded in the full complexity of issues like decarbonization." For area (3) above, people were well aware of the increasing importance of acting in accordance with the UN Declaration on the Rights of Indigenous Peoples linked with a reconciliation framework. With regard to area (5) above, people highlighted the important role played by "the existing element of the built environment [as opposed to future planning]" and the extent to which "land use economics determines so much of what can or cannot be built in cities."

Another point highlighted in the feedback from local employer representatives is the importance for entry-level applicants to be trained as flexible professionals able to move between different types of projects. One municipal land use agency head from the Vancouver metropolitan area observed that her staff members work as a team on a wide array of issues, meaning they have to shift between different "big picture" and "small push" projects. However, she observed that many applicants to new jobs in her city are well trained in "their specialized interest," but in her experience often struggle with shifting between projects. Another respondent to the survey echoed this sentiment: "I think the [proposed] program would provide a much needed balance."

The sentiment that the proposed program needs to train professionals with the agility to move seamlessly between projects was expressed beyond the municipal sector, with a focus on professionalism and project management seen as crucial. Real estate, consultancy, foundation, and non-profit professionals all gave a similar assessment. For example, one respondent who works for a private consultancy firm commented that her work involves knowing how to trust her team and value the role she plays as she moves through projects. This, she argued, is learned by doing. Several respondents in the public sector also pointed toward the central role for conflict resolution and communication skills as part of project management.

There were seven specific technical skill sets that were most commonly seen as adding high value to graduates from an urban studies program entering the local job market. Many respondents commented that a clear ability on the part of students to display their technical expertise upon graduation is important. In this regard, some emphasized that, while a broad and diverse knowledge of urbanization is highly desirable, when it comes to technical skills it would be best for graduates to have a deep and narrow specialization with which they can be easily identified. The technical skills most frequently highlighted as those that would serve an entry-level job applicant include community engagement facilitation; geographic information systems (GIS); data analysis and management; municipal and development finance; urban design and visualization; local public policy procedures; and communication.

Finally, employer consultations also focused on the perceived relation within the job market between this credential and a graduate or accredited degree. The most common issue raised is the tendency within some sectors to use the Master degree as the initial prerequisite. However, when it comes to entry-level positions, some of those interviewed discussed how applicants out of undergraduate studies could be desirable since the applicant would likely be less embedded in a narrow interest and more able to take on broad, entry-level projects. In most cases, employers saw a pathway for entry-level positions at their organizations for graduates from the program (Table 2 shows that half saw graduates as employable because they would meet an unmet need, with only 14% seeing this as improbable). Even most representatives from those industries where entry-level positions usually require graduate degrees saw the proposal as a credential that, when combined with a graduate degree, would make candidates more competitive than those who had an unrelated undergraduate degree. The presence of an entry-level pathway as well as the increased competitiveness granted to potential subsequent graduate degrees indicates the importance of this credential within the job market.

Table 2. Employer consultations regarding entry-level employment opportunities in the specific firms surveyed. Survey question: "Do you feel that the program would produce graduates who would meet an unmet need in your organization and/or industry?"

Answer	%	Count
Definitely yes	14.3%	4
Probably yes	35.7%	10
Neutral	17.9%	5
Probably not	14.3%	4
Definitely not	0.0%	0
Unsure / need more information to be able to answer	17.9%	5
Total	100%	28

Employer consultation interviews and surveys provided the following curricular insights and feedback:

- Complex contemporary dynamics that shape and are shaped by cities are top-of-mind issues for public, private, and civic sector professionals. These issues led many to argue that broad, foundational knowledge of urbanization is a needed and important credential for workers in the British Columbia economy.
  - *Action taken in response by the Urban Studies Curriculum Committee:* The basic structure of the core and focus area courses are designed to provide the broad, foundational knowledge described by working professionals (Section 2.3).

- There were five specific areas of inquiry most commonly seen as essential, expressed in basic terms as: (1) environment (2) social justice (3) Indigenous truth and reconciliation; (4) community engagement; (5) urban economics.
  - *Action taken in response by the Urban Studies Curriculum Committee:* The required focus area courses ensure that every student achieves a minimum level of knowledge in each of these areas of inquiry (see description in Section 2.3, and specific course breakdown in Table 3).

- Applicants out of undergraduate studies have an entry-level pathway into most sectors consulted, but training on professionalism and applied, project-based, community-engaged work experience that produces flexible professionals is essential.

- ➢ *Action taken in response by the Urban Studies Curriculum Committee*: The program training is anchored in a vision of applied, project-based and community engaged learning, culminating in a capstone that fully reflects this vision (Section 2.3, Figure 2).

- ❖ There is a need to make sure that the technical skills training aspect of the program provides a clear professional identity for graduates. This was seen as best accomplished through provision of in-depth training in one or a few skills as opposed to a mix of many skills.
  - ➢ *Action taken in response by the Urban Studies Curriculum Committee:* The program provides training in most of the technical skills seen as being of value (e.g. community engagement facilitation; geographic information systems (GIS); data analysis and management; municipal and development finance; data visualization; local public policy procedures and communication), but encourages students to develop one area of expertise by also providing updated guidance on coursework that will help them to gain a skills-based identity that they can carry to the professional world (see description in Section 2.3, and specific course breakdown of skills in Table 4, and a preliminary list of pathways toward expertise in Appendix 5.7).

- ❖ There is a need to leverage the benefits of undergraduate education relative to graduate training in order to fill a complementary role relative to existing Master degree programs.
  - ➢ *Action taken in response by the Urban Studies Curriculum Committee:* The program embraces the greater time and larger scope provided by the undergraduate experience by, for example, providing early introductory and later follow-up training on numerous topics (e.g. community engagement). The Committee also sees it as desirable to, should the program be approved, explore the possibility of "plus one" Master degrees that provide a fast track through graduate studies for those students seeking an immediate closely connected advanced credential. However, such a path cannot compromise the role of the Master degree programs as the home for professional accreditation.

Surveys from UBC students and alumni indicated the following:

We surveyed 700 student and alumni respondents to ascertain support and demand for the proposed BA in Urban Studies, and gather feedback on the proposed curriculum and components. The respondents included: 47.5% alumni, 40.5% undergraduate students, 9.6% graduate students and 2.4% other.

Overall feedback on the proposed Bachelor of Arts with a Major in Urban Studies was very positive:

- ➔ 72.1% of total respondents "strongly support" the proposal, and 20.7% "somewhat" support it (92.8% in support overall: 91.8% of alumni, and 93.9% of current students).

- ➔ Primary appeal of major: (1) General foundation for later pursuit of a professional/accredited program (20.1%); (2) Relevance to personal interests (19.4%); and (3) Career interests (19.1%).

Top themes across survey as a whole:

- ➔ Importance of incorporating issues around: (1) environmental impact, climate change, and sustainability; and (2) social justice, Indigenous truth and reconciliation and equity, diversity and inclusion into the curriculum.
- ➔ Need for practical, technical skills (e.g. GIS, spatial analysis, design, statistics/data science, visualization, network analysis, Adobe Creative Suite)
- ➔ Value of applied, work-integrated learning and fieldwork:
    - ◆ Respondents showed significant interest in a capstone course with real world urban projects (very interested = 79.2%; somewhat interested: 18.2%). There was also notable interest in: (1) Fieldwork using the city as a classroom; (2) applied projects with members of the community/industry; and (3) Co-Op opportunities.

Table 3. Top open comment themes from students and alumni in support of the major.

	Top open comment themes - those in support of major	**Count**
1	General support / interest in the proposed major	127
2	Wish the program had existed when they elected a major / Would	107
3	Interest in / relevance / importance of urban planning / development	78
4	Would fill an education gap	69
5	Importance / relevance of sustainability, resilience, green cities	61
6	Value of interdisciplinary / multidisciplinary / transdisciplinary	54
7	Need for a more specific / specialized program / interest in	38
8	Urban studies is a growing field / relevant to population growth,	31
9	Good for career entry / provide potential career info	28
10	Good foundation for SCARP urban planning master (MCRP)	24
11	Demand from current and prospective students / know people who	22
12	Importance of socially conscious / critically-focused program	21
13	Relevant to Vancouver / Vancouver well-positioned as location /	19
14	Program would be a good foundation for other graduate programs	17
15	Valued of Applied / Experiential / Work-Integrated Learning /	17

Sample comments (alumni):

- ➔ "I think it is terrific that UBC is considering developing a BA with a Major in Urban Studies. As an International Relations student, I had the pleasure to take multiple courses at UBC Geography, including area studies, political geography and economic geography, but would have appreciated the opportunity to take additional coursework in Urban Studies. Today's cities are in constant flux, and there is a solid need for Urban Studies professionals in the labor market right now. Having moved on to work in Government at the provincial level following my time at UBC, I can tell that there is a need for policy analyst specialists in Urban Studies, to advise governments not only on urban infrastructure (including transportation) and housing, but also on how to improve/increase access in urban settings. Vancouver provides the perfect backdrop for field work opportunities in an Urban Studies Major."
- ➔ "With the expansion of cities, studying urban design and how to navigate changing populations and increased risk due to climate change and disease, this major will be very important."
- ➔ "I wish I had the opportunity to do a BA in Urban Studies. I took many geography courses within my IR major to try to emulate what I thought I could learn in and Urban Studies degree. However, without the specific course options and projects I could not fully get the education I was looking for and have therefore went on to pursue a Masters in Urban Studies at SFU. If I had the option to do this in my undergraduate I could have already been many steps further along the career trajectory I am planning to follow."

Sample comments (current students):

- ➔ "Although I will be graduating soon, as a student interested I'm pursuing a career in city-planning and as a member of an undergraduate city-planning club, I have seen the significant amount of interest in urban planning among the undergraduate students at UBC and believe it would be helpful to have a major in Urban studies."
- ➔ "Urbanization will continue, issues within cities will continue to grow. Academic understanding and research will be critical to ensure future urban planning. Ensuring inclusivity and equity within researchers and their deliveries, decolonizing approach to recognize the urban First Nation relations must be the standard. Our colonial mindset and practices must be critically analyzed and disintegrated, hence this approach must be incorporated into the program."
- ➔ "Urban Studies is an increasingly influential field that has a strong presence across multiple academic disciplines: geography, planning, architecture and design, environmental sciences & humanities, anthropology, sociology, political science, and more. Neither one of these disciplines alone, in my view, is well-equipped to deliver a comprehensive education on issues of major importance related to cities. Therefore, I strongly support a BA with a Major in Urban Studies that recognizes the wider umbrella of Urban Studies intellectually and institutionally. Students would be well served by an academic major that recognizes the true breadth of issues facing cities today. Society would be well served by students who can critically analyze -- from multiple theoretical

and geographical angles -- how and why cities are becoming increasingly important spaces of concern as we move into a post-pandemic twenty-first century."

Student and alumni surveys provided the following curricular insights and feedback:

- There is high demand for a BA Major in Urban Studies.
  - *Action taken in response by the Urban Studies Curriculum Committee:* The perceived student demand was an initial impetus for developing the proposal. The perception of a high student demand was confirmed by the survey.
- Students seek a program characterized by wide conceptual engagement with the challenges and opportunities of urbanization, as well as a community-engaged and applied professional focus.
  - *Action taken in response by the Urban Studies Curriculum Committee:* The core and focus area components of the program were supplemented by a heavy focus on community-engaged and applied training in part due to student feedback.

The review of comparable programs in Canada and abroad indicated the following:

We completed a comparison of degree programs that offer a major categorized under CIP code "Urban Studies/Affairs 45.12 (45.1201)" not accredited by the Professional Standards Board (PSB) for the planning profession in Canada. The programs reviewed include:

Canada:

1. University of Toronto:
   - BA Urban Studies Major, Minor, Specialization (Arts Program)
2. University of Toronto Scarborough:
   - BA City Studies, Major, Minor, Specialization, Honours
3. York University:
   - Certificate in Urban Studies
   - Undergraduate degree in Urban Studies (International BA, Honours, Double Major, Minor, Single Major, Specialized)
4. University of Calgary
   - BA in Urban Studies
5. University of Winnipeg
   - Urban and Inner City Studies: BA, Honours, Certificates, Minor
6. McGill University
   - BA Urban Studies Major Concentration, Honours, Minor

British Columbia:

No BC universities offer undergraduate programs in Urban Studies. Related programs:

1. Langara College:
   - Post-Degree Diploma in Applied Urban and Rural Planning

2. Simon Fraser University:
    - Certificate in Urban Studies
    - Master of Urban Studies (M.Urb)
    - Graduate Diploma in Urban Studies (GDUS)
3. UNBC:
    - Public Administration and Community Development Major
    - Aboriginal Community Resource Planning Certificate
4. University of Victoria:
    - BA Human Geography
5. Thompson Rivers University:
    - BA Geography and Environmental Studies

In terms of program structure, most programs offer Urban Studies as a 3 or 4 year major, Honours degree, double major, and minor; sometimes also as a specialisation. Some offer direct entry; most require entry in Year 2 or 3. All programs feature fieldwork and prioritize practical experience/learning opportunities. For example: (1) University of Toronto's Urban Studies program includes a compulsory internship, and City Studies program includes a Co-Op; (2) University of Toronto Scarborough's program includes a 4-month Co-Op; experiential learning through service learning, community engagement; (3) York University includes first-hand exploration of the city as a complement to classroom learning; (4) University of Calgary offers an optional Co-Op program; (5) University of Winnipeg offers a paid Inner City Work Program.

In terms of curriculum, comparator programs are highly interdisciplinary. Programs include courses in urban studies, economics, political science, geography, sociology and urban planning. Environment, history and statistics courses are also common, and in some cases, anthropology, Canadian studies, and architecture/landscape architecture. Similarly, focus areas and specialized requirements cover a wide range. For example, York University offers three specific pathways: (1) Global Urbanism; (2) Urban Governance (Policy, Politics and Finance), (3) Urban Community, Environment and Planning. Meanwhile, the University of Winnipeg program has a particular focus on Indigenous Studies and McGill has required courses in statistics and GIS.

In terms of the careers for which comparator programs prepare their students, professional roles of graduates span a range of sectors, including (but not limited to): urban and regional planning, politics/government, policy, research and consulting, real estate and development, environmental design, social, cultural development, economic development, city administration, community organization and engagement, youth development, social justice and environmental advocacy. Locally, the Simon Fraser University Master in Urban Studies degree reports 50% of its graduates work in urban planning careers, 30% work in a broad range of careers, including social and community service; urban related careers in advertising, marketing, and public relations; property assessment and appraisal; and arts, culture, recreation, and sport; and the last 20% work as consultants, market researchers and policy researchers in the urban field. Looking more broadly, the University of Pennsylvania in the United States reports undergraduate Urban Studies Major students employed in many of the same sectors, but adds to this list of industries: real estate (22%); K-12 education (16%); law (10%); and business (8%). Taken together, these sectors

demonstrate that there is an array of professional pathways that will likely be followed by graduates of the proposed program.

Review of comparable programs provided the following curricular insights and feedback:

- A broad and multi-disciplinary approach is widely used.
- Experiential and community-engaged learning is a common and highly valued aspect in many programs.
- Technical skills are emphasized to varying degrees and of varying types, but generally are included in training.
- Career paths for graduates are not narrowly concentrated in one industry, but rather are spread across numerous industries.
- The specific locational context of the program is sometimes leveraged as an asset.
    - *Action taken in response by the Urban Studies Curriculum Committee:* While the Committee sees the combined geography-urban planning approach used in this proposal as a unique and valuable innovation, the general qualities and offerings listed above are broadly incorporated into the proposal.

The review of relevant recent labour market and industry reports indicated the following:

We reviewed a number of local labour market reports focused on British Columbia, as well as official employment projections for the sectors that Urban Studies graduates are likely to join. Given the variety of possible professional trajectories that graduates might take, we examined local professional trends from several sectors. In all, we find that trends of urbanization and economic growth point toward many positions expected to be available within British Columbia for future graduates from within the public, private, and non-profit sectors.

In terms of private sector employment, the Vancouver Economic Commission finds that "Social Enterprise" is one of the employment areas with which Vancouver is becoming associated and has experienced rapid growth in recent years. Specifically, for-profit social purpose businesses, non-profit social enterprises and co-operatives are expanding employment opportunities, with the fastest-growing social enterprise subsector being for-profit ventures in environmentally conscious areas. Many of these ventures (as well as the non-profit groups in this area) with a focus on an urban studies specialization – such as urban agriculture, green building, housing innovations, creative finance, or decarbonization in cities – would be possible entry-level employers for Urban Studies graduates.

A recent report from the Vancouver Economic Commission also highlights the strength of the public and private green building sector in Vancouver. This sector provides a number of potential professional positions for Urban Studies graduates. Green building connects with the push to create many more housing units in British Columbia as reflected in the Rapid Housing Initiative supported by the Canada Mortgage Housing Corporation's National Housing Strategy. This initiative has recently invested hundreds of millions of dollars in housing creation, demonstrating the robust activity and need for qualified professionals in this area. Further, the Canadian Housing and Renewal Association finds that local advocacy and organizing plays an essential role in

shaping these housing agendas in British Columbia, pointing toward a key role for professionals in this area. In all, robust green building and housing sectors in British Columbia point toward a growing field of opportunity across private, public and non-profit organizations for Urban Studies graduates.

Relatedly, an earlier report finds that green economy employment options are on the rise, including areas like green mobility and local food production that would likely be of direct interest to Urban Studies graduates. In terms of general employability within this and other sectors, the top five competencies identified in the Labour Market Outlook from WorkBC necessary for future job openings from 2019-2029 in British Columbia include: social perceptiveness, judgement and decision making, complex problem solving, coordination with other people, and service orientation. These competencies reinforce findings in the Humans Wanted: Future Skills Report (2018), which divides skillsets by cross-industry clusters. Key skills that will get you through decades of change, according to the report include: collaboration, communication, and critical thinking, with current hiring and promoting increasingly adopting this mindset. Especially for entry-level positions in rapidly growing sectors associated with the green economy, Urban Studies graduates will be well prepared to deliver these core competencies and maintain a robust career over decades.

In terms of wider trends related to urbanization, British Columbia has several fast-growing metropolitan areas with engaged local populations, generating a high demand for public sector professionals, such as community planners. According to the Vancouver Foundation's *Vital Signs 2019* report, British Columbians are highly active at the local level and give more time and money to support local / municipal politics than provincial or federal politics. With a roughly 11% growth rate, the Vancouver metropolitan area is one of the fastest growing large metro areas in North America. When the high growth rate and high level of local engagement are considered together, there is a high demand for professionals in the areas of urban policy, planning, and community engagement. According to the Canadian Institute of Planners report, roughly 30% of these positions are occupied by people with a Bachelor's degree only and British Columbia is the second highest paying province for positions in this area.

In terms of broad priorities for the Province of British Columbia, the most recent Provincial Budget, *Stronger BC for Everyone*, points toward the importance of public expenditures focused on addressing essential challenges related to fighting climate change, the green economy (e.g. CleanBC), truth and reconciliation, equity and anti-racism, housing and poverty reduction. The Urban Studies program will not only address these issues as part of the substantive curriculum, but also prepare professionals ready to address them in an applied sense.

Finally, the nonprofit sector is one of British Columbia's largest employers with roughly 29,000 organizations employing 66,000 individuals in 2012. As well, growth is expected in this sector and competition with private and public sector employers makes it likely that new Bachelor degree holders seeking entry-level positions would be highly employable. This sector includes many community development, advocacy, and research organizations focused on urban issues. As such, the robust and growing nature of British Columbia's non-profit sector points toward a number of likely positions for Urban Studies graduates. In all, recent labour market and industry

reports point toward a set of conditions that will generate robust and expanding opportunities for Urban Studies graduates.

In addition to the broad labour market reports discussed above, we also examined specific job posting trends over the last 3-5 years in British Columbia in order to get a more concrete understanding of the current employment trends. We generated a "Job Posting Analytics" report using the Emsi First Quarter (Q1) data from 2021 for British Columbia (full results in Appendix 5.2). This analysis begins by designating parameters for the desired job postings. We selected a set of skills required by jobs posted and coded into the Emsi database that coincide with those skills that Urban Studies graduates would likely possess. Due to the wide nature of the likely career paths that Urban Studies students will take, this skills-based approach is most appropriate. It is not the case that all graduates will have all of these skills, but rather that these represent areas where graduates will have expertise, and thus will likely compete for these jobs. We targeted our search on jobs that require a Bachelor degree or less and were posted between July 2019 and July 2021.

The skills we examined in the Emsi job posting analysis include:

Code	Skills (Has Any)	Code	Skills (Has Any)
Hard Skill	Stakeholder Engagement	Hard Skill	Computer-Aided Design
Common Skill	Engagement Skills	Hard Skill	Network Analysis
Hard Skill	Urban Resilience	Hard Skill	Technical Writing
Hard Skill	Urban Community	Hard Skill	Project Planning
Hard Skill	Urban Renewal	Hard Skill	Policy Development
Hard Skill	Urban Economics	Hard Skill	Policy Analysis
Hard Skill	Urban Geography	Hard Skill	Social Justice
Hard Skill	Urban Transportation	Hard Skill	Diversity And Inclusion
Hard Skill	Urban Design	Hard Skill	Cultural Diversity
Hard Skill	Urban Ecology	Hard Skill	Climate Resilience
Hard Skill	Urban Sustainability	Hard Skill	Environmental Justice
Hard Skill	Urban Planning	Hard Skill	Climate Change Mitigation
Hard Skill	Urbanization	Hard Skill	Economic Development
Hard Skill	Geographic Information Systems	Hard Skill	Sustainability
Hard Skill	Data Analysis	Hard Skill	Project Management
Hard Skill	Data Visualization		

Results of the Emsi analysis indicate that there is a robust and growing set of positions for applicants with these skill sets, and salaries are increasing in these areas. Since 2019, the median advertised wage for these positions has increased from around $33.50 to $35.00 per hour (roughly $70,000 per year, plus benefits). The number of job postings in this area have also steadily climbed since 2017. As Figure 1 below shows, postings went up dramatically shortly before the recent global health pandemic, saw a brief dip, but then returned to a growth trend. Currently, there are nearly four thousand postings for jobs with skills that urban studies students may possess. This is a very large pool of potential professional positions relative to the expected initial number of fifty graduates per year. While we think these positions reflect the actual pool for which urban studies graduates will compete, even a much more conservative analysis focused only on jobs with an overt and distinct urban specialty yields roughly eight hundred positions, still far exceeding our expected number of graduates. Overall, the trend for postings is upward and the labor market reports reviewed show a long term field of expanding opportunity.

Figure 1. Emsi analysis of unique job postings for positions requiring skills that Urban Studies graduates are likely to possess.

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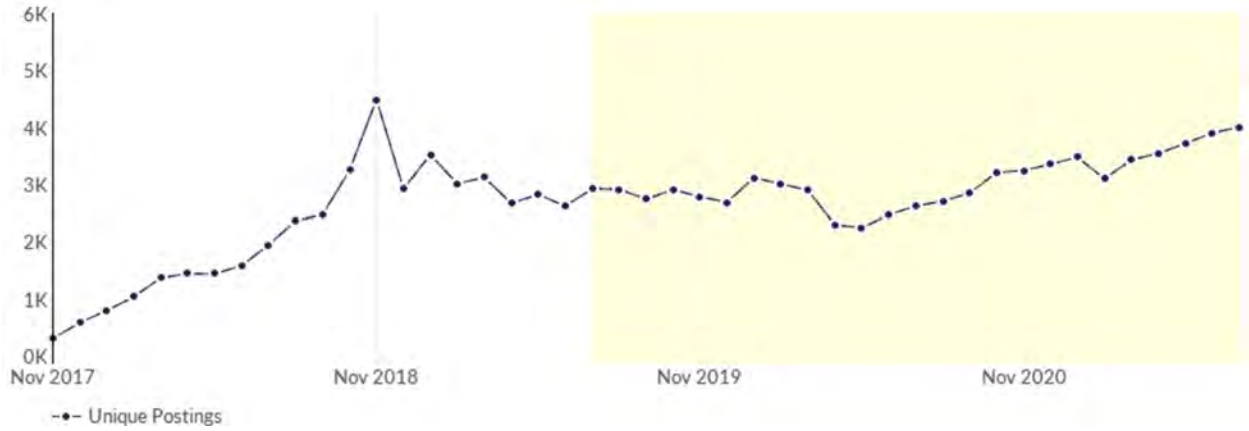


2.1.4 Potential Sectors of Employment for Graduates

1. Urban planning public, private, or non-governmental occupations
2. Social policy researchers, consultants and program officers
3. Real estate development public and private occupations
4. Urban-related business, law, and public relations positions
5. Research support occupations

2.2 Program Description and Specifications

2.2.1 Overview, Linking Program Structure and Rationale

Urban Studies is an interdisciplinary field that seeks to further our understanding of the complex, and often contradictory, forces that shape cities even while providing tools for students to redirect those forces through praxis. It is frequently approached through a social scientific and humanities lens, though increasingly the applied aspects of planning, policy, and development are incorporated into urban studies curricula. While "urban" is not a tight disciplinary boundary, it is an excellent container for transdisciplinary innovation. As such, Urban Studies is well-positioned to be the training ground for people who understand how the disparate parts of a city fit together.

Though it is not currently a formal bachelor degree program option, UBC has offered students the opportunity to pursue some form of an interdisciplinary Urban Studies degree for over 50 years. The first Interdisciplinary Urban Studies Program at UBC was formed in 1971 and operated across the Faculty of Arts and the Faculty of Applied Sciences. In the 1980s, it shifted to become an area of specialization within the Department of Geography, where it remains a central pursuit. Since 2017, undergraduate interest has expanded greatly, leading SCARP to offer a popular suite of six (soon to be seven) stand-alone undergraduate courses in urban planning (enrolled 283 students in 2019-2020) and Geography to offer a well-enrolled and highly-regarded Minor in Urban Studies (grew from an initial 24 students in 2017 to 112 currently). This proposed major seeks to build on the success of both initiatives and the clear increased demand for such coursework while furthering the capacity of the University of British Columbia to meet essential mandates and goals.

The proposed degree is structured around a <u>conceptual and methodological core</u> supplemented by five <u>required focus areas</u> of study: (1) *Indigenous Urban Life* examines Indigenous urban geographies and place-making; (2) The *Nature of Cities* examines ecological dimensions of urbanization; *(3) Globalizing Cities* examines the planetary shifts in economy and society shaping urbanization; (4) *Technology and Cities* examines how new data and technology changes what it means to inhabit and plan cities; (5) *Cities and Communities* examines the meaning of community and social justice in urban contexts. Taken together, the core and sub-areas ensure that every student receives a wide breadth of training in urbanization as well as sufficient depth in priority areas.

In the course of completing the core and required focus area courses, students will gain in-depth training in a set of practical and applied skills seen as relevant by contemporary professionals (designated as "A" skills in Table 4). Table 4 demonstrates which skills are targeted by the proposed program and where they are taught. Students will also gain a set of foundational, holistic skills (designated as "B" skills in Table 4). As well, students will be given guidance on courses they may take throughout UBC that will aid them in developing greater expertise in one of the skills listed in Table 4, or a self-defined area developed with faculty approval (see Appendix 5.7 for a preliminary list of pathways of expertise). This skills-oriented expertise will serve as an important part of the clear professional identity that each student will carry with them after they graduate. In effect every student will be able to demonstrate broad knowledge of the factors

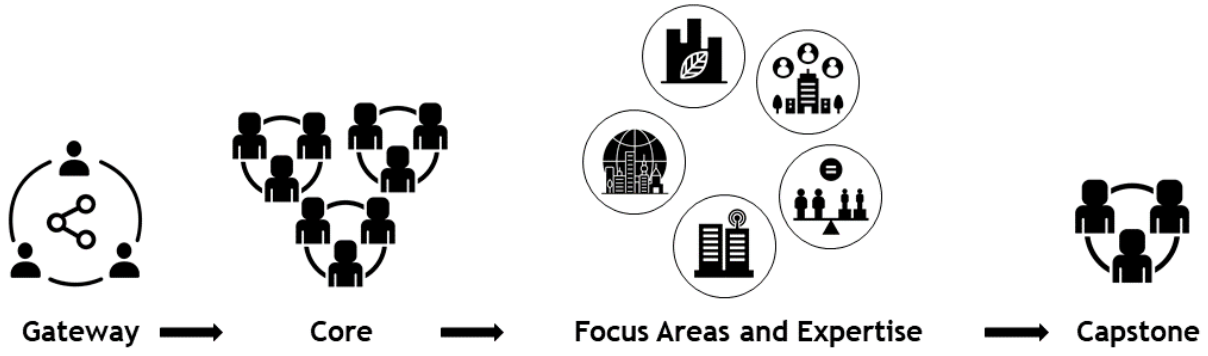
affecting the key challenges faced by cities and deep training in at least one practical and applied skill set that they are ready to deploy.

Table 4. Skills map showing practical and applied skills (A) and foundational/holistic skills (B) that are taught in the proposed program and which courses teach each skill. Beyond this training, students will be given guidance on how to develop further specialization in one skill by leveraging courses throughout UBC.

	CORE					FOCUS AREA 1			FOCUS AREA 2							FOCUS AREA 3				FOCUS AREA 4				FOCUS AREA 5			
URBAN STUDIES CURRICULUM SKILL MAPPING	GEOG 250	PLAN 201	PLAN 311	GEOG 371	CAPSTONE	GEOG 393	GEOG 432	PLAN 321	GEOG 310	GEOG 311	GEOG 313	GEOG 315	GEOG 410	GEOG 423	PLAN 351	GEOG 352	GEOG 353	GEOG 361	PLAN 331	GEOS 270	GEOS 277	PLAN 221	PLAN 234	GEOG 350	GEOG 357	PLAN 361	PLAN 425
A1 (GIS/Spatial Analysis)																				X	X	X					
A2 (Urban Design/CAD)										X												X	X				X
A3 (Quantitative Data Production and Analysis)				X	X					X										X	X		X	X			
A4 (Visualization Methods/Graphics Production)					X															X	X	X	X		X		
A5 (Project Management)		X	X	X	X			X				X							X	X	X		X				X
A6 (Technical Writing and Analysis)		X		X	X			X							X		X			X	X		X				X
A7 (Policy Formulation and Analysis)	X	X			X			X	X	X	X		X		X	X	X	X	X				X	X		X	X
B1 (Urban Communication/Community Engagement)	X	X	X	X	X			X																		X	X
B2 (Urban Environmental Sustainability)	X	X			X	X			X	X	X	X	X	X	X	X	X		X				X				X
B3 (Urban Advocacy/Social Justice)	X	X		X	X	X	X	X			X	X		X	X	X			X					X	X	X	X
B4 (Urban Indigeneity/TRC)	X				X	X	X	X			X			X											X		X
B5 (Urban Economics/Development/Finance)	X	X			X		X				X		X		X	X	X	X	X				X	X			
B6 (Urban Planning/Ethics)		X	X		X			X			X				X				X			X	X				X
B7 (Urban Politics/City and Provincial Regulation)	X	X			X		X	X	X		X	X	X		X	X	X	X	X				X	X			X

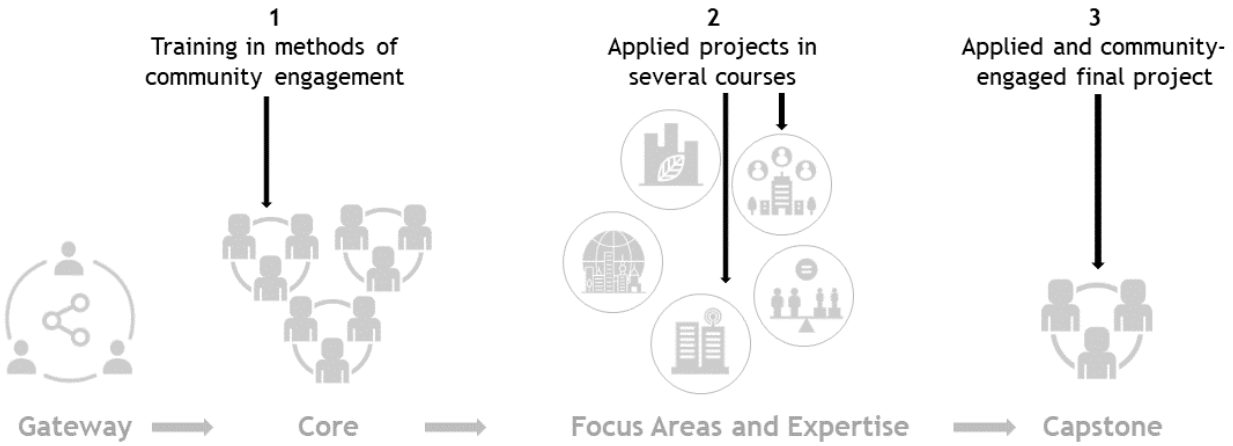
The program is structured to generate a tightly-knit <u>community of peers</u> among students. In this approach, students first encounter one another in gateway courses and then form deeper connections within foundational core courses and end together with a capstone. Along the way, there are numerous program-sponsored opportunities for check-in, but during the period between foundation and capstone, students travel as a loose band that allows for flexibility while they complete their focus area requirements and optional expertise. This flexibility accommodates off-campus experiences, such as co-op. Figure 2 demonstrates the “community of peers” approach.

Figure 2. Model for building a “community of peers.”



As well, students will gain relevant professional experience through community-engaged projects in several courses and a community-engaged capstone, as well as optional co-op experiences. There are three key points at which all students will gain this experience (Figure 3). First through a *Methods of Community Engagement* course taught as part of the early core, students will be trained in the fundamentals of working with diverse communities, communication, and facilitation. Second, several courses in the focus areas and specializations incorporate community-engaged learning projects. Finally, students develop community-engaged projects with professional partners for their final capstone.

Figure 3. Three key points at which students have professionally-oriented applied and community-engaged experiences. As eligible, students are also expected to incorporate co-op.



In all, the combined planning and geography base; the sequence of community-engaged experiences; the particular suite of required focus areas and student-driven set of expertise; and the inclusion of a targeted skills training in well-defined technical areas builds-on and innovates existing models used by leading urban studies programs throughout Canada and elsewhere. This innovation puts the program at the forefront of pedagogical developments in the field. More importantly, though, it prepares graduates to meet emerging challenges that require professionals who can apply technical skills within a holistic awareness of how cities work.

2.2.2 Mission of the Proposed Program

The proposed Bachelor of Arts in Urban Studies program will address the growing need for professionals who are prepared to apply broad foundational knowledge and deep engagement with technical skills to direct cities in the Province and beyond toward sustainable and just outcomes through roles as thought leaders, analysts, and advocates, based on the world-class urban research and educational opportunities at the University of British Columbia.

2.2.3 Goals of the Proposed Program

The Program will:

(1) Provide broad foundational knowledge of urbanization alongside deep technical skill sets to produce graduates with capacity for advanced praxis in cities.
(2) Provide an integrated and progressively advanced approach to community-engaged learning that further establishes UBC as a leader in urban education and research.
(3) Train students to approach urban challenges from a critical and cross-disciplinary approach that appreciates the importance of diverse and inclusive communities.
(4) Build on SCARP's recent undergraduate expansion and Geography's increasing demand reflected in the Urban Studies Minor.

2.2.4 Program Learning Outcomes

Urban Studies Major students will prepare to shape cities through roles as thought leaders, analysts, and advocates. In the process of completing the degree, graduates will:

1. *Inquire about urban life:*

a. Take a critical and cross-disciplinary approach to interpreting the complex dynamics and dimensions shaping human settlement, both historically and into the future.

b. Apply the emancipatory potential of learning from the global community of cities and cultures, including a variety of models of planning, community engagement, and alternative ways of organizing urban life.

2. *Participate in urban research:*

a. Analyze, apply and interrogate state-of-the-art theories, policies and practices concerning cities and urban change in order to expose new possibilities and challenges for the future of urbanization.

b. Develop tools of analysis and strategies for critical interpretation across a range of urban economic, social, and environmental datasets.

3. *Learn urban practice:*

a. Design effective strategies for positive change in cities based on a clear formulation of how the interconnectedness between different types of urban infrastructure and spatial patterns affects urban interventions.

b. Acquire professional-level skills in the communication of policy arguments, research findings and advocacy positions through oral, written, and visual formats that reach and engage multiple audiences.

4. *Collaborate with urban communities:*

a. Implement participatory research methods to engage with competing views on how cities evolve and acquire meaning, and to navigate the ethical implications of collaboration.

b. Interpret the extent to which the everyday experiences of city residents are impacted by a process wherein place, space, and scale mediate urbanization to generate uneven outcomes for communities.

2.2.5 Program Degree Requirements

Consistent with other Bachelor of Art majors, this degree will require the completion of 120 credits. The 48 required in-major credits for the proposed program are divided between a stable set of core courses and five required focus areas. Each student must take at least two courses per focus area, but they are allowed some flexibility with course selection in each area. As a result, 9-15 credits are at the lower level (depending on focus area courses) and 33-39 are at the upper level (depending on focus area courses). 18 of the 48 credits are core courses which establish a universal foundation and 30 of the 48 credits are covered by taking two courses in each of the five focus areas.

The following are the required courses for the program arranged into a typical yearly progression. It is expected that most students will apply for entry to the program during Year 2, but a Year 3 application is possible if the student completes the gateway courses needed for admission. Courses that are required for admission into the program are in GREEN. New courses developed for the program are in BLUE (see also Table 5 for alternative presentation of degree requirements; Appendix 5.6 for degree progression scenarios with and without co-op).

Program Requirements:
Year 1
6 credits to be taken in Year 1 or Year 2 before admission to program:
GEOG 250 (3) Cities / URST 200 (3) Cities (note: these courses are equivalent)
PLAN 211 (3) City-Making: A Global Perspective

Year 2
3 core credits:
PLAN 231 (3) Methods of Urban Community Engagement
+
12 credits chosen from focus areas listed below. (Students are required to have taken one GEOG and 1 PLAN course from each focus area for a total of 15 focus area credits from each department before completing the program.)

Year 3
3 core credits:
GEOG 371 (3) Research Strategies in Geography
+

12 credits chosen from focus areas listed below. (Students are required to have taken one GEOG and 1 PLAN course from each focus -area for a total of 15 focus area credits from each department before completing the program.)

Year 4
6 core credits:
GEOG 451 (3) Urban Studies Capstone
PLAN 451 (3) Urban Studies Capstone
+
6 credits chosen from each of the required focus areas listed below. (Students are required to have taken one GEOG and one PLAN course from each focus area for a total of 15 focus area credits from each department before completing the program.)

Required Focus Areas (choose 1 GEOG and 1 PLAN course from each)
FA1. Indigenous Urban Life
GEOG 395 (3) Culture, Nature, and Coloniality in Latin America
GEOG 432 (3) Radical Traditions of Decolonization and Liberation
PLAN 321 (3) Indigeneity and the City
*note that there is an active conversation with scholars in the Department of First Nations and Indigenous Studies (FNIS) about the scope and scale of potential further offerings in this area

FA2. The Nature of Cities
GEOG 310 (3) Environment and Sustainability
GEOG 311 (3) Urban Environments
GEOG 313 (3) Environmental Justice and Social Change (*Prerequisite*: GEOG 121)
GEOG 351 / URST 351 (3) Urban Environmental Politics
GEOG 423 (3) Development of Environmental Thought
PLAN 351 (3) Green Cities

FA3. Globalizing Cities
GEOG 352 / URST 352 (3) Urbanization in the Global South
GEOG 353 (3) Geographies of Migration and Settlement
GEOG 364 (3) Globalization, Cities, and Regions (*Prerequisite*: One of GEOG 121, 122)
PLAN 331 (3) The Just City in a Divided World

FA4. Technology and Cities
GEOS 270 (3) Geographic Information Science
GEOS 370 (3) Advanced Geographic Information Science (*Prerequisite:* One of GEOB 270, GEOS 270. Or third-year standing in ENSC or GEOS (or GEOB) specializations, with introductory knowledge of GIS)
PLAN 341 (3) Smart Cities: Concepts, Methods and Design
PLAN 221 (3) City Visuals

FA5. Cities and Communities
GEOG 350 (3) Urban Worlds
GEOG 357 (3) Society, Culture & Space
PLAN 361 (3) Community Planning in a World of Diversity
PLAN 425 (3) Urban Planning Issues and Concepts

Table 5. Detailed Program Degree Requirements: Students complete a set of gateway and core courses and then complete two courses in each of five required focus areas. One focus area course comes from PLAN and one comes from GEOG.

Program Requirements		**Geography**	**Planning**
Core		GEOG 250: Cities GEOG 371: Research Strategies in Geography GEOG 451: Urban Studies Capstone, Part 1	PLAN 211: Citymaking: A Global Perspective PLAN 231: Methods of Urban Community Engagement PLAN 451: Urban Studies Capstone, Part 2
Focus Areas (FA)		**Choose 1 GEOG + 1 PLAN course per focus area for a total of 10 courses**	
	FA1. Indigenous Urban Life	GEOG 395: Culture, Nature, and Coloniality in Latin America GEOG 432: Radical Traditions of Decolonization and Liberation	PLAN 321: Indigeneity and the City
	FA2. The Nature of Cities	GEOG 351: Urban Environmental Politics GEOG 310: Environment and Sustainability GEOG 311: Urban Environments GEOG 313: Environmental Justice and Social Change GEOG 423: Development of Environmental Thought	PLAN 351: Green Cities
	FA3. Globalizing Cities	GEOG 364: Globalization, Cities & Regions GEOG 352: Urbanization in the Global South GEOG 353: Geographies of Migration and Settlement ,	PLAN 331: The Just City in a Divided World
	FA4. Technology and Cities	GEOS 270: Geographic Information Science GEOS 370: Advanced Geographic Information Science	PLAN 341: Smart Cities: Concepts, Methods and Design PLAN 221: City Visuals
	FA5. Cities and Communities	GEOG 357: Society, Culture and Space GEOG 350: Urban Worlds	PLAN 361: Community Planning in a World of Diversity PLAN 425: Urban Planning Issues and Concepts

2.2.6 Linking Degree Requirements with Learning Outcomes

Given the alignment between the program learning outcomes and the main areas of demand registered in the professional field and comparator programs research, we mapped the extent to which the required courses align with program learning outcomes. This mapping (Table 6) ensures that the market-aligned and overall goals of the program are realized as students move through the educational sequence.

Table 6. Curriculum map of required course options

	CORE					FA1			FA2						FA3				FA4				FA5			
URBAN STUDIES PROGRAM OUTCOMES	GEOG 250	PLAN 211	GEOG 371	PLAN 231	CAPSTONE	GEOG 395	GEOG 432	PLAN 321	GEOG 310	GEOG 311	GEOG 313	PLAN 351	GEOG 351	GEOG 423	GEOG 364	GEOG 352	GEOG 353	PLAN 331	GEOB 350	GEOB 370	PLAN 221	PLAN 341	GEOG 357	GEOG 350	PLAN 350	PLAN 425
Learning Outcome 1a	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X				X		X		X
Learning Outcome 1b	X	X			X	X	X	X			X	X	X	X		X	X	X				X	X			X
Learning Outcome 2a	X	X			X		X	X	X	X	X	X	X		X			X	X	X		X		X		X
Learning Outcome 2b			X							X								X	X	X	X	X		X		X
Learning Outcome 3a		X		X						X		X						X			X	X				
Learning Outcome 3b			X	X	X	X		X				X		X	X	X	X	X	X	X	X	X	X			X
Learning Outcome 4a			X	X	X			X																		
Learning Outcome 4b	X	X		X		X	X	X				X	X	X	X	X		X					X			

2.2.7 Admission Requirements

Admission to the program will require an application for entry. Students will normally apply for Year 2 entry. The application will include overall GPA, grades from the GEOG 250 and PLAN 211 gateway courses, and a one-page written statement indicating motivations for applying. Entry will be competitive and based upon application rankings.

2.2.8 Program Management and Assessment

Program Director

For the first 2 or 3 years after the program launches, it will be managed by Co-Directors, one from Geography and one from SCARP. After the initial Co-Director startup period, the programs will assess whether a continued Co-Director or a shift toward a single Director model is more desirable. In a single Director model, the Director appointment will rotate between Geography and SCARP every three years, beginning with Geography. The program will have a standing working group consisting of the Directors, key faculty, and at least one staff member from Geography and SCARP. The working group will meet regularly for program management purposes, as determined by the Director.

Program Assessment

The program will also have a standing Advisory Committee comprised of 2 seats for community representatives (e.g. public/NGO and private sector), 2 seats for academics (one from Geography and one from SCARP, may also be on the working group), 1 seat for alumni (to be filled when the program has alumni), 1 seat for a current student. We are also in active conversation about

whether a seat for a representative from local Indigenous communities or an Indigenous rights organization is appropriate in the view of those groups, given the required “Indigenous Urban Life” focus area. The intent of consultation with local Indigenous representatives about the potential for this seat is, in part, to gain greater understanding about what meaningfully reciprocal involvement would look like. While we certainly intend for members of the Advisory Committee to be able to direct aspects of the student experience and to link with student projects, we do not claim to know in advance the full terms of a mutually beneficial partnership. These terms would, for us, be a matter of discussion as the Advisory committee is formed.

In terms of the procedural structure, the Advisory Committee will be established within the first three years of the Program. The Director(s) will chair the Committee. The Advisory Committee will review, assess and update program content and administration to ensure courses meet learning objectives and that students receive a holistic educational experience (including cohort development and awareness of career resources, etc.). In essence, the Committee will provide an annual critical assessment of the program and recommendations for short- and long-term alterations with an eye toward improving student experiences. The Director will be required to respond in writing to the recommendations and to follow-through on agreed upon terms established during the Committee formation.

Program Administration

1. STAFF: One staff member from each of Geography and SCARP will be designated as the lead for Urban Studies issues in Geography and SCARP.

2. CURRICULUM: Curriculum updates and changes will go through the Program Director. UBC Category 1 and UBC Category 2 program-level change requests will be sent to the Arts Curriculum Committee for processing – as such, Geography and Arts staff will assist with these submissions. Course changes will be up to the individual departments, ideally in communication with the Program Chair.

3. DISPUTES: Disputes will be sent to the Program Director. If the Director deems it essential, a meeting will be arranged between the two Department Heads to discuss the issues further.

4. ADVISING: Student advising will go through the Geography Student Services office, which has a staffed Advisor to support students.

5. MISCONDUCT: Academic and non-academic misconduct will be determined by the course in which the student is registered. Arts courses will go through the Faculty of Arts office. PLAN courses will go through Applied Science. If the misconduct is related to the program in general, it will be sent to the administrative unit, Faculty of Arts.

Program Launch

The program Co-Directors will be designated upon final approval by the Department Heads. The Co-Directors, with support of the staff, will design and implement a recruitment strategy to enroll the first class and will re-engage several key partners and interested parties identified during the proposal process in order to enhance the visibility and potential for new partnerships as the program launches.

2.2.9 Contributions to UBC's Mandate and Strategic Plans

Shaping UBC's Next Century

The proposed major fits squarely within and furthers a number of UBC strategic priorities contained in UBC's strategic plan, "Shaping UBC's Next Century". The proposal offers broad support for most of the plan priorities, but is especially strong with regard for: (1) building sustainable and healthy communities; (2) including interdisciplinary collaboration; (3) creating expanded opportunities for experiential and work-related learning and community engagement; (4) developing integrative, problem-focused, publicly relevant learning; and (5) indigenizing curriculum. More specifically, the proposal bolsters the following core areas and strategies:

- *People and Places >Thriving Communities > "Support the ongoing development of sustainable, healthy and connected campuses and communities"*
    - The Urban Studies Program will further this mandate internally and externally. It is designed around a "community of peers" model meant to provide students with a robust sense of community and will use Vancouver and UBC as a living laboratory to specifically address the question of how sustainable, healthy, and connected communities have been and will be developed.
- *Research Excellence > Collaborative Clusters > "Enable interdisciplinary clusters of research excellence in pursuit of societal impact"*
    - The Urban Studies Program is built on the notion of interdisciplinary exchange, having been designed as a collaboration across two faculties. The urban lens is a wide container for a variety of intellectual pursuits and will be considered as such with the program's rollout, opening opportunities for including coursework and partnerships with units across the University.
- *Transformative Learning > Practical Learning > "Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni"*
    - The Urban Studies Program integrates community engagement and applied professional experience throughout the degree program. The Center for Community Engaged Learning (CCEL, UBC) advised on how to build-in partnership with city and community professionals and how to train students to be ready for these partnerships. These experiences are built-into several courses and culminate in a community-engaged program for the capstone. Eligible students will be encouraged to participate in the Co-operative Education Program as well as either *Go Global* or *Coordinated International Exchange* opportunities.

- *Local and Global Engagement > Public Relevance > "Deepen the relevance and public impact of UBC research and education"*
    - The Urban Studies Program faculty and students will be regularly engaged with challenges faced by cities and communities in the Vancouver and British Columbia area. Faculty advise and engage with public issues ranging from climate justice to economic development. The community-engaged work of students bolsters this public scholarship.

UBC Indigenous Strategic Plan

UBC's Strategic Plan calls specifically for initiatives that *"Support the objectives and actions of the renewed Indigenous Strategic Plan" (Local and Global Engagement> Indigenous Engagement)* Building on a longstanding commitment to incorporating Indigenous knowledge, perspectives, ways of knowing, and experiences into the offerings at SCARP and Geography, the Urban Studies Program will proactively address this goal. SCARP is home to the Indigenous Community Planning (ICP) program, which works in partnership with First Nations in British Columbia. Currently, one of the ICP instructors teaches the required Urban Studies course, *PLAN 321 Indigeneity and the City*, establishing a link that will seek to be strengthened. As well, both SCARP and Geography have sought to be academic homes for Indigenous scholars, with recent hiring initiatives in both departments reflecting this goal. In line with these hiring initiatives, curricular updates in both departments have shifted required coursework toward greater inclusion of Indigenous issues. For example, SCARP has made a new *Planning and Reconciliation* course required in its Master of Community and Regional Planning curriculum and Geography has revised several courses on the historical and contemporary geography of Canada, which were included in previous years of the Approved Course List maintained by the Institute for Critical Indigenous Studies -- most notably Geog 327 and Geog 328.

While we will seek to support all goals possible at the program level, these departmental contexts position the proposed Urban Studies program to especially address the following goals and actions in the Indigenous Strategic Plan:

- Goal 4> Indigenizing our curriculum> 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."
    - The Urban Studies Program takes seriously efforts to indigenize curriculum through inclusion of a required "Indigenous Urban Life" focus area and further content on Indigenous populations covered to some degree in two out of five core courses and two additional focus areas. While this topic will need continual assessment, the proposed requirements exceed the Indigenous Strategic Plan minimum goal.
- Goal 6> Recruiting Indigenous people> Action 27> "Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions."

  - In addition to existing Indigenous teaching, the Urban Studies Program will seek to hire one new position in the short term (housed in SCARP, through Applied Science), which will at a minimum require competence in teaching Indigenous content and working with Indigenous students. Given the area of teaching need, the position could be filled by someone with a focus on Indigenous scholarship and teaching.
- Goal 7> Providing tools for success> 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."
  - The Urban Studies program will seek to learn from the experience of SCARP's Indigenous Community Planning program with regard for the best practices in enabling partnerships that advance the Program curriculum, especially through the Capstone course. We will build on existing partnerships and agreements with Musqueam and utilize existing materials in coursework such as the Musqueam teaching kit. Such partnerships will be sought over time, as it makes sense, and after consultation.
- Goal 8> Creating a holistic system of support> Action 39> "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."
  - The Urban Studies program will be especially well suited right away to support transition for Indigenous students from undergraduate to graduate studies given the close relation with an established graduate program (SCARP's Indigenous Community Planning Master) that supports Indigenous student success. We will also work with Arts Indigenous Student Advising (AISA) in the Faculty of Arts to ensure, first and foremost, that we are not establishing barriers to student success and further that we have proper curricular and student life support.

2.2.10 Relationship to Established Programs

The University of British Columbia

This proposed major is a response to the increasing demand from students for more Urban Studies courses, evidenced by the growing numbers of students enrolled in the Urban Studies Minor offered by Geography, which has increased from 24 to 112 students over the last four years. The proposed major builds upon the success of the existing Urban Studies minor by expanding the interdisciplinary focus, particularly by integrating planning curriculum and community based engaged learning. The minor will remain an option for those students majoring in other areas, while the major will provide more in-depth content through the close collaboration between SCARP and Geography. Specifically, the major will allow coherent synthesis of theory, critical analysis, empirical research and practical problem solving in collaboration with diverse communities.

The Master of Community and Regional Planning (MCRP) is a professional master's degree in Planning. It provides professional urban planning accreditation through a 24-month full time program. Students in the proposed Bachelor degree would gain the wide conceptual foundation that an undergraduate degree can offer (and is not possible in the more limited time of a Master degree). Students would also gain the basic skills needed to effectively develop foundational skills in their areas of expertise. The Master degree, in essence, begins from where the Bachelor degree leaves off. All accredited professional planning training will remain with the MCRP Master degree. That said, given the co-coordination by SCARP, there is potential in the future to design a "fast-track" version of the Master degree that would allow those who receive the Bachelor to gain their Master in a shorter than normal period of time. This option will be explored in the future.

In addition to the Minor in Urban Studies, the Faculty of Arts offers a Minor in Environment and Sustainability. The minor allows students to complement their major program of study with an interdisciplinary minor drawn from the large number of relevant courses offered by Arts, Science and other Faculties. Unlike the proposed major in Urban Studies, this minor currently doesn't include courses with an applied focus, such as the PLAN courses listed in the proposed major.

The Bachelor of Urban Forestry (B.U.F.) degree is a four-year program featuring a holistic urban forestry curriculum, focusing on planning and management of forestry and green space issues in urban, peri-urban, and rural communities. Unlike the proposed major in Urban Studies, the BUF degree specializes in forestry and green space issues and does not include the same breadth.

The Bachelor of Design in Architecture, Landscape Architecture, and Urbanism (B.Des.) is a four-year undergraduate program that prepares students to undertake a self-directed path towards a number of possible futures including graduate studies in Architecture, Landscape Architecture, Urban Design, and other allied fields of design. It is different from the proposed major in Urban Studies because design is at the core of the curriculum spanning from foundational skills to students designing complex spaces.

Other British Columbia and Canadian Universities

The proposed Bachelor of Arts Major in Urban Studies would currently be the only four-year undergraduate degree in British Columbia, though UBC and other colleges and universities in the Province have related degrees with an urban focus.

Simon Fraser University offers:

1) Certificate in Urban Studies through the Department of Geography in the Faculty of Environment. This certificate prepares students for urban planning, governance and consulting.
2) Graduate Diploma in Urban Studies (GDUS) through the Urban Studies Program in the Faculty of Arts and Social Sciences. This diploma is targeted towards certified planners who already have undergraduate degrees in planning.
3) Master of Urban Studies degree (MURB) through the Urban Studies Program in the Faculty of Arts and Social Sciences. This degree is targeted towards those who already have a bachelor's degree.

The University of Northern British Columbia offers:

1) Bachelor of Arts major in Public Administration and Community Development through the Department of Geography. This major is targeted at people who seek to combine public administration, community development, and issues affecting Indigenous communities.
2) Certificate in Aboriginal community Resource Planning through the First Nations Certificate Programs. This certificate provides the option of laddering into other programs, including the Bachelor of Arts program in First Nations Studies. It focuses on resource planning in First Nations communities.

Langara College offers a Post-Degree Diploma in Applied Urban and Rural Planning through the Department of Applied Planning. This is an intensive program targeted towards those who already have an undergraduate degree or equivalent.

University of Victoria offers a Bachelor of Arts or a Bachelor of Science Major in Geography with an option for a human geography study focus, elements of which examine urban geography. The intersection of social justice and urban planning is a particular strength of the urban component of the human geography focus area.

Thompson Rivers University offers a Bachelor of Arts Major in Geography and Environmental Studies. One of the upper level course groups within this major is Human Geography, which contains some courses focused on urban geography.

Table 7. Canadian universities with comparable programs.

University	Undergraduate Degrees	Degree Options	Academic Home
University of Toronto	BA Urban Studies	Specialist, Major, Minor	Faculty of Arts & Science - Innis College
University of Toronto Scarborough	BA City Studies	Specialist, Major, Major with Co-op, Minor	Faculty of Arts, Department of Human Geography
York University	BA Urban Studies	Double Major, Single Major, Minor, Specialized Certificate option also available for non Urban Studies majors	Faculty of Liberal Arts and Professional Studies, Department of Social Science
University of Calgary	BA Urban Studies		Faculty of Arts, Department of Geography

University of Winnipeg	BA Urban and Inner City Studies	Honours, Major, Minor, Certificates	Faculty of Arts, Department of Urban and Inner-City Studies
McGill University	BA Urban Studies	Honours Urban Studies, Major Concentration Geography (Urban Studies), Minor Concentration Geography (Urban Studies)	Faculty of Arts, Department of Geography
Concordia University	BA Urban Planning and Urban Studies	Honours, Specialization, Major, Minor	Faculty of Arts and Science, Department of Geography, Planning and Environments

2.2.11 Level of support and recognition from other post-secondary institutions

The Program Curriculum and Development Committee, identified a list of Departments and Schools in BC with similar programs that may have interest in the newly proposed Urban Studies Major. The table below outlines the programs which were identified for external consultation. Program champions reached out to Department Chairs for each of the identified units, providing information about the proposed major, and offering them an opportunity to provide early comments. A short summary of the changes made to the proposal based on early consultations are outlined Appendix 5.3. Formal consultations with each of the programs will be completed as part of the development of the Stage 1 submission for the Degree Quality Assessment Board. Initial feedback from this ongoing process has shown strong positive support. Some examples of comments thus far include:

> "This is a terrific idea, and UBC is a perfect location both physically and intellectually."
>
> -Department of Geography, University of Northern British Columbia

> "The Urban Studies Program enthusiastically supports the development of a new Bachelor of Arts offering with a Major in Urban Studies at the University of British Columbia…We are eager to complement and collaborate with UBC's Urban Studies initiative"
>
> -Urban Studies Program, Simon Fraser University

2.2.12 Target Students

The proposed Urban Studies program will seek to enroll students from the existing UBC undergraduate community. Among the roughly 700 UBC students and alumni we surveyed, respondents came from 20 different specializations. The highest represented programs were: 1. Geography major (19%), 2. Political science major (12%) 3. Urban Studies minor (7.7%), 4. Sociology major (7.0%), 5. International Relations Major (5.7%), 6. Economics major (5.6%), 7. History major (5.5%), 8. Master of Community and Regional Planning (5.1%). Over half (315 out of 576, or 54%) of respondents indicated that they were very likely or likely to have chosen to complete a major in Urban Studies had the option been available, with significant interest from geography major and urban studies minor respondents (both students and alumni):

2.2.13 Enrolment Predictions and Capacity

Initially, the program will put in place a cap of 50 students and entry will be application-based, with potential for growth in subsequent years. The intention and resource capacity of the program necessitates that it remains a relatively small Major in order to support a tight and well-trained community of peers among students.

2.2.14 Tuition Rationale

Tuition for the BA Major in Urban Studies will be assessed at the same existing, standard per-credit tuition rates for Bachelor of Art programs. For the 2021/22 academic year these rates are $187.23 per credit for domestic students and $1,371.88 per credit for international students.

2.2.15 Scholarships

Existing prizes, bursaries, and scholarships in the Urban Studies Program are listed below. The Hardwick Scholarships honor the UBC faculty member who established the Urban Studies Program; the Brittany Jang Prize in Urban Futures was created by an undergraduate alum of the second-year Cities course in the Urban Studies Program.

Walter G. Hardwick Scholarships in Urban Studies

Three scholarships have been endowed by his family in honour of Dr. Walter G. Hardwick, one of North America's leading urban geographers. One scholarship of $1,350 is provided for a doctoral student in Urban Studies and two scholarships of $675 each are provided for outstanding undergraduate students in Urban Studies. The awards are made on the recommendation of the Department of Geography and, in the case of the graduate scholarship, in consultation with the Faculty of Graduate Studies.

Robert S Wyly Bursary in Urban Studies

Two $1,000 bursaries are offered in honour of Robert S. Wyly, a distinguished urbanist whose career helped to set the standard for the creation of North America's suburban landscapes. The bursaries are available to undergraduate students entering the second, third or fourth year of the Urban Studies Program.

Dr. Mohinder Singh Dhillon Prize in Punjabi Studies

A $2,000 prize is offered annually in honour of Dr. Mohinder Singh Dhillon for an outstanding undergraduate or graduate student taking classes in Punjabi Studies in the Department of Asian Studies. Dr. Dhillon came to Canada in 1967, and while working and raising three children into professional careers with his wife Jasmer, he devoted his time, energy, knowledge, and talent to more than thirty community organizations, including service as an advisory board member for the Canadian Museum for Human Rights and for the University of Winnipeg's Global College. In 2008, Dr. Dhillon received an Honorary Doctorate from the University of Winnipeg. The Prize is made on the recommendation of the Department of Asian Studies.

Brittany Jang Prize in Urban Futures

A prize of $500 is awarded annually to the top academic student in lower-level required courses in the Urban Studies Program in the Faculty of Arts. Preference will be given to a student from URST 200 or GEOG 250. The prize is made on the recommendation of the Chair of Urban Studies Coordinating Committee and the Department of Geography. (First award available for the 2018/2019 winter session.)

Other Course Prizes

Additional course prizes are offered for exceptional achievement in Upper Level Urban Studies Courses: the Glenda Laws Prize in Critical Spatial Analysis; the Neil Smith Prize in Critical Urban Studies; the Julie Graham Prize in Emancipatory Feminist Urbanism; the Octavia E. Butler Prize in Just Futures; and the Sir Peter Hall Prize in Planning Futures.

2.2.16 Opportunities for Further Study

The Urban Studies Major program will enable students to pursue advanced Masters and PhD degrees in a wide variety of research-based programs, for example Geography, Urban Planning, Landscape Architecture, Integrated Studies in Land and Food Systems, Urban Forestry, and Public Policy, granted by UBC and other top research intensive universities in Canada and across the world. Graduates of the program would also be well equipped with the skills and knowledge to pursue, for example, the Master of Community and Regional Planning, the Master of Architecture, or the Master of Landscape Architecture offered by the Faculty of Applied Science; the Master of Public Policy and Global Affairs offered by the Faculty of Arts; or the Master of Sustainable Forest Management offered by the Faculty of Forestry.

3.0 Program Resources

3.1 Program Funding and Budget

The budget for the proposed Urban Studies Major has been approved by the Faculties of Arts and Applied Science. The Faculty of Arts will be the faculty home for the program.

While the Major will be jointly offered by the Department of Geography, and the School of Community and Regional Planning, the respective Faculties have agreed to manage the budget and expenses for their respective courses separately using the standard UBC tuition allocation model.

Consultation was conducted with UBC's Strategy + Decision Support (SDS) service to develop a budget for the program. With respect to the Faculty of Arts, the Major can be offered leveraging many existing resources within Arts and the Department of Geography, and only requires the creation of one fourth-year Capstone course. The School of Community and Regional Planning will create four new courses, and the revenue from these courses is expected to cover the anticipated expenses. The expected revenue for the SCARP courses would support the necessary new faculty and TA resources to support delivery.

The estimate for the annual enrolment in the program after the first few years of inception will be 50 students. Should the program have a high demand, both the Department of Geography and the School of Community and Regional planning are committed to the development of new courses, and working with the respective Dean's Offices to expand the program to accept more students.

The estimate for course enrolments anticipates a similar level as what we have seen in other undergraduate PLAN and GEOG courses. Both units expect to be able to accommodate that number with existing resources (and the planned additional PLAN faculty member). If these enrolment estimates prove to be low or if the new demand is especially high (especially for PLAN courses, where offerings are more limited), we will seek to offer more sections and/or add additional instructors.

3.2 Space Requirements

After review of the program proposal by the Office of the Vice President for Finance and Operations (Infrastructure Development > Facilities Planning > Learning Spaces), who also consulted with Scheduling Services, it was determined that the existing General Teaching Space inventory (classrooms) will be able to accommodate the new courses associated with the proposed program in Urban Studies. It was noted that some flexibility regarding the meeting days and times of the courses may be required. There is one new faculty hire associated with the program, necessitating one new office which is expected to be provided within SCARP's existing space.

3.3 Library Resources

It is not expected that the proposed BA Major in Urban Studies program will require any new library resources. Should additional resources be required, they will be covered by the Faculties of Arts and Applied Science for courses in Geography and Planning respectively.

3.4 Qualified Faculty

University-wide, there are many qualified faculty beyond those listed below who currently teach on a wide range of urban topics. Within the Geography Department, the School of Community and Regional Planning and the faculty currently affiliated with the Minor in Urban Studies, these faculty include:

Geography:

-Geraldine Pratt, Head and Professor, Geography, Faculty of Arts
-Michael Fabris, Acting Assistant Professor, Geography, Faculty of Arts
-Jamie Peck, Professor, Geography, Faculty of Arts
-Trevor Barnes, Professor, Geography, Faculty of Arts
-Luke Bergmann, Associate Professor, Geography, Faculty of Arts
-Jessica Dempsey, Associate Professor, Geography, Faculty of Arts
-Jim Glassman, Professor, Geography, Faculty of Arts
-Merje Kuus, Professor, Geography, Faculty of Arts
-Siobhán McPhee, Associate Professor of Teaching, Geography, Faculty of Arts
-Elvin Wyly, Professor, Geography, Faculty of Arts
-Rafi Arefin, Assistant Professor, Geography, Faculty of Arts
-Priti Narayan, Assistant Professor, Geography, Faculty of Arts

School of Community and Regional Planning (SCARP):

-Heather Campbell, Director and Professor, SCARP, Faculty of Applied Science
-James Connolly, Assistant Professor, SCARP, Faculty of Applied Science
-Maged Senbel, Associate Professor, SCARP, Faculty of Applied Science
-Nora Angeles, Associate Professor, SCARP, Faculty of Applied Science
-Alex Bigazzi, Assistant Professor, SCARP, Faculty of Applied Science
-Stephanie Chang, Professor, SCARP, Faculty of Applied Science
-Penny Gurstein, Professor, SCARP, Faculty of Applied Science
-Julia Harten, Assistant Professor, SCARP, Faculty of Applied Science
-Jessie Hemphill, Assistant Professor of Teaching, SCARP, Faculty of Applied Science
-Michael Hooper, Associate Professor, SCARP, Faculty of Applied Science
-Maggie Low, Assistant Professor, SCARP, Faculty of Applied Science
-Leonie Sandercock, Professor, SCARP, Faculty of Applied Science
-Mark Stevens, Associate Professor, SCARP, Faculty of Applied Science
-Martino Tran, Assistant Professor, SCARP, Faculty of Applied Science

Urban Studies Minor Affiliates:

-Nathanael Lauster, Associate Professor, Sociology, Faculty of Arts
-Lisa Cooper, Professor, Classical, Near Eastern, and Religious Studies, Faculty of Arts
-Kevin Fisher, Assistant Professor, Classical, Near Eastern, and Religious Studies, Faculty of Arts
-Robert VanWynsberghe, Associate Professor, Educational Studies, Faculty of Education

4.0 Bachelor of Arts Major in Urban Studies Curriculum Details

4.1 Calendar Statement – Program

Urban Studies
Urban Studies is an undergraduate interdisciplinary program administered through the Department of Geography. Students interested in Environment and Sustainability or Human Geography should refer to Geography.

Major in Urban Studies
The Major in Urban Studies is jointly offered by the Faculty of Arts (Department of Geography) and the Faculty of Applied Science (School of Community and Regional Planning). The program provides students with the knowledge and skills necessary for future careers in urban-oriented professions.

The major consists of 48 credits, of which 9 to 15 credits are at the lower-level and 33 to 39 credits are at 300-level or above (depending on which focus area courses students choose to complete). Of the 48 credits, 18 credits are required courses and 30 credits are courses students choose from an approved list of courses organized by areas of focus.

Admission to the program is by application only. Students will normally apply for Year 2 entry. The application will include overall GPA, grades from the GEOG 250 and PLAN 211 gateway courses, and a one-page written statement indicating motivations for applying. Entry will be based upon application rankings.

In Year One, or before admission to the program, students will normally complete **6 credits** of required courses:

- GEOG 250 (3) Cities or URST 200 (3) Cities (note: this is the same course listed under two different course codes)
- PLAN 211 (3) City-making: A Global Perspective

Note: Students may elect to also take GEOS 270 and PLAN 221, which would count for program credit if the student is admitted to the program. See approved list of focus area courses for more information about these two courses.

In Year Two students will normally complete **15 credits** of required courses:

- PLAN 231 (3) Methods of Urban Community Engagement
- 12 credits chosen from the list of approved focus area courses below. Students are required to complete at least two 3-credit courses (one GEOG course and one PLAN course) from each of the focus areas for a total of 30 credits.

In Year Three students will normally complete **15 credits** of required courses:

- GEOG 371 (3) Research Strategies in Geography
- 12 credits chosen from the list of approved focus area courses below. Students are required to complete at least two 3-credit courses (one GEOG course and one PLAN course) from each of the focus areas for a total of 30 credits.

In Year Four students will normally complete **12 credits** of required courses:

- GEOG 451 (3) Urban Studies Capstone
- PLAN 451 (3) Urban Studies Capstone
- 6 credits chosen from the list of approved focus area courses below. Students are required to complete at least two 3-credit courses (one GEOG course and one PLAN course) from each of the focus areas for a total of 30 credits.

<u>List of Approved Courses for Focus Areas (choose 1 GEOG and 1 PLAN course from each):</u>

FA1. Indigenous Urban Life
GEOG 395 (3) Culture, Nature, and Coloniality in Latin America
GEOG 432 (3) Radical Traditions of Decolonization and Liberation
PLAN 321 (3) Indigeneity and the City

FA2. The Nature of Cities
GEOG 310 (3) Environment and Sustainability
GEOG 311 (3) Urban Environments
GEOG 313 (3) Environmental Justice and Social Change (*Prerequisite:* GEOG 121)
GEOG 351 (3) URST 351 (3) Urban Environmental Politics
GEOG 423 (3) Development of Environmental Thought
PLAN 351 (3) Green Cities

FA3. Globalizing Cities
GEOG 352 / URST 352 (3) Urbanization in the Global South
GEOG 353 (3) Geographies of Migration and Settlement
GEOG 364 (3) Globalization, Cities, and Regions (*Prerequisite:* One of GEOG 121, 122)
PLAN 331 (3) The Just City in a Divided World

FA4. Technology and Cities
GEOS 270 (3) Geographic Information Science
GEOS 370 (3) Advanced Geographic Information Science (*Prerequisite:* One of GEOB 270, GEOS 270. Or third-year standing in ENSC or GEOS (or GEOB) specializations, with introductory knowledge of GIS)
PLAN 341 (3) Smart Cities: Concepts, Methods and Design
PLAN 221 (3) City Visuals

FA5. Cities and Communities
GEOG 350 (3) Urban Worlds
GEOG 357 (3) Society, Culture & Space
PLAN 361 (3) Community Planning in a World of Diversity
PLAN 425 (3) Urban Planning Issues and Concepts

Interested students should contact: undergraduate.program@geog.ubc.ca

4.2 Associated Courses and their Documentation (Syllabi and Calendar Change Forms)

Existing Courses - UBC Calendar Entries

GEOG (Geography) courses,
http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG

GEOG 250 (3) Cities
An interdisciplinary introduction to the city in the context of contemporary globalization. Analysis of urban patterns and processes from the theoretical perspectives of various disciplines and methodologies. Equivalency: URST 200.

GEOG 350 (3) Urban Worlds
City systems and theories of urban location; internal spatial structure of the city; commercial and industrial location; social areas; neighbourhood and land use change; urban trends and public policy.

GEOG 351 (3) Urban Environmental Politics
Effects of urbanization and global environmental change on the geographies of cities across the world. Specific focus on urban environmental justice and inequality.

GEOG 352 (3) Urbanization in the Global South
Urbanization in the developing countries of Latin America, Africa, and Asia; the role of cities in the development process and the features and problems of rapid urbanization.

GEOG 353 (3) Geographies of Migration and Settlement

International regimes regulating migration, changes in global demographics, immigration policies of nation states, international migration patterns, settlement policies and outcomes.

GEOG 357 (3) Society, Culture & Space
The development of social and behavioural geography, focusing on how places, landscapes, and environments both reflect and shape social life. Third year standing is recommended.

GEOG 310 (3) Environment and Sustainability
Concepts of environment, resources and sustainability; the roles of physical and human geography in understanding the interaction of humans and the environment; introduction to management of environment-resource systems.

GEOG 311 (3) Urban Environments
The impact of urban development on the natural environment and vice versa. Study of the ecology and metabolism of cities and green urban design, using global and local case studies.

GEOG 313 (3) Environmental Justice and Social Change
Economic, social, political and cultural structures and institutions that shape contemporary socioecological challenges. This course is not eligible for Credit/D/Fail grading. *Prerequisite*: GEOG 121. Corequisite: GEOG 314.

GEOG 364 (3) Globalization, Cities, and Regions
Forms of economic development; changing location of economic activities and functions; implications for government and politics; local strategies for growth and equity. *Prerequisite*: One of GEOG 121, GEOG 122.

GEOG 371 (3) Research Strategies in Geography
Formulating a research problem and selecting an appropriate research strategy. Research strategies range from social scientific survey methods to ethnography. Priority enrolment for honours and major students in Geography. *This course is not eligible for Credit/D/Fail grading.*

GEOG 395 (3) Culture, Nature, and Coloniality in Latin America
Socio-ecologies in 1491; Spanish colonialism and biological imperialism; contemporary coloniality and neoliberalism; and social movements.

GEOG 423 (3) Development of Environmental Thought
An examination of how attitudes toward human nature and non-human nature have changed from Mesolithic times to the present in Western society.

GEOG 432 (3) Radical Traditions of Decolonization and Liberation
Decolonial theory and practice through an examination of critical Indigenous and critical race scholarship and activism. *Prerequisite*: Restricted to students with 3rd year standing or higher. GEOG 121, or equivalent, is strongly recommended for students with 3rd year standing.

GEOS (Geographic Sciences) courses,
http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GEOS

GEOS 270 (3) Geographic Information Science
Computer-based graphical methods of data input and analysis. Emphasis on data visualization techniques such as cartographic modelling and exploratory data analysis. [2-2-0]

GEOS 370 (3) Advanced Geographic Information Science
Theoretical and practical aspects of Geographic Information Systems, including cartographic modelling, digital terrain models, management issues, and spatial interpolation. [2-2-0] *Prerequisite:* One of GEOB 270, GEOS 270. Or third-year standing in ENSC or GEOS (or GEOB) specializations, with some introductory knowledge of GIS.

URST (Urban Studies) courses,
http://www.calendar.ubc.ca/vancouver/courses.cfm?code=URST

URST 200 - equivalent to GEOG 250 with exact same title and calendar entry
URST 351 - equivalent to GEOG 351 with exact same title and calendar entry

PLAN (Community and Regional Planning) courses,
http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN

PLAN 211 (3) City-Making: A Global Perspective
Contemporary city development trends, policies, and practices across the globe as explored against the backdrop of culture and technology. Includes hands-on learning. Prerequisite: Second-year standing or above in any program.

PLAN 221 (3) City Visuals
An exploratory journey through the vast world of visualizing the city and ways of representing the built environment, including how to both interpret and use visualizations to read the city. Prerequisite: Second-year standing or above in any program.

PLAN 321 (3) Indigeneity and the City
Place-based exploration of the multiple, complex and contested ways urban Indigeneity is constituted in Canada today, with opportunities for field trips and hands-on learning. Prerequisite: Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

PLAN 331 (3) The Just City in a Divided World
Considers the city as a terrain for the manifestation and mediation of social justice. Explores how the allocation of land, goods, and services in cities (re)produces social stratification, and how institutions and civil society negotiate just and unjust outcomes. Prerequisite: Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

PLAN 341 (3) Smart Cities: Concepts, Methods and Design
Rapid transformation of cities by information technology and socio-economic innovation; growth in citizen-generated data and the internet of things; emerging theory, methods, and frameworks for understanding "Smart Cities". This course is not eligible for Credit/D/Fail grading. Prerequisite: Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

PLAN 425 (3) Urban Planning Issues and Concepts
Evolution, practice and future of urban planning and development, with emphasis on institutional arrangements, housing, transportation, urban design and development control. For third- and fourth-year undergraduate students interested in urban planning. This course is not eligible for Credit/D/Fail grading. [3-0]

New Courses - Calendar Proposal Forms

****Syllabi for Existing and New Courses: See attached Appendix 5.7****

GEOX 451 (3) Urban Studies Capstone I
ADD CALENDAR CHANGE FORM:TBD

THIS PROPOSAL IS FOR YOUR INFORMATION BUT NOT UNDER REVIEW AS PART OF THIS PACKAGE.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: APSC **Department:** PLAN **Faculty Approval Date:** Sept. 22, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** October 6, 2021 **Contact Person:** James Connolly **Phone:** 236-869-2119 **Email:** james.connolly@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) PLAN 231 (3) Methods of Community Engagement Examination of various approaches to hands-on engagement with urban communities while examining the meaning of public, community, and participation. *Prerequisites:* Second-year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course **Rationale for Proposed Change:** This course is associated with the development of a proposal for a new Bachelor of Arts Major in Urban Studies. This course is part of the proposed core training for the proposed major and is needed to prepare students for subsequent community-engaged coursework in other core courses. This course and others associated with the new Urban Studies Major proposal reflect strong and immediate interest in the recently added suite of undergraduate PLAN courses (all at or near enrollment goals) and a growing demand in this area, which is also reflected in the recent creation of a new undergraduate student group focused on urban planning issues and the recent increase in enrollment in the Urban Studies Minor. Among the existing undergraduate PLAN courses, none address the high-interest topic of the practice of community engagement. Thus, this course will fill a gap in the portfolio of undergraduate PLAN courses. This course is designed for all students with an interest in environment and sustainability as it manifests in cities. ☐ **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.)

THIS PROPOSAL IS FOR YOUR INFORMATION BUT NOT UNDER REVIEW AS PART OF THIS PACKAGE.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: APSC **Department:** PLAN **Faculty Approval Date:** Sept. 22, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** October 6, 2021 **Contact Person:** James Connolly **Phone:** 236-869-2119 **Email:** james.connolly@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) PLAN 451 (3) Urban Studies Capstone II Application of key elements of urban studies theory, concepts, and methods to a community-engaged urban challenge. *Prerequisites:* Fourth-year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course **Rationale for Proposed Change:** This course is associated with the development of a proposal for a new Bachelor of Arts Major in Urban Studies. This course is the second half of a two-part yearlong, community-partnered capstone course, which is part of the core requirements for the proposed major. The first half will be taught by Geography, as the proposed major is a PLAN-GEOG partnership. This course and others associated with the new Urban Studies Major proposal reflect strong and immediate interest in the recently added suite of undergraduate PLAN courses (all at or near enrollment goals) and a growing demand in this area, which is also reflected in the recent creation of a new undergraduate student group focused on urban planning issues and the recent increase in enrollment in the Urban Studies Minor. An essential component of the proposed Urban Studies Major is a summative, community-engaged experience. No current course can fill this role. The proposed course fills an essential gap needed for the Bachelor of Arts Major in Urban Studies to function. ☐ **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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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: APSC **Department:** PLAN **Faculty Approval Date:** May 19, 2021 **Effective Session (W or S):** S **Effective Academic Year:** 2022	**Date:** May 15, 2021 **Contact Person:** James Connolly **Phone:** 236-869-2119 **Email:** james.connolly@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) PLAN 351 (3) Green Cities The key social and technological challenges, contradictions, and opportunities in planning for ecologically sound urbanization. *Prerequisites:* Second-year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course **Rationale for Proposed Change:** Strong and immediate interest in the recently added suite of undergraduate PLAN courses (all at or near enrollment goals) reflects a growing demand in this area, which is also reflected in the recent creation of a new undergraduate student group focused on urban planning issues. Among the existing undergraduate PLAN courses, none address the high0interest topic of urban environmental planning and urban greening more broadly. Thus, this course will fill a gap in the portfolio of undergraduate PLAN courses. This course is designed for all students with an interest in environment and sustainability as it manifests in cities. ☐ **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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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: APSC **Department:** PLAN **Faculty Approval Date:** Sept. 22, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** October 6, 2021 **Contact Person:** James Connolly **Phone:** 236-869-2119 **Email:** james.connolly@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) PLAN 361 (3) Community Planning in a World of Diversity Examination of how the diverse, multicultural, and cosmopolitan aspects of cities create challenges and opportunities for community planning. *Prerequisites:* Third-year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course **Rationale for Proposed Change:** This course is associated with the development of a proposal for a new Bachelor of Arts Major in Urban Studies. This course is part of the proposed core training for the proposed major and is needed to fill out the portfolio of coursework related to urban planning in diverse communities. This course and others associated with the new Urban Studies Major proposal reflect strong and immediate interest in the recently added suite of undergraduate PLAN courses (all at or near enrollment goals) and a growing demand in this area, which is also reflected in the recent creation of a new undergraduate student group focused on urban planning issues and the recent increase in enrollment in the Urban Studies Minor. Among the existing undergraduate PLAN courses, none address the high-interest topic of planning for just outcomes in diverse communities. Thus, this course will fill a gap in the portfolio of undergraduate PLAN courses. This course is designed for all students with an interest in how to conceptualize and operationalize urban planning for social justice. ☐ **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.)

4.3 Consultations with UBC Programs

Insert Consultation Forms: TBD (See full consultation report in Appendix 5.5)

4.4 Library Consultations

Insert Library Consultation Form: TBD (See full consultation report in Appendix 5.5)

4.5 Budgetary Impact of Curriculum Changes

Insert Budgetary Impact Form: TBD

5.0 Appendices

5.1 Program Curriculum and Development Committee

1. Geraldine Pratt, Head and Professor, Geography, Faculty of Arts
2. Heather Campbell, Director and Professor, School of Community and Regional Planning (SCARP), Faculty of Applied Science
3. Jamie Peck, Professor, Geography, Faculty of Arts
4. Elvin Wyly, Professor, Geography, Faculty of Arts
5. Rafi Arefin, Assistant Professor, Geography, Faculty of Arts
6. Priti Narayan, Assistant Professor, Geography, Faculty of Arts
7. James Connolly, Assistant Professor, School of Community and Regional Planning (SCARP), Faculty of Applied Science
8. Maged Senbel, Associate Professor, School of Community and Regional Planning (SCARP), Faculty of Applied Science
9. Roselynn Verwoord, Curriculum Design Consultant, Center for Teaching Learning and Technology (CTLT)
10. Jody Swift, Director, Special Projects and Strategic Initiatives, Faculty of Applied Science
11. Heidi May, Curriculum Manager & Educational Programmer, Faculty of Arts
12. Angela Wu, Research Analyst, Extended Learning
13. Kate Stewart, Program Development Consultant, Extended Learning

5.2 Industry and Labour Market Reports Reviewed

1. The Vancouver Economic Commission (2021) Vancouver Economy Report. Available August 20, 2021 at: https://www.vancouvereconomic.com/wp-content/uploads/2021/06/Vancouver-Economy-Report-June-2021-1.0-WEB.pdf?utm_source=master-landingpage&utm_medium=mail-optin&utm_campaign=June2021-EconomyReport

2. The Vancouver Economic Commission (2018) State of Vancouver's Green Economy. Available August 20, 2021 at: https://storage.googleapis.com/production-vec-uploads/2018/06/State_of_Vancouvers_Green_Economy_2018_Report_Vancouver_Economic_Commission.compressed.pdf

3. Canadian Institute of Planners (2019) Canadian Professional Planners National Compensation & Benefits Survey. Available August 20, 201 at: 2019-Comp-Benefits-Report-FINAL (cip-icu.ca)

4. Urban Land Institute (2021) Emerging Trends in Real Estate. Available August 20, 2021 at: emerging-trends-in-real-estate-united-states-and-canada-2021---final.pdf (uli.org)

5. Vancouver Foundation (2019) Vital Signs. Available August 20, 2021 at: https://vancouverfoundationvitalsigns.ca/wp-content/uploads/2019/09/VS2019_web.pdf

6. Canadian Urban Institute (2021) Covid Signposts Regional Perspective British Columbia. Available August 20, 2021 at: https://canurb.org/wp-content/uploads/RP-British-Columbia.pdf

7. Canada Mortgage Housing Corporation (2020) National Housing Strategy. Available August 20, 2021 at: Canada's National Housing Strategy | CMHC (cmhc-schl.gc.ca)

8. Canadian Housing and Renewal Association (2019) Community Housing for Resilient Communities: A project to showcase community organizing and housing innovation for social inclusion in British Columbia and Quebec in the context of urban land development. Available August 20, 2021 at: Microsoft Word - CHRC FINAL REPORT.docx (chra-achru.ca)

9. Work BC (2021) Labour Market Outlook. Available August 20, 2021 at: https://www.workbc.ca/getmedia/30a4a0d6-57bd-4047-8b8b-250c54b505c3/BC_Good_Jobs_For_Today_And_Tomorrow_2019.aspx

10. Small Business Accelerator Program, University of British Columbia (2021). Industry Overview: Nonprofits. Available August 20,2021 at: Industry Overview: Nonprofits | Small Business Accelerator (ubc.ca)

11. Province of British Columbia (2021). CleanBC. Available August 20, 2021 at:CleanBC (gov.bc.ca)

12. Province of British Columbia (2021). Stronger BC for everyone. Available August 20, 2021 at: https://www.bcbudget.gov.bc.ca/2021/pdf/2021_Strategic_Plan.pdf

Sample Postings from Emsi Analysis

Computer Programmer Analysts — Bcppbg City Of Vancouver inVancouver (Oct 2019 - Nov 2019)

Computer Programmer/Analyst - GIS Analyst (City-wide Plan)

Link to Live Job Posting: Posting is no longer active
Location: Vancouver
Company: Bcppbg City Of Vancouver
Job Title: Computer Programmer Analysts

Computer Programmer/Analyst - GIS Analyst (City-wide Plan) Vancouver Brit, Canada Permanent Applicants must be eligibleto work in the specified location

Requisition ID:

14894 Company The City of Vancouver is striving to become the greenest city in the world, and a city powered entirely by renewable energy before 2050. We are proud to be one of BC's Top Employers, Canada's Best Diversity Employers, and one of Canada's Greenest Employers. With employees that have helped Vancouver consistently rank as one of the world's most livable cities, the City values a diverse workforce which represents the vibrant community we so proudly serve. Consider joining our committed team of staff and being part of an innovative, inclusive and rewarding workplace. Main Purpose & Function The City-wide Plan coordinated and managed by Planning, Urban Design and Sustainability is a major cross- departmental program to develop, implement, monitor and steward a long-range strategic plan to guide Vancouver to a bright, sustainable future looking out to 2050 and beyond. This transformative initiative advances and integrates policy areasacross all disciplines of the City encompassing social, economic, environmental and cultural objectives through an over- arching lens of equity, reconciliation and resiliency. It will guide strategic planning and policy at the City in the future in alignment with Council, corporate and departmental policies, priorities, investments and actions. Working on behalf of Technology Services, this position will reside with Planning, Urban Design and Sustainability, in the Long Range and Strategic Planning division, focusing on the Citywide Plan program. The successful candidate will provide a wide range of technical support and assistance to internal clients through design and implementation of GIS (Geographic Information Systems) solutions to support 2D and 3D data visualization products and geospatial data analysis. The candidate should be proficient in utilizing data, research and analytics, and geospatial visualization skills to support data-driven decision making. The successful candidate has a great combination of business analytics skills and geospatial skills to gather and develop requirements, design solutions, and implement solutions using GIS products, and are able to configure out-of-the box solutions Specific Duties & Responsibilities The GIS analyst will play a key role in advancing data-driven analysis and geospatial visualization to inform policy options using analytics tools to present information, undertaking mapping, data collection and qualitative and

quantitative analysis. Using a variety of tools and technologies, the role works as part of a project team that is responsible for: (a) design and creation of enterprise consumable GIS solution products such as maps, geospatial data analysis, web mapping applications, 3D/BIM visualizations, geodatabase and spatial system integration solutions (b) rapid development of GIS data models to address a number of wide ranging GIS solutions and analytic challenges, (c) design and build on the enterprise level GIS ecosystem architecture that supports both enterprise solution creation as well as enabling self-service advanced business analytics, (d) supporting the design and adoption of enterprise data governance and data management, (e) designing, developing and supporting the technology and associated processes (Business and Technology) for the business projects and enterprise program such as VanMap and CityPlan.

Current technologies in use include:

ESRI ArcGIS Enterprise (Server, Portal, datastore, web adapter), ESRI ArcGIS Pro, ArcGIS Online, Autodesk (AutoCAD, InfraWorks, Revit, Civil 3D, 3DS Max), Sketchup, Rhino, Microsoft SQL Server, Oracle and SQL databases, SSIS, SSAS, andFME. Some duties the position would undertake include, but are not limited to:

- Analyzes existing and proposed business processes, system procedures and other informational requirements to support the design and development of new GIS solutions or enhancements for existing solutions
- Recommends, designs, documents, develops, and revises GIS solution products and applications (or components therein)of varying complexity
- Provides technical assistance where and as required as part of the GIS hybrid support team to deliver on agreedpriorities
- Plans, documents and executes GIS solution creation and application implementation, including rollback strategies, andcoordinating activities with other IT teams and clients, following best practices for project management, application deployment and communication
- Develops queries and advises team members on functionality, and instruction to locate and extract data
- Works with a variety of technology and business users to ensure data governance and data management practices areunderstood and being applied
- Estimates time and cost of research, analysis and development activities. Reports progress against estimates tomanagement, Program/Project Managers, and project team members as needed
- Prepares and maintains detailed user and operations documentation to ensure service levels can be measured andachieved, and to meet audit requirements for safeguarding software, data and business continuity
- Other duties/responsibilities as assigned and listed in the job description.

Emsi

Qualifications Education and Experience:

- Completion of university degree or college diploma in Computer Science, Information Technologies, Geography or GISprogram OR an equivalent combination of education, training and experience
- Sound experience (preferably in a municipal environment) in the development, implementation and maintenance of GISsolutions; integration of applications and databases across platforms; using a variety of the programming languages, DBMS and other software tools is preferred
- Completion of GIS professional designations or ESRI certification (ie ArcGIS Desktop Professional, Developer, or Enterprise professional or associate certificates) or an equivalent combination of training and experience is an asset

Knowledge, Skills and Abilities:

- Thorough knowledge of GIS desktop tools such as ESRI ArcGIS Pro and extensions like Spatial or
- Network AnalystThorough knowledge of developing web-based GIS applications
- Thorough knowledge of GIS analysis or the incorporation of geo-spatial data into data visualizations/analyticalapplications
- Thorough knowledge of geodatabase, data warehouse and data integration tools
- Considerable knowledge of data visualization best practices such as strong, demonstrable skill in using standard databasemanagement tools for querying relational database (eg Microsoft SQL
- Server, Oracle), and ETL/analysis tool such as FME Considerable knowledge of CX design principles, UX, accessibility and wire framing, especially as they apply to the data visualization and data story telling
- Considerable knowledge of ITIL enterprise service management (ServiceNow)

- Proven ability in software development in a project environment with a focus on GIS data analysis and/or GIS applicationdevelopment, data visualization or Datamodelling
- Considerable knowledge of application design/development/deployment, user interface design, data integration, dataextraction, data analysis, reporting, and database design
- Considerable knowledge of Geographical Information Systems (GIS) and/or Computer-Aided Drafting and Design (CADD)use in a municipal environment and of their interaction with business processes and other systems
- Thorough working knowledge of database tools and integrated development environment, web development and clientserver, coding languages, and office productivity tools (eg Windows, MS Office, MS Project, Visio, etc.)
- Working knowledge of ArcGIS API for Python and Jupyter Notebooks
- Considerable knowledge of software development lifecycle, and common models (agile, Kanban, iterative, waterfall,etc.) with familiarity in best software practices including source code control, user story development, value based prioritization and testing

- Working knowledge of CAD, 3D, BIM, imagery data analysis, machine
- learning and data scienceAbility to use documentation, testing, trouble-
- shooting, and security tools and techniques Strong analytical and problem solving skills
- Combination of strong technical and business skills required
- Excellent oral, written and presentation skills with ability to communicate to all levels of the organization
- Ability to act as project manager regarding the creation, configuration and application of GIS solutions in support ofbusiness operational and decision making processes
- Considerable skill in problem definition, user story development, solution analysis and data integration
- Naturally curious, communicates well across different stakeholders, ability to simplify complex data into clear, easilydigestible insights
- Ability to work with columnar data stores across one or more environments (ESRI GeoDatabase, Enterprise data store,Azure, Google, AWS, Qlik, SQL Server SSAS Tabular)
- Experience working with Web APIs, Web Services, .Net, C#, MVC, Python, JavaScript, VBScript, HTML, XML Demonstrated ability to work both independently and as a member of a teamAbility to establish and maintain effectiveworking relationships both internally and externally with technical and non-technical staff
- Ability to handle business critical and sensitive information
- Demonstrated ability to work under pressure, manage multiple projects, changing priorities and respond to requests in atimely manner
- Continuous improvement and learning mindset In general, applicants must have strong verbal and written communication skills and interpersonal skills, must be able to demonstrate sound research and analytical abilities andexperience, and have aptitude in graphic display and visualization of planning work.

Working knowledge data visualization approaches in the fields of economics, land use planning, and urban design and use ofmetrics and indicators is preferred

Development Planners — The City Of Campbell River in Campbell River(May 2020 - Aug 2020)Senior Development Planner

Link to Live Job Posting: Posting is no longer active
Location: Campbell River
Company: The City Of Campbell River
Job Title: Development Planners

Senior Development Planner City of Campbell River - Campbell River, BC (1 hour ago) Apply Now

General Accountability:

Purpose and Scope Reporting to the Development Planning Supervisor, the Senior Planner performs a wide range of professional planning duties. The incumbent is responsible for a diverse workload with a primary focus on complex and controversial development planning applications and initiatives in the department. The position involves specialized knowledge and the application of social, economic, physical and environmental information to studies and reports connectedwith the land use and development management in the City. The work involves the analysis and processing of complex development applications, policy analysis and development, the preparation of various types of community planning reportsand studies, public presentations and the provision of technical advice to customers inside and outside the organization. Theincumbent exercises considerable independent judgment in planning and carrying out assignments, requiring the ability to meet deadlines and set priorities, implement sound administrative and professional practices, and deliver quality customer service. Nature and Scope of Work

- Acts as file manager for complex and controversial development applications, including application processing, reviewand analysis;
- Consults with applicants and professional/technical advisors regarding development applications and proposals; Prepares recommendations and final reports on development applications for submission to senior management andCouncil;
- Participates in the subdivision application approval process, including the review and evaluation of subdivisionapplications from technical, legal, policy and design perspectives;
- Drafts and recommends planning policies, procedures, and bylaws, and acts as an expert professional resource on landuse and development matters;
- Collaborates on and oversees, as required, comprehensive planning studies and planning projects of complex nature andsignificant scope on a variety of development planning initiatives;
- Prepares and delivers presentations to senior management, Council, City committees, community groups and thegeneral public on planning issues, initiatives and projects;
- Undertakes research projects and analysis, and prepares comprehensive planning reports for submission to seniormanagement and Council;
- Conducts and facilitates public consultation meetings and workshops to address development and land use issues; Attends and represents Development Planning at Council, Public Hearings, advisory committees, community planningmeetings and events as directed;
- Responds to public inquiries; consults with and provides professional planning advice and

recommendations to other departments, the general public and external organizations and agencies; Job Description - Senior Planner (DevelopmentServices) Page 2 of 3
Works collaboratively within Development Services, with Long Range Planning and Sustainability, and other City departments, local governments, agencies, consultants, contractors, developers and the general community to achievedevelopment planning objectives;

- Consults with the Development Planning Supervisor on complex issues or matters of major
- impact;Provides mentorship, technical direction and coordinates the work of other development planning staff as required;Performs other duties as required.

Necessary Qualifications Knowledge:

- Thorough knowledge and understanding of the philosophies, principles, best practices and objectives of community andregional land use planning and design, and community sustainability.
- Current and comprehensive knowledge of relevant local government and provincial legislation and acts; statutory and regulatory requirements and responsibilities; and municipal bylaws and policies related to planning and land use in BritishColumbia.
- Strong understanding of public planning process and land use strategies.
- Knowledge of municipal administrative procedures and of bylaws relating to plan and
- development approval.Knowledge of interactive web maps or other GIS systems.
- Basic knowledge of WSBC regulations, safe work practices, and emergency management principles.

Skills:

- Excellent development planning skills.
- Superior analytical, problem solving and
- decision making skills.Excellent attention to detail.
- Excellent verbal and written communication and presentation skills for a broad
- range of audiences.Strong interpersonal, facilitation, conflict resolution, consensus building and negotiation skills.
- Excellent organizational, time management and project
- management skills.Safe work habits and practices.
- Proficient in Microsoft Office Excel, Word and PowerPoint.

Abilities:

- Ability to design, conduct and analyze land use studies.
- Ability to effectively plan, organize and manage workload and projects, set priorities, meet deadlines, and work underpressure.
- Ability to establish effective relationships and build credibility at all levels, with internal and

external stakeholders, including Council members, City staff, representatives of government, business and the development community, andthe public.

- Ability to represent the City in a professional manner, and negotiate effectively with other agencies, the business anddevelopment community, and the public.
- Ability to anticipate emerging issues and trends, project the impact, and manage
- them proactively.Ability to facilitate public consultation meetings and make
- presentations to a variety of audiences. Ability to work well in a team environment.
- Ability to draft and develop complex technical reports and policies.
- Ability to work under general direction only, exercising considerable independence and initiative.
- Ability and willingness to contribute to maintaining a respectful, safe and supportive work environment that embracesdiversity, along with treating everyone with courtesy, dignity and fairness.

Job Description - Senior Planner (Development Services) Page 3 of 3

Education:

- Graduate degree in Urban, Community or Regional Planning or equivalent related discipline or undergraduate degree ina related field combined with a significant suitable combination of training and experience.

Training:

- Certified Member (RPP) of the Planning Institute of British Columbia (PIBC) or equivalent affiliate and the CanadianInstitute of Planners
Must possess and maintain a valid Class 5 Driver's Licence and provide and maintain a clean drivers abstract as per Citypolicy.
-

Experience:

Minimum of five (5) years progressively responsible professional planning experience within the last seven (7) years, inland use or community planning, preferably at the local government level. Preferred Criteria

- Experience in subdivision assessment and approval
Experience in public consultation
- Local government administration training Supervisory
- experience Unusual Working Conditions
- Incumbent will be required to attend evening and weekend meetings.
-
-

Climate Change Specialists — Associated Engineering Inc in Vancouver(Jul 2020 - Sep 2020)

Asset Management & Climate Change Analyst

Asset Management & Climate Change Analyst Associated Engineering Vancouver, BC 8h ago Job Title Asset Management &Climate Change Analyst Location Vancouver Office - Vancouver, BC (Primary) Category Asset Management Job Type Full-time permanent Job Description An employee-owned, Canadian company, Associated Engineering provides a broad base of consulting engineering services in the infrastructure, water, transportation, environmental, building, and energy sectors. To complement these functions and provide comprehensive client service, Associated also has a significant and growing advisory services practice that spans a range of related offerings. In BC the Advisory Services focus is on asset management and climate change. Our Advisory Services practice is multi- disciplinary, creating opportunities a wide variety of technical and non-technical disciplines to work together to achieve client outcomes. We currently have an opening for an integrated Asset Management & Climate Change Analyst in our Vancouver office. This exciting new position offers an opportunity to work across our asset management and climate advisory practices, helping clients to advance their strategic planning capabilities and contribute to long-term sustainability oftheir organizations, while playing a meaningful role in responding to and tackling climate change. You will work collaboratively with the Discipline Leads and team members in each practice as Associated continues to deliver market- leading outcomes that integrate these complementary fields. You will have opportunities to collaborate with talented people and leaders in disciplines on a daily basis across a company with a pan-Canadian reach. The opportunity for advancement willbe yours to construct, based on receiving constructive feedback to foster your career growth, and your own desire to shape your career. You will work closely with other asset management and climate practitioners at the regional and national level, as well as our broader team of engineers and specialists across the company. You will work with client organizations to build their asset management capabilities, develop asset management strategies and plans, develop models and tools for asset planning and analysis, and identify process improvements in any aspect of asset management. Deliverables may include maturity assessments and strategies, asset management plans, investment prioritization tools and approaches, software selection and implementation, asset data management, and business process development. You will work with client organizations to help them better understand the challenges and opportunities that climate change presents and simplify what is often a complex and confusing issue for clients.

To do so you will work on the development and delivery of strategic direction setting; risk management and opportunity identification; options analysis, prioritization and decision support; action identification and implementation planning; and,the development of monitoring, reporting, verification and evaluation approaches.

This position is ideal for a proactive, self-directed and curious individual who thrives in a client-focused environment. The ideal candidate will be able to conduct research and analysis with minimal supervision and take the initiative to interpret information and research outcomes to further hone investigation and analysis. It is expected that the successful candidate will be able to

present evidence and insights that are effectively articulated through clear and concise written work (both formal and informal) that is second to none, as well as develop and deliver of engaging presentations (both virtually and inperson). As a quick study you will pick up and new concepts and ideas to build a repertoire of analytical skills and tools thatsupport the delivery of strategically important client deliverables. Typical work activities will involve :

- Research into policy, industry best practices and emerging / innovative practices, as well as evidence-based analysis tomake decision-relevant recommendations.
- Development of numerical and statistical models to support asset management and GHG management activities.
- Preparation of reports and presentations to be provided to clients for projects and business development.
- Design and facilitation of stakeholder engagement, through structured interviews, facilitated workshops, questionnairesand meetings.
- Engaging directly with clients and their stakeholders in discussions, working sessions, project coordination and problem-solving. Job Requirements What you will bring to the table :
- Diploma or undergraduate degree in a planning, engineering, applied science, economics and / or business managementdiscipline (other disciplines will be considered if it is clearly demonstrated that they provide the skills required of the job).
- Aptitude to conduct both quantitative and qualitative research and data analysis, including items such as statisticalanalysis, modelling and forecasting, as well as data visualization;
- an ability to quickly develop a foundational understanding of new topics to support planning and analysis activities.
- Project management and organizational skills, including ability to manage competing priorities.
- Excellent communication, interpersonal, facilitation and presentation skills with an ability to effectively engageaudiences, as well as to clearly summarize findings and offer meaningful insights
- An orientation towards client service, including the ability to elicit and understand client needs and desired outcomes.A passion for sustainability and community innovation and motivation to make a positive impact on urban and rural communities.
- Experience in infrastructure asset management techniques such as strategy development, capital and / or maintenanceplanning, risk management, reliability engineering, investment prioritization, enterprise asset management software selection / implementation, business process improvement.
- Experience in climate advisory techniques such as GHG accounting methodologies, approaches and regulations, a soundunderstanding of climate change mitigation and adaptation, proven history with the development of energy and GHG models across a range of sectors, experience in the development of strategic plans and / or policy that manage GHG emissions, and a sound understanding of climate change risk (would be an asset).

Education Bachelor's Degree AE is an Equal Opportunity Employer and encourages women, Aboriginal people, persons withdisabilities, members of visible minorities, and members of the LGBT community to apply. For applicants with disabilities, accommodations are available upon request for candidates taking part in all aspects of the selection process. We are also committed to protecting the privacy of your personal information and as such, it will be used for recruitment and employment purposes only. Report this job Thank you for reporting this job! Your feedback will help us improve the qualityof our services.

Directors of Policy and Planning — Comox Valley Regional District in Courtenay (Jul 2020 - Aug 2020)

Policy and Planning Analyst

Link to Live Job Posting: Posting is no longer active
Location: Courtenay
Company: Comox Valley Regional District
Job Title: Directors of Policy and Planning

Policy and Planning Analyst Full-time - Term (up to 12 months) We are seeking a full-time Policy and Planning Analyst to join our Planning and Development Services team on a term basis for up to 12 months (maternity leave coverage), beginning in early September 2020. The Policy and Planning Analyst is responsible for providing a range of technical supports to a varietyof sustainability and Regional Growth Strategy (RGS) projects and initiatives within the Planning Services department. The primary responsibilities of this role are: + Assemble, analyze and interpret data related to various sustainability, regional planning or corporate strategic planning issues and apply effective data visualization techniques. + Assist in the development of community engagement plans relative to RGS and sustainability deliverables. + Undertake data and policy analysis and make recommendations for consideration by senior management and the Board in regards to the Comox Valley Regional District's climate action charter commitments (e.g. carbon offset program). + Provide technical and process support for long- term strategic planning processes related to sustainability and RGS and work with staff on the development and evaluation of business cases and performance measurement tools. + Assist senior staff with project scoping on planning policy and regulation. + Key project work includes: Staff lead on air quality improvement projects, including oversight of wood stove exchange program coordinator and air quality consultant. Regional Growth Strategy education and outreach communicationscampaign; Green House Gas emissions reduction initiatives; development of RGS monitoring and evaluation framework. + Develop and maintain strong collaborative working relationships with various external partners, including municipal staff, First Nation partners, contractors/consultants and other government agencies. + Lead stakeholder consultation processes andrepresent interests of the Comox Valley Regional District on external committees. + Research and create detailed budgets for grant application preparation. Responsible for administration and tracking of approved grants when funded.

Our ideal candidate is:

+ Educated in planning or related discipline with an undergraduate degree of four years or equivalent with over two years relevant experience. Additional courses/or certificates in local government, project management, law, public policy, sustainability, ethics, administration and statistics would be considered an asset. + Knowledgeable of provincial legislation relating to the work, including the Local Government Act and the Climate Change Accountability Act; + Knowledgeable in public and stakeholder consultation best practices and sustainability principles including green building, alternative transportation, renewable energy, climate change mitigation and adaptation + A solid problem solver with the ability to conceptualize data and see the bigger picture + A strong communicator with the ability to conduct public meetings, facilitategroup discussions, resolve conflict when required, and distil and convey complex information to a wide variety of audiences in multiple formats. + Knowledgeable of project management methodologies and able to organized and balance multiple priorities + A strong researcher with exceptional writing skills + Proficient in

Land Use, GIS, preferably ARC GIS, is considered to be an asset + Is a motivated self-starter and has the ability to self-manage workload. + Able to work a variable work schedule including some weekends and evenings. To support physical distancing due to COVID-19, the ComoxValley Regional District supports working from home for some positions. This is a CUPE Local 556 position with an interim wage rate of $38.05 per hour. Please not, this position is currently under Joint Job Evaluation Committee review. To review the complete job description and to apply go to www.comoxvalleyrd.ca/jobs.

5.3 External Consults with other Post-Secondary Institutions

The Program Curriculum and Development Committee, identified a list of Departments and Schools in BC with similar programs that may have interest in the newly proposed Urban Studies Major. The table below outlines the programs which were identified for external consultation. Program champions reached out to Department Chairs for each of the identified units, providing information about the proposed major, and offering them an opportunity to provide early comments. A short summary of the changes made to the proposal based on early consultations are outlined below. Formal consultations with each of the programs will be completed as part of the development of the Stage 1 submission for the Degree Quality Assessment Board.

University	Program or Unit	Relevant Program Websites
Langara	Department of Applied Planning	Post-degree Diploma in Applied Urban Planning
SFU	Urban Studies Program	Accelerated Master's Program **Developing own Urban Studies bachelors program*
	Department of Geography	Human Geography **Developing own Urban Studies bachelors program*
TRU	Department of Geography & Environmental Studies	Major In Geography and Environmental Studies
UNBC	Department of Geography	Major in Geography Minor in Human Geography
	School of Planning & Sustainability	Environmental Planning
UVIC	Department of Geography	Human Geography

Feedback in Early Consultations

July 30, 2021	Greg Halseth, Professor of Geography, UNBC Gail Fondahl, Professor of Geography, UNBC

Input received

This is a terrific idea, and UBC is a perfect location both physically and intellectually.

-Issues about urban practice and collaborating with urban communities raises the challenge of overburdening local governments and non-governmental organizations by student demands. The proponents might think about having any degree-associated outreach be very deliberately managed by a coordinating office (this would take extra resources, but it would reduce criticism and conflicts across metro-Vancouver that will surely arise by the program's 3rd year).

Changes made

We consulted with the UBC Centre for Engaged Learning on program-level and course-level aspects of the community-engaged learning curriculum. This led to a number of course-level changes and improvements designed to address the issues raised here and many others that

come along with community-engaged learning. At the program level this informed our overall vision and led to several changes, including rethinking a required course, now titled "Methods of Community Engagement", as an early training course for how to do conscientious community-engagement before the later courses implement this approach with community partners.	
July 28, 2021	Meg Holden, Director and Professor, Urban Studies, Simon Fraser University
Input received The Urban Studies Program enthusiastically supports the development of a new Bachelor of Arts offering with a Major in Urban Studies at the University of British Columbia. -We are eager to complement and collaborate with UBC's Urban Studies initiative, because we are convinced that building a critical mass of urban know-how and know-why will be advanced and improved by developing comparable, but distinctive, undergraduate curricula at both our universities. -Once our respective programs are up and running we would look forward to developing reciprocal opportunities for our undergraduate students to share learning resources and opportunities, just as our graduate students do today from cross-registration in our respective courses, attending SFU and UBC urban-related symposia and guest lectures, and informal interactions. **Changes made** The committee discussed the need to continue outreach with potential internal and external partners or interested parties during the launch planning phase of the program (and beyond). We added new language (Section 2.2.8) to the proposal to articulate our intent to have a robust program launch planning period, which outlines and specifies this goal.	

5.4 External Consults with Potential Employers

5.4a Full Survey Results: Employers

Survey Audience and Objectives

Survey Objectives:

- Ascertain support for the proposed BA in Urban Studies; understand current and future market needs/gaps, and gather feedback on the proposed program design, curriculum and components, including experiential/applied learning.

Target Audience: Industry stakeholders and employers.

Demographic Information: 29 completed responses from 53 stakeholders/employers (113 emails).

Organization	Position	Organization	Position
City of New Westminster	Senior Planner	Building Owners & Managers Association of BC (BOMA)	President
City of Maple Ridge	Director of Planning | Planner	BC Housing	
District of West Vancouver	Senior Manager, Community Planning and Sustainability	The Aboriginal Housing Management Association (AHMA)	Director of Public Affairs
City of Richmond	Program Manager, Development & Planning Department	The Aboriginal Housing Management Association (AHMA)	Energy & Sustainability Specialist
City of Vancouver	Urban Designer	WSP Canada	Director, Planning + Landscape Architecture + Urban Design
City of White Rock	Manager of Planning	Garnett Wilson Realty Advisors Ltd.	Owner
District of North Vancouver	Development Planner 2	Grosvenor Americas	Vice President, Co-Investment
City of North Vancouver	Planning Assistant	M'akola Development Services	Director of Projects and Planning
Port Moody	Planning Technician	Happy City	Housing and research lead
Metro Vancouver	Director, Regional Planning	MODUS Planning, Design and Engagement	Senior Planner
BC Ministry of Municipal Affairs	Director, Strategic Planning & Policy	Modus Planning, Design & Engagement	Senior Planner
UBC	Sr. Mgr., Strategic Policy	DIALOG	Associate | Urban Design & Planning
LandlordBC	Chief Executive Officer	TransLink	Senior Project Manager
Community Land Trust	Director of Development	Vancouver Foundation	Learning & Evaluation

Survey Results

Initiation Thoughts of the Proposed Program:

- **Overall the stakeholders are supportive of the proposed program.**

Municipality Stakeholders Feedback

- Supportive of the program – equally competitive (compared to other Bachelor degree); great idea; great program.
- Outcome-oriented focus outlined in the Learning Goals of the program is important.
- Co-op / internship will help students be competitive in the job search (at entry level positions).
- Good foundation for pursuing further studies at the graduate level.
- Specialization will be needed (e.g., post-graduate qualification in planning/design).
- Recommend stronger emphasis on:
    - Urban governance / implementation – linking design, policy and zoning;
    - Legal framework for planning decision making;
    - Principles of land use planning as related to upholding public interest;
    - Components of city building outside of building forms and character (e.g., site serving, transportation engineering / capacity assessment, population, housing and employment forecasting);
    - Planning fundamentals.

Survey Results

Organizations / Associations Stakeholder Feedback

- Recommend enhancing / modifying the following components:
    - Public transportation and data analysis.
    - Understanding how to work with community organizations, NPOs, charities and other community organizations function.
    - Capstone project with "real world experience" – showcase how a student applied the learned theory into practice.
    - Indigenous curriculum is disconnected from the human experience – too much theory, not enough practice (lack of reflection/acknowledgment of the real work).
    - Public housing and planning.
    - Real estate competencies (e.g., land use planning, urban land economics).
    - Stronger integration of economics, diversity and inclusion, Indigenous history.
    - Practical skillsets (e.g., planning and spatial analysis in addition to research, critical analysis and advocacy skills).

Survey Results

Organizations / Associations Stakeholder Feedback continued

- Concerns:
  - "Major is well suited for urban planning or development, however, not for the commercial real estate (building owners and managers) industry. Student would be less competitive than someone with a better understanding of built environment, including the environmental impacts of and on existing built structures."
  - "Students will need additional practical skills and understanding. Employers may request additional learnings such as UBC's Diploma in Urban Land Economics or other BCIT courses."
  - "Most hires have a graduate degree."

Sample Comments

The proposed structure of this BA, compared with other similar BA programs (e.g. Urban Theory, Geography), seems more practical in that internships are included. This structure is thus similar to some of the five-year Bachelor of Planning/Architecture in countries like Australia or UK, where internships form part of the curriculum. (For example, University of Technology, Sydney's BArch Program which has a "year-out" internship program.) This Learning Goals' outcome-oriented focus will be helpful for the students too. This is the marked difference this program has compared to "urban theory" programs, which are typically more framed by cultural theory and urban-geography as opposed to "Planning". ~ City of Vancouver – Urban Designer

Survey Results

Sample Comments

I think it sounds like a great program. It will be especially useful for students how want to test out urban planning without fully committing to a masters degree. I can see undergraduates with this degree being competitive for an entry level position as it is specifically planning oriented. Right now, our hires are typically people with geo degrees, langara/bcit certificates, or masters degree folks. ~District of North Vancouver – Development Planner 2

Initial thought is this is a great idea and potentially fills a need within the province but stills only serves a narrow need within city planning departments. I think this program will definitely help some students be more competitive in our industry but they may still lack many of the practical skills/understanding for most entry level jobs and would be recommended by employers to also complete the Diploma in Urban Land Economics program at UBC or others offered at BCIT to get a proper start on a career. ~Grosvenor Americas – Vice President, Co-Investment

First, for some context, I am a graduate of the SFU Urban Studies Masters Program. When I graduated that program, I felt as though I had many of the research, critical analysis and advocacy skills that I would need in my industry but lacked some of the more "practical" skillsets that would help me in junior roles as I established myself. What UBC should include as part of their program are As stated in the brief, "Research and training with an urban focus is at the heart of many of the pursuits that make the University of British Columbia a world class institution. ~MODUS Planning, Design & Engagement – Senior Planner

Survey Results

Proposed Program Meeting Market Needs:

- Of the 28 respondents that answered the question, half the stakeholders (50%) indicated the program would produce graduates who would meet an unmet need in their organization and/or industry (definite yes – 4; probably yes – 10).
- Of the four stakeholders that specified the program would not address an unmet need, the concerns identified were:
  - Skills already offered by other existing programs (e.g., land use planners, geographers, engineers).
  - Job positions requires graduate degree or specific bachelor degrees (e.g., engineers).
  - Lack of focus on existing elements of the current build environment.
  - Lack of economics (financing/accounting skills), basic understanding of construction/engineering principles.

Positions / Roles for Graduates (without requiring further education):

- Positions mentioned (entry level):
  - Planning Assistant – technical focused, e.g., GIS, Community Survey Design, Urban Design Studies.
  - Planners.
  - Public Engagement Consultants.
  - Project Planner – skills required: communication; critical thinking; analysis, urban planning theory.

Additional Qualifications / Credentials as Assets:

- Skills mentioned are: Finance (e.g., capital budgets, proforma) | Public Speaking | Design Program Proficiency | Master Degree

Survey Results

Important Focus Areas:

- Interconnectedness between different types of urban infrastructure and spatial patterns.
- Policy implementation and preparation. Holistic planning and delivery.
- Development process; policies and intent; public engagement; foundations of planning.
- Practical skills – bylaw writing; urban design; conflict resolution; project and time management; community engagement; spatial data analysis; communication; economics.
- Ethics formed by relationship building – between communities, professions, theory and practice.
- All of the five focus areas outlined.
- Urban practice.
- Globalizing Cities – socio-economic lens, local and political reality of cities within.
- Cities and Communities.
- Indigenous Urban Future.
- Collaborate with Urban Communities.
- Urban research in housing; housing policy.
- Rental housing ecosystem and policy.
- Qualitative approach (the human needs element) in understanding the gaps in current design.
- Systemic approach to address complex needs through comprehensive methodologies.
- Community thinking to enable students to be connectors and enablers instead of experts.
- Global thinking beyond Vancouver.

Survey Results

Missing Courses / Skills / Experiences for Entry Level Success:

- Transportation infrastructure.
- Municipal planning positions (technical) are vetted by Masters degree or technical educations (e.g., Langara, Ryerson), plus experience – need to understand planning process (bylaws, Council, public hearing, etc.).
- Cities and Communities – include technical foundations of how development is conducted, how a planner is involved.
- Co-op placements; site visits; internship.
- Social justice – equity; housing; energy; climate; Indigeneity.
- Practical Skills:

Provincial acts / legislations	Economics	Quantitative / data
Governance & policy formation	Urban design	Visualization / graphics (GIS)
Legal frameworks	Plan reading	Property development
Planning theory and ethics	Report writing	Land titles | Land development

- Business Enablers / Human Skills:

Conflict resolution	Problem solving
Project management	Creative writing
Creative thinking	Effective Communication
Interpersonal / relationship building	Strategic Planning

Survey Results

Forms of Work-Integrated and/or Experiential Learning Opportunities that are of Most Value (e.g., Co-Op, City-Based Fieldwork, Applied Projects):

Theme	Count
Co-op	14
City-based fieldwork	2
Applied projects	7
All three (of the above)	5
Internship	3

- Other mentions:

Understanding of office environment	Case studies based on real projects
Understanding of client relations	Community based work
Understanding of prioritizing key deliverables	Community engagement
Critical thinking	Interdisciplinary projects
Real world experience / practical work skills	Client-oriented projects
Government/student research partnership	Work-learn placements

- Stakeholders indicated interest in partnering with the program to offer work-integrated and/or experiential learning experiences to students (n=24):
  - Yes – 38% (9); Maybe – 63% (15)

Survey Results

Additional Recommendations / Comments to Improve the Proposed Program to Meet the Needs of Current and Future Employers:

- Understand the roles and responsibilities of different sectors involved and shape the urban structure: all (5) levels of government, non-profit organizations, developers and transportation.
- Examine government policies and economic on the lack of housing diversity.
- Co-op / applied project (applied critical thinking); internships; work placement; field trips.
- Practitioner participation in courses (networking); guest speakers.
- Classes available for professional planner as professional development (e.g., one-day intensive class; four-month in-depth course).
- Classes available through Sauder – supplement Urban Studies coursework with Sauder's real estate program.
- Program available/integrated into UBCO.
- Integrate rental housing ecosystem into program.
- Global minorities and vulnerable populations (e.g., Global South).

- Practical Skills:

Planning law	Legislative knowledge	Regulations and policy	Practical implementations to work environments
Technical writing	Data visualization / storytelling	Urban land economics	Development approval process

- Business Enablers / Human Skills:

Systems-thinking	Critical thinking	Time management
Collaboration	Initiative	Quality writing (analysis, clarity of thought)

Closing Summary

Summary:

- In general, industry stakeholders/employers support the proposal to develop an undergraduate Bachelor of Arts with a Major in Urban Studies.
- Recurring themes from both the industry survey and UBC student and Alumni survey are:
  - Value of co-op / internship, work-integrated learning / applied learning;
  - Importance of practical / technical skills.
- In addition to having a solid foundational understanding of planning, theory, and technical skills, stakeholders stressed the importance of business and human skills, such as critical thinking, effective communication, time management, collaboration with multiple interest groups, relationship building etc.
- Graduates of the proposal program would be well positioned for entry level roles (e.g., Planning Assistant, Public Engagement Consultant), however, stakeholders indicated additional education would also be required (e.g., Masters degree, specialization).

Results of the industry survey are available on OneDrive:

1. Full report (Word)
2. By individual stakeholder (Excel)

5.4b Full Interview Results: Employers

In-Person Industry Consultations Report
Proposed Major in Urban Studies

Prepared By: James Connolly, Assistant Professor, School of Community and Regional Planning
Completion Date: July 5, 2021

PURPOSE & METHOD

This report supports the development of a proposal for a new Major in Urban Studies at the University of British Columbia by providing feedback on the draft proposal framework (Appendix 1) through in-person interviews with industry personnel. The industry personnel interviewed comprise currently active professionals working for public sector, private sector, and non-profit organizations. The interviews lasted 30-60 minutes and were based on a summary of the proposed program emailed to respondents prior to the interviews. Questions and discussions were focused on the general impressions of the proposal, the types of skills needed for the graduates of the program to be hirable in the industry represented, and the types of experiences that the program could facilitate for students that would better prepare them to enter industry.

All interviews were conducted via Zoom by James Connolly (Assistant Professor, School of Community and Regional Planning) between 16 April 2021 and 25 June 2021. The results of the interviews are summarized in the notes below, written by James Connolly. For the purpose of clarity, the notes focus on areas that the respondents felt were strong and areas that they felt need more attention across the categories of "General Impressions", "Skills Needed for Students Graduating from a Program Like This", and "Experiences that the Program can Help to Facilitate".

SUMMARY OF FINDINGS

General Impressions

- There is broad positive and enthusiastic support for the proposal, which is seen as filling a gap in foundational training in this area and generally described as "a good idea"
- There is a professional pathway for undergraduate degree holders into entry level positions
- The time and space granted to an undergraduate program needs to be leveraged in order to address the most complex issues (e.g. climate, reconciliation, data challenges) that often get overly-brief treatment in professional training programs

Skills needed for students graduating from a program like this

- There are two levels of skills needed: foundational and technical
- Technical skills often cited include GIS, community-engagement, communication, and policy process training
- Foundational skills focus on complex inter-related issues like climate and social justice

Experiences that the program can help to facilitate

- Community-engaged experiences are the most valued among potential employers
- Exposure to professional life and professional setting is valued in some cases
- Co-Op, embedding in professional contexts, and case-based approaches are often cited

INTERVIEW 1. Belle Cheung: Cultural Planner II, *City of Vancouver* (April 16, 2021)

General Impressions
This was perhaps the most overall critical interview, as Ms. Cheung had several concerns about the proposed framework and thought deeply about it given her experience with planning and managing programs at UBC in a prior position. Overall, though, it should be emphasized that Ms. Cheung supports the program. In fact, she quite strongly supports the intent and it is this support that drives her to voice what she sees as the most critical aspects in need of attention. Overall, her support stems from her perceived need for an urban studies program at the undergraduate level to give students a foundation of knowledge that is broad and encompassing with regard for urbanization before they enter the workforce or go on to graduate studies.

Meanwhile, the areas she highlighted as in need of careful attention fell into five categories. (1) She argued strongly to not structure the program around a rigid model of a cohort, but rather to lean more toward a flexible model. (2) She highlighted the need for training at this level in community engagement. (3) She highlighted the need to make the institutional goal of decentering whiteness in citymaking processes central and visible in the curriculum. (4) She highlighted the need for broad training in policymaking and policy change. (5) She highlighted the need for attention to equity and social justice as a surface-level identity for the program.

Skills needed for students graduating from a program like this
Relative to the five critiques listed above, Ms. Cheung highlighted two specific skillsets that she saw as essential for the program to include. First, she pointed toward the need for specific training in community engagement. In her view, this is a high-value skill that applicants often lack. Second, she highlighted the need for policymaking and policy change skillsets. She spoke specifically of the need for students to know how policy processes work and what the points of intervention are.

Experiences that the program can help to facilitate
In terms of experiences that the program might facilitate, Ms. Cheung linked her call for a more flexible structure to her assertion that integration with real-world experiences is essential and the chances to get these experiences (e.g. Co-Op) would be hindered by a rigid cohort structure. She emphasized the utility of building in community-engaged real world experiences throughout the program.

INTERVIEW 2. Molly Steeves: Planner, *Modus Planning, Design & Engagement* (June 11, 2021)

General Impressions
Ms. Steeves was highly supportive of the proposal. She drew on her experiences attending the SFU master in urban studies program, which was tailored toward meeting the needs of working professionals already in industry. Some things she saw as lacking were a focus on technical skills and things like indigenous communities, social justice/equity—she saw this focus on the part of the UBC urban studies program as a differentiation from other programs. She also argued that this focus is highly needed in the Vancouver setting. Ms. Steeves commented that there is a need for a stream of "new players" in the region in terms of urban planning and citymaking in general. She commented that more voices and more young active professionals with deep training in urban studies would help to shake things up in a positive way. Overall, the two big positives for Ms. Steeves about the proposal were the potential to diversify the program and make active movements

toward shifting the voices in planning in BC. She also saw the depth of study that could be achieved as a big asset, where students have time and space to explore and bridge skills and theory.

Skills needed for students graduating from a program like this
Ms. Steeves commented that technical skills are essential to the kind of small team planning consultancy that she does—they tend to employ people with a wide range of skills (community engagement, qualitative and quantitative data, facilitation, etc) so that people can fill different roles as needed. Some skills she saw as especially valuable for an entry level position are dialogue/community engagement, graphic design, survey design, GIS, CAD.

Experiences that the program can help to facilitate

Ms. Steeves saw exposure to different professional environments via things like internship, job shadow, or community-engaged studio projects as essential.

INTERVIEW 3. Patrick Chan: Planner II, *City of Vancouver* (June 11, 2021)

General Impressions
In general, Mr. Chan welcomes the idea presented in the proposal. He sees this as a particularly well-suited arena for exploring issues like engagement with indigenous ways of knowing and social equity. Having taught and worked as a professional planner and designer in Vancouver, Mr. Chan did not see many other platforms seeking to train urban professionals that could take these types of issues on in a real way. Given the BC context of urbanization, he saw this as a real strength. He did see some challenges to entering the municipal planning profession straight out of undergraduate studies, but saw those entry level positions available as highly accessible for urban studies students. He also argued that those who coupled an undergraduate urban studies degree with a masters would be highly competitive. In this regard, he saw the potential this program sets up for a +1 or fastrack through the existing MCRP at UBC as a highly competitive option for students and was very supportive of such a future possibility.

Skills needed for students graduating from a program like this
Mr. Chan highlighted the role of skills like urban design and spatial data analysis as being quite helpful for obtaining entry level positions.

Experiences that the program can help to facilitate
In terms of experiences, Mr. Chan reflected on the fact that this program, much more than other professional training degrees in BC gives students a lot more room to think about the feedback between practice and theory. He hoped that experiences would lean toward continual engagement with this feedback. He saw this as primarily achieved through co-learning experiences wherein community partners are brought into the classroom. He particularly saw it as useful to put students into the process of setting goals in policy.

INTERVIEW 4. Lynn Roxburgh: Senior Planner, *City of New Westminster* (June 11, 2021)

General Impressions
Ms. Roxburgh expressed being really excited about this program, primarily because of its potential to provide a strong foundation of base skills and knowledge that allow for students to prepare to take on some of the bigger and more complex issues related to urbanization. She specifically

pointed to issues such as the UNDRIP statement on human rights and how it would affect urban management. She also pointed to the historical background needed to take on issues like this. She thought an undergraduate degree was the missing piece that would allow students to build this foundation. She drew on her experience studying at different urban planning and urban studies institutions, including Langarra and other schools throughout Canada. Ultimately, she turned outside of BC for the foundation programs, but got her more professionally oriented degree in BC. She saw the urban studies undergrad as opening up entry level positions in municipal government to UBC grads.

Skills needed for students graduating from a program like this
Ms. Roxburgh pointed towards a "huge range of skills" that would make students competitive for entry level positions. Particularly, she highlighted knowing legislative contexts, knowing planning process, urban design, basic pro forma skills, and the ethics of community engagement as key skills for students to gain. She also saw GIS, CAD, and visualization as essential. Finally, she saw skills that made students ready to communicate with the public through oral, visual, and written formats as highly valuable.

Experiences that the program can help to facilitate
Ms. Roxburgh highlighted the importance of going outside of the classroom to get real world experience through community engagement. She saw this as extending to possibly doing things like sitting through public hearings and running through various ethics scenarios. She saw these experiences as potentially anchored in larger explorations of issues like heritage training, climate action, and UNDRIP human rights policy.

INTERVIEW 5. Miriam Esquitin / Ileana Costrut: Director / Senior Project Coordinator, *CityStudio* (June 11, 2021)

General Impressions
Representing an organization that serves as a conduit for connecting City of Vancouver projects with in-class instruction in colleges and universities throughout the Metro Vancouver area, Ms. Esquitin and Ms. Costrut were highly supportive of the urban studies program. They spoke of a longstanding notion that there is a need for such a program at UBC and throughout the region. They particularly focused on the space and time that such a program could give to taking on complex issues like reconciliation. They were excited about the potential for strengthening existing and building new partnerships.

Skills needed for students graduating from a program like this
The skill that is the focus of CityStudio and that they saw as in need of focus in the program is community-engagement. Particularly, they spoke of the potential for a community-engaged capstone to partner with CityStudio on a yearlong process where students gain in-depth experience and skills needed to aid city-structured projects. They also spoke of the ability to continue to build these experiences into smaller courses.

Experiences that the program can help to facilitate
Ms. Costrut and Ms. Esquitin are focused on providing real world engagement for students in partnership with the city of Vancouver. These types of experiences were the focus of their suggestions. They emphasized that making these experiences successful and impactful require embedding the community engagement skills into the program early on.

INTERVIEW 6. Kevin Zhang: Planner II, *District of North Vancouver* (June 14, 2021)

General Impressions
Mr. Zhang reflected on the fact that most people discover urban planning as a profession haphazardly. He was in another track of study at UBC and got exposure and followed it. This, he observed, led many people to get partial training or certificate training at the earlier stage of their education. He saw this as a good formal introduction to planning and related professions early on, in a manner not currently available. He did see a very clear set of "planning assistant" positions that may be available to graduates of this program. He observed that it can be difficult to find someone who is not either over-qualified or trained in another field among the applicants for planning assistant positions.

Skills needed for students graduating from a program like this
The skills he highlighted had to do with policymaking and policy process in the urban context. He focused on technical writing, law, and planning guidelines.

Experiences that the program can help to facilitate
Mr. Zhang was a strong proponent of the cohort experience. He graduated from the ENS program at UBC, which used a structured cohort approach. He saw this as an experience that helped create his most lasting professional connections (more so than his masters degree). He also saw shadowing a professional as a valuable experience during undergraduate studies.

INTERVIEW 7. Heather McNell: General Manager of Regional Planning & Housing Services, *Metro Vancouver* (June 14, 2021)

General Impressions
Ms. McNell was highly supportive of the draft proposal, commenting that "there is not sufficient grist on the mill for people contemplating planning" and other related urban professions. She offered active participation from her organization including mentoring, capstone engagement, panel participation, directed studies, etc. She sees a minor as too general and not able to develop the depth that is needed to engage with issues that for example account for how cities balance social and environmental goals. In all, she was highly complementary of a program that builds a broad foundation in urbanization at the undergraduate level. She wanted to see an even deeper engagement with issues of social equity/justice and climate.

Skills needed for students graduating from a program like this
Ms. McNell pointed to several critical skills that she often misses when looking at applicants for new entry level positions. One skill she pointed toward was specific knowledge of the policymaking process, describing a difference between evidence-based policy prescriptions and policymaking reality. She saw students trained in the reality of governance as highly valuable. She also saw scenario building as a key skillset for her organization. As well, she saw communication skills focused on conveying complex information, data analysis, and GIS as highly valuable for entry level job seekers.

Experiences that the program can help to facilitate
Ms. McNell thought that the development of field specialties like health, housing, transport, or planning could be beneficial in terms of the experience that the program delivers. She also saw co-op and other experiences that put students into the reality of urban planning and policy as of high value.

INTERVIEW 8. Suzanne Smith: Program Director for Development, *City of Richmond* (June 14, 2021)

General Impressions
Ms. Smith commented that the proposal "looks great" and she highly supports such a program at UBC. She saw it as providing a great introduction to the issues faced by urban professionals of all sorts. She specifically highlighted two professional tracks where application straight out of undergraduate could play well. She pointed to the planning technician track. This is an entry level panning job focused on getting the nuts and bolts of the process completed. She also pointed to an entry level policy process job in a number of agencies that has to do with facilitating and supporting the development of new policy.

Skills needed for students graduating from a program like this
The skill Ms. Smith saw as most valuable was the ability to engage a wide variety of community members. This skill, she thought would be a key asset for an entry level applicant that is often hard to find in applicants at that level.

Experiences that the program can help to facilitate
Ms. Smith pointed at two experiences that would be especially valuable: co-op and capstone. She saw co-op as an extremely effective way of getting a foot in the door within a profession. She did point to some difficulty of having co-op in public agencies due to the collective agreement with public unions, but said there are ways to carve out separate work agendas for co-ops. With capstone, she saw this as the place where students could be trained to do community engagement.

INTERVIEW 9. Sany Zein: Vice President of Transit and Transportation, Western Canada, *Jacobs Consulting* (June 21, 2021)

General Impressions
Mr. Zein works with many municipalities and local governments in his consultancy and sees a strong need for people with the broad foundational understanding that prepares them to come into professional life ready to take on the big, complex issues faced by cities. He thought this proposal is a great idea. He highlighted the fact that the small skills can always be gained, but his clients have a huge demand for people that can walk into the big complex issues. He saw this as the key reason to support a program like the one proposed. He saw the rationale as stated as too internal and wanted to see a more external, user-focused rationale for the program. Overall, he thought there was room to further capture the role of the program as the first training ground for people ready to re-imagine urbanism. He pointed specifically at the post-covid city as an example of where his clients need professionals ready to think in this way. He also pointed toward the massive demographic shifts toward cities in some cases and away from them in others creating demand for such professionals.

Skills needed for students graduating from a program like this
Mr. Zein saw the skills as operating on two levels: foundational and technical. On the foundational side, he highlighted the need for people who can articulate what makes an urban area healthy based on the broad thinking around why cities thrive. He pointed to a market "thirsty for graduates who can understand holistically the things that make cities thrive." He also pointed to the need for

applicants who understand how the many parts of a city fit together. On the technical side, he discussed data analysis and design, but was more concerned with the foundational skills.

Experiences that the program can help to facilitate
Mr. Zein saw the case approach is a highly valuable classroom experience. He saw this as a great way to see why certain cities are the way they are. He also highlighted travel and field experience as valuable dimensions of the undergraduate experience.

INTERVIEW 10. Paty Rios: Lead for Housing and Research, *The Happy City* (June 25, 2021)

General Impressions
Overall, Ms. Rios was highly supportive of the proposal. She saw a strong demand for people with systemic thinking capacity in the urban professions and saw an undergraduate degree of this sort as the only real academic terrain capable of this type of training. It is at the right point in people's lives to build the foundation and has enough time and space to dig deeply. She saw this as a place where people interested in economics, social work, design, planning, architecture, transportation, etc. might all meet around the question of how to generate social change in cities. She highlighted the need for this to be an arena with an interdisciplinary approach to understanding the different ways that people speak with different groups.

Skills needed for students graduating from a program like this
Ms. Rios sees the key skill needed as one of assessing social patterns. This may mean historical analysis. It may mean data analytics. It may mean social scientific approaches. In all, though it is about anticipating structures and systems that communities need to form in order to stay healthy. She focused not so much on understanding what people do, but using these skills to understand what people could do. She also highlighted the need to be able to speak with many different kinds of people as a key skill set for this program to train its students in. She also highlighted the need to manage fast-paced project turnover.

Experiences that the program can help to facilitate
The experiences that Ms. Rios highlighted focused on collaboration. She wanted students to experience situations where they feel safe to not know everything, where they learn to rely on the collective knowledge of a team and feel confident in their own addition. In this regard, she highlighted the importance of scenario-based education.

INTERVIEW 11. James Raymond and George Benson: *Senior Research Manager, Manager of Economic Transformation, The Vancouver Economic Commission* (July 23, 2021)

General Impressions
Overall, Mr. Benson and Mr. Raymond appreciated the importance of the program, but Mr. Benson cautioned against recapitulating some of the same thinking that has generated gaps in knowledge within the urban planning profession. He argued that the competitive advantage of graduates from this program would depend on the extent to which the program provides some things that fill gaps in prior urban planning and studies models. Specifically, he pointed to the need to engage in more depth with questions of finance/economics and praxis/engagement. In Mr. Benson's words, "I love the planning profession, but we are failing in these regards."

Skills needed for students graduating from a program like this
Mr. Benson and Mr. Raymond pointed to several skills that would be high value-added and emphasized the absolutely essential issue for them of students graduating with a clear specialization – the ability to say, "I have the broad background to jump into complex issues like climate, BUT I am really good at _". The skills they highlighted were finance (creative applied and progressive training in financing urban projects), economics, design thinking, systems thinking, and data management.

Experiences that the program can help to facilitate
Mr. Benson highlighted the need for experiences that train graduates to be able to "code switch". He argued that it is not so much a matter of being a generalist, but rather being able to speak quite different languages. He used the example of someone who can speak to those who develop the mechanical systems of decarbonization and to those focused on racial justice. He argued that this is something different than a flat generalist. It is someone who can code switch because they understand the basic grammar of both circumstances and can move into a mode of expression that adopts that grammar. Several models were given of experiences including the BCIT studio, SEEDS, City Studio, and CCEL.

INTERVIEW 12. Kira Gerwing: *Senior Manager of Community Investment, VanCity Credit Union* (July 27, 2021)

General Impressions
Ms. Gerwing was supportive overall of the program, but wanted to see more focus on closing the gap between those who develop social and physical goals for cities and those who finance development. She wanted to see greater focus on urban economics and finance overall, describing this as "the way cities really run." She saw room in each of the sub-areas for insertion of greater attention to the financial models that underpin outcomes. For example, she saw lots of room to link questions about the role and value of public capital with specific value questions. In the area of climate, for instance, she argued "you need to understand climate, social justice, and finance – you need to see how this economy functions now in order to understand the problem space."

Skills needed for students graduating from a program like this
Ms. Gerwing emphasized skills relevant to generating the ability for students to understand and intervene in the systems that finance urban growth. She specifically pointed toward the ability to scrutinize proformas for urban development. She emphasized that it is not necessary to be able to construct these proformas, but rather to be able to understand them and, more importantly, understand the metrics used by developers and public finance professionals when deciding which projects go forward and how. She also particularly pointed toward the techniques of social finance and impact investing.

Experiences that the program can help to facilitate
In terms of experience, she highlighted the importance of real community engagement. She argued that engagement for the sake of engagement has eroded trust over time and that many urban professionals simply overuse/abuse this tool. Experiences related to community engagement should highlight this aspect. In this regard, she emphasized the importance of beginning form the needs of real world partners.

INTERVIEW 13. Chris Fair: *CEO, Resonance Consultancy* (July 28, 2021)

General Impressions
Overall, Mr. Fair loves the idea of the program. He sees a lot of potential to link with notions of tactical urbanism, which he sees as essential for shaping cities today. This has to do with the concept and tools of placemaking. He especially sees the potential to look toward Vancouver as a lab on these issues is especially high. He highlighted that the issues within which tactical urbanisms strategies have to work such as decarbonization and sustainability are really complex and in need of people with a strong and nuanced background on these issues.

Skills needed for students graduating from a program like this
Mr. Fair highlighted the importance of understanding the "math" behind cities, referring here to the need to look at the financial models and economics of land use as a way of understanding how decisions ultimately get made. Students without such knowledge, he said, "are going to be naked when they come to work for us." He saw this skill – land use economics training focused on how developers look at the city as essential, including understanding the elements of a proforma. He also saw demographics and future forecasting as useful.

Experiences that the program can help to facilitate
Mr. Fair highlighted to potential to get exposure through events like the World City Global Forum, which his organization hosts. He argued that linking students with events like this would give them an early window into the issues practitioners are focused on.

APPENDIX TO INTERVIEW REPORT. Draft proposal framework reviewed by respondents prior to interviews

THE UNIVERSITY OF BRITISH COLUMBIA

Proposal to develop a Bachelor of Arts in Urban Studies

Over the next century, all of the world's net population growth will take place in urban regions, and nearly every aspect of economic, social, political, technological, and environmental change is now urbanized. The challenges and opportunities of the world are urban problems and possibilities, and debates about urban futures have only been heightened during the latest global health pandemic. Cities are at the forefront of global responses to climate change; urban policy is seen as a key catalyst for transitioning to a sustainable and just society; and the data and technologies available to understand and shape urbanization are leaping forward – now, more than ever, we need people who are deeply trained to be citymakers.

Urban Studies at the University of British Columbia

Research and training with an urban focus is at the heart of many of the pursuits that make the University of British Columbia a world class institution. The University's School of Community and Regional Planning (SCARP) is the oldest professional planning program in Canada and the top-ranked Department of Geography is home to some of the world's leading urban scholars. The existing Minor in Urban Studies draws on a breadth of course offerings in Anthropology, Classical and Near Eastern Studies, First Nations and Indigenous Studies, Economics, History, Sociology, Gender, Race, Sexuality, and Social Justice, Asian Studies, and Political Science. These deep roots in Urban Studies in the Faculty of Arts are augmented by leading programs in Urban Forestry, Architecture, Civil Engineering, Urban Design, and others. A shared interest in the applied and theoretical aspects of urban studies makes up a cornerstone of the University of British Columbia community.

Though it is not currently a degree option, the original interdisciplinary Urban Studies Program at UBC was formed in 1971 and operated across the Faculty of Arts and the Faculty of Applied Sciences. In the 1980s, it shifted to become an area of specialization within the Department of Geography, where it remains a central pursuit. Since 2017, undergraduate interest and course offerings have expanded greatly within this area leading SCARP to offer a popular suite of stand-alone undergraduate courses in urban planning and Geography to offer a well-enrolled and highly-regarded Minor in Urban Studies. This proposed major seeks to build on the success of both initiatives and the clear increased demand for such coursework while furthering the capacity of the University of British Columbia to meet essential mandates and goals.

The rationale for the new program includes:

1. Addressing the absence of an undergraduate Major in Urban Studies at the University and a lack of capacity in this area province-wide (there are no undergraduate urban studies degrees offered and only a few related degrees).
2. Addressing the results of a recent survey of roughly 700 current UBC students and alumni showing overwhelming support and demand for a Major in Urban Studies.
3. Strengthening UBC's reputation by highlighting the myriad of urban research carried out across the campus.
4. Strengthening UBC's ability to fulfill its strategic goals by establishing a degree that innovates the field of urban studies through a combined planning-geography approach, incorporates indigenous engagement, and supports collaborative clusters across disciplines.

Proposal

The University of British Columbia School of Community and Regional Planning in the Faculty of Applied Science and Department of Geography in the Faculty of Arts are proposing a new joint Bachelor of Arts Major in Urban Studies. The proposed degree is structured around a conceptual and methodological foundation supplemented by five sub-areas of specialized study: (1) *Nature of Cities* examines ecological dimensions of urbanization; (2) *Globalizing Cities* examines the planetary shifts in economy and society shaping urbanization; (3) *Technology and Cities* examines how new data and technology changes what it means to inhabit and plan cities; (4) *Indigenous Urban Futures* examines indigenous urban geographies and place-making; (5) *Cities and Communities* examines the meaning of community and participation in planning. As well, students will gain relevant professional experience through community-engaged projects in several courses and participation in at least one of the following: co-op, internship, professional experience with directed study, community-partnered capstone, or service learning capstone.

Learning Goals

Urban Studies Major students will prepare to shape the vision for future cities through roles as thought leaders, analysts, and advocates. In the process of completing the degree, graduates will:

1. Inquire about urban life:
   a. Take a critical and cross-disciplinary approach to interpreting the complex dynamics and dimensions shaping human settlement, both historically and into the future.
   b. Apply the emancipatory potential of learning from the global community of cities and cultures, including a variety of models of planning, community engagement, and alternative ways of organizing urban life.

2. Participate in urban research:
   a. Analyze, apply and interrogate state-of-the-art theories, policies and practices concerning cities and urban change in order to expose new possibilities and challenges for the future of urbanization.
   b. Develop tools of analysis and strategies for critical interpretation across a range of urban economic, social, and environmental datasets.

3. Learn urban practice:
   a. Design effective strategies for positive change in cities based on a clear formulation of how the interconnectedness between different types of urban infrastructure and spatial patterns affects urban interventions.
   b. Acquire professional-level skills in the communication of policy arguments, research findings and advocacy positions through oral, written, and visual formats with the capacity to reach and engage multiple audiences.

4. Collaborate with urban communities:
   a. Implement participatory research methods to engage with competing views on how cities evolve and acquire meaning, and to navigate the ethical implications of collaboration.
   b. Interpret the extent to which the everyday experiences of city residents are impacted by a process wherein place, space, and scale mediate urbanization to generate uneven outcomes for communities.

Degree Requirements

Second Year

- Foundations of Critical Urbanism: Urban Geography
- Foundations of Critical Urbanism: Urban Planning
- Methods: Spatial Data Analysis
- Methods: Urban Design and Visualization
- Globalizing Cities: First Sub-area Course
- Globalizing Cities: Second Sub-area Course
- Nature of Cities: First Sub-area Course

Third Year

- Nature of Cities: Second sub-area Course
- Indigenous Urban Futures: First Sub-area Course
- Indigenous Urban Futures: Second Sub-area Course
- Technology and Cities: First Sub-area Course
- Cities and Communities: First Sub-area Course
- Methods: Community-Engaged Planning and Policy
- Professional Experience (third year option to pursue co-op, internship, practice-oriented directed study)

Fourth Year

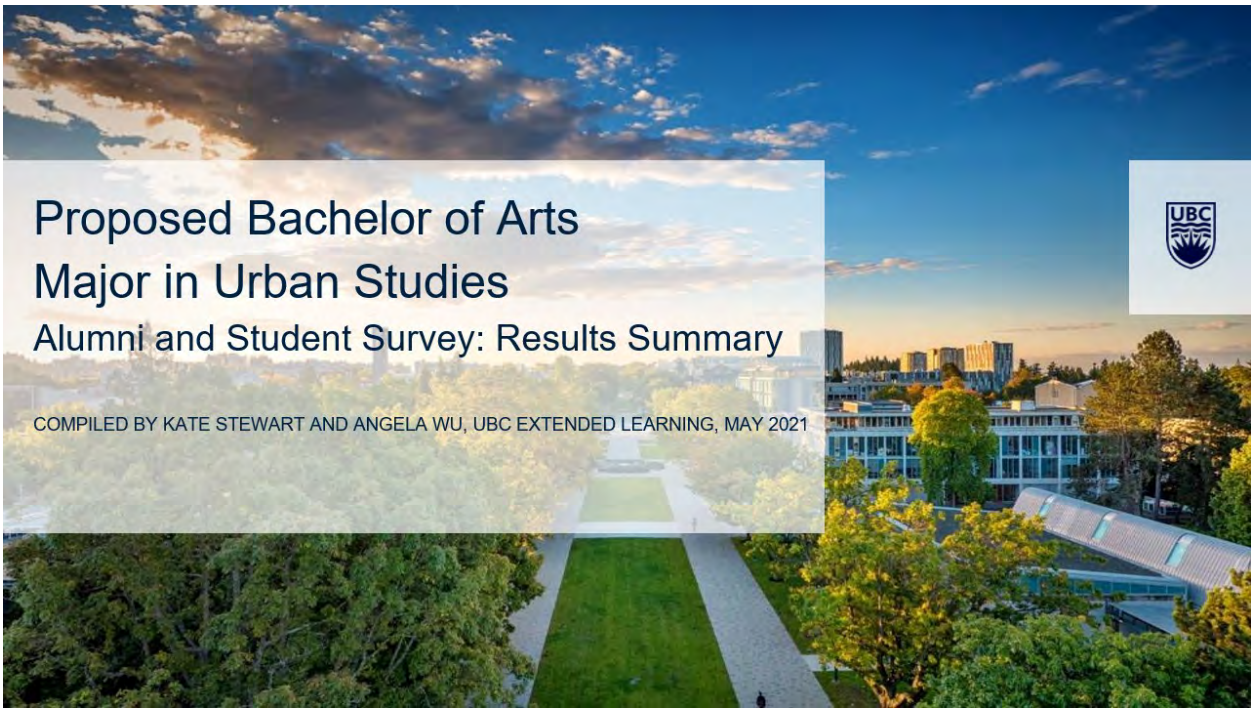
- Capstone: Year-long student-led project (must be practice-oriented, i.e. community partnership or service learning option, for students who did not complete a prior professional experience)
- Technology and Cities: Second Sub-area Course
- Cities and Communities: Second Sub-area Course

5.5 Full Internal UBC Consultation Report

5.5a Full Consultations with Other UBC Units

TBD

5.5b Full Survey Results: UBC Students and Alumni



Proposed Bachelor of Arts Major in Urban Studies

Alumni and Student Survey: Results Summary

COMPILED BY KATE STEWART AND ANGELA WU, UBC EXTENDED LEARNING, MAY 2021

Survey Audience and Objectives

Survey objectives:

- Ascertain support and demand for the proposed BA in Urban Studies; understand current and future market needs/gaps, and gather feedback on the proposed program design, curriculum and components, including experiential/applied learning.

Target audience: alumni (5 years out) + current UBC undergraduates (2nd year and above) from related majors.

Demographic information:

- 709 participants. 634 respondents provided their association: 301 alumni (47.5%), 257 UBC undergraduate students (40.5%) and 61 UBC graduate students (9.6%). 15 identified as "other" (2.4%).
- Of the twenty programs/specializations that were surveyed, the largest proportion of respondents were from the following faculties/departments:

#		%	Count
1	**Geography major**	**19.0%**	**174**
2	Political Science major	12.0%	110
3	Urban Studies minor	7.7%	70
4	Sociology major	7.0%	64
5	International Relations major	5.7%	52
6	Economics major	5.6%	51
7	History major	5.5%	50
8	Community and Regional Planning master	5.1%	47

Survey Results: Support for Program

Levels of support / interest in enrolling in proposed Urban Studies Major

- **Overall feedback on the proposed Bachelor of Arts with a Major in Urban Studies was very positive:**
  - 72.1% of total respondents "strongly support" the proposal, and 20.7% "somewhat" support it (579 out of 624, or **92.8% in support overall**).
- Over half (315 out of 576, or 54%) of the total number of respondents indicated that they were very likely / likely to have chosen to complete a major in Urban Studies had the option been available.
  - **High degree of interest from geography major and urban studies minor respondents** (among both students and alumni):
    - 130 out of 165 geography major respondents indicated that they were very likely / likely to enrol in Urban Studies had they the opportunity to do so (19 undecided). 10 out of 18 Geography Master respondents also indicated that they were very likely / likely to enrol. had they they the opportunity.
    - 60 out of 66 urban studies minor respondents selected they were very likely / likely to enrol, had they the opportunity.
    - Primary appeal: 1. general foundation for a professional/accredited program (20.1%), 2. relevance to personal interests (19.4%), and career interests (19.1%).

Survey Results: Support for Program

Levels of support / interest in enrolling in proposed Urban Studies Major, alumni versus students:

Alumni:

- 91.8% of alumni strongly or somewhat support the proposed program (n=294)
  - 203 (69%) strongly support), 67 (22.8%) somewhat support, 16 (5.4%) neutral/undecided, 4 (1.4%) somewhat oppose, 4 (1.4%) strongly oppose;
- 63 respondents (23.3%) very likely to enroll in program had the option been available, 76 (27.9%) likely.

Current students (undergrad and grad):

- 93.9% of current students strongly or somewhat support the proposed program (n=315)
  - 237 (75.2%) strongly support, 59 (18.7%) somewhat support, 9 (2.9%) neutral/undecided), 5 (1.6%) somewhat oppose, 5 (1.6% strongly oppose);
- 92 (31.8%) very likely to enroll in program had the option been available, 79 (27.3%) likely.

Survey Results: Support for Program

Q6 - Please state your reasons for your response (strongly/somewhat support the development of a BA with a Major in Urban Studies):

	Recurring themes in open comments - those in support of major	Count
1	**General support / interest in the proposed major**	127
2	**Wish the program had existed when they elected a major / Would have pursued had it been available**	107
3	**Interest in / relevance / importance of urban planning / development**	78
4	**Would fill an education gap**	69
5	**Importance / relevance of sustainability, resilience, green cities**	61
6	**Value of interdisciplinary / multidisciplinary / transdisciplinary programming / approach**	54
7	Need for a more specific / specialized program / interest in broadening the range of majors	38
8	Urban studies is a growing field / relevant to population growth, urbanization, globalization	31
9	Good for career entry / provide potential career info	28
10	Good foundation for SCARP urban planning master (MCRP)	24
11	Demand from current and prospective students / know people who would have taken it	22
12	Importance of socially conscious / critically-focused program (explore Indigneous issues and topics including race, inequality, equity, diversity and inclusion, gentrification, homelessness and poverty)	21
13	Relevant to Vancouver / Vancouver well-positioned as location / idea of city as classroom	19
14	Program would be a good foundation for other graduate programs	17
15	Valued of Applied / Experiential / Work-Integrated Learning / Program that Prepares Learners for the Workforce / Create Employment Opportunities	17

Survey Results: Support for Program, cont.

Support for Urban Studies Major - sample UBC Alumni comments

I think it is terrific that UBC is considering developing a BA with a Major in Urban Studies. As an International Relations student, I had the pleasure to take multiple courses at UBC Geography, including area studies, political geography and economic geography, but would have appreciated the opportunity to take additional coursework in Urban Studies. Today's cities are in constant flux, and there is a solid need for Urban Studies professionals in the labor market right now. Having moved on to work in Government at the provincial level following my time at UBC, I can tell that there is a need for policy analyst specialists in Urban Studies, to advise governments not only on urban infrastructure (including transportation) and housing, but also on how to improve/increase access in urban settings. Vancouver provides the perfect backdrop for field work opportunities in an Urban Studies Major, and I look forward to seeing the program come to life.

With the expansion of cities, studying urban design and how to navigate changing populations and increased risk due to climate change and disease, this major will be very important. I also think that it should have some sort of economic component, i.e. employment/commuting aspects of cities

I wish I had the opportunity to do a BA in Urban Studies. I took many geography courses within my IR major to try to emulate what I thought I could learn in and Urban Studies degree. However, without the specific course options and projects I could not fully get the education I was looking for and have therefore went on to pursue a Masters in Urban Studies at SFU. If I had the option to do this in my undergraduate I could have already been many steps further along the career trajectory I am planning to follow.

I currently work for an urban design company, and realize that UBC is behind compared to other universities for not having this type of program.

Survey Results: Support for Program, cont.

Support for Urban Studies Major - sample UBC Student comments

It makes sense to cohere UBC's existing strengths into this specific major; I'm aware of demand from undergrads for it; the proposed plan is appealingly robust and also balanced in its ambitions for conceptual and practical knowledge (and applicability); could be a mutually beneficial way to tie to Vancouver & its neighborhoods & adjacent communities.

Although I will be graduating soon, as a student interested I'm pursuing a career in city-planning and as a member of an undergraduate city-planning club, I have seen the significant amount of interest in urban planning amount the undergraduate students at UBC and believe it would be helpful to have a major in Urban studies.

Urbanization will continue, issues within cities will continue to grow. Academic understanding and research will be critical to ensure future urban planning. Ensuring inclusivity and equity within researches and their deliveries, decolonizing approach to recognize the urban First Nation relations must be the standard. Our colonial mindset and practices must be critically analyzed and disintegrated, hence this approach must be incorporated into the program.

Urban Studies is an increasingly influential field that has a strong presence across multiple academic disciplines: geography, planning, architecture and design, environmental sciences & humanities, anthropology, sociology, political science, and more. Neither one of these disciplines alone, in my view, is well-equipped to deliver a comprehensive education on issues of major importance related to cities. Therefore, I strongly support a BA with a Major in Urban Studies that recognizes the wider umbrella of Urban Studies intellectually and institutionally. Students would be well served by an academic major that recognizes the true breadth of issues facing cities today. Society would be well served by students who can critically analyze -- from multiple theoretical and geographical angles -- how and why cities are becoming increasingly important spaces of concern as we move into a post-pandemic twenty-first century

Survey Results: Feedback on Proposed Topics

High interest in all five of the proposed topic areas, notably Cities and Communities and Nature of Cities.

Top Suggested Additional Focus Areas to Include in the Proposed Major (open comments):

- Environmental Impact / Climate Change / Sustainability / Green Cities (15 mentions)
- Practical / Technical Skills, e.g. GIS, spatial analysis, design, stats/data science, visualization, network analysis, Adobe Creative Suite (15 mentions)
- Social Justice, Equity, Diversity and Inclusion, Class, and Accessibility (13 mentions)

Recommended Focus Areas to Meet Employer Needs - Alumni only (open comments):

- Practical / Technical Skills, e.g. GIS, spatial analysis, design, stats/data science, visualization, network analysis, Adobe Creative Suite (29 mentions)
- Community Based Participation and Research / Hands On Experience, e.g. volunteer, case competition, project consultation, networking (12 mentions)
- Co-Op / Internship / Partnership with Local Government (e.g. City of Vancouver, Translink, Indigenous) and Corporations (10 mentions)
- Environment Impact / Climate Change / Sustainability (9 mentions)
- Housing Policy / Affordability / Sustainability (9 mentions)
- Indigenous Truth and Reconciliation / Lens / Collaboration (8 mentions)
- Social Justice / Landscape (Diversity, Equity, Inclusion, Class, Accessibility)

Alumni also identified several potential job positions for graduates, including planning and engagement roles, policy analysis and research, architecture, cultural diversity and inclusion roles, city design consulting and real estate.

Survey Results: Feedback on Proposed Program Features

Capstone Course:

- A capstone course with real world urban programs **received high interest** (97.4%) from respondents:
  - Very interested – 79.2%
  - Somewhat interested – 18.2%

Other Program Features

- Although all six of the program features listed received strong agreement of importance, Co Op, fieldwork and community-based applied learning were ranked the highest:

Question	Strongly agree		Agree	
Co-op Opportunities	68.4%	284	26.3%	109
Fieldwork using city as classroom	71.5%	298	23.0%	96
Applied projects with members of the community/industry	69.8%	291	26.1%	109
Virtual international learning (e.g. city tours, exchange opportunities)	41.4%	172	39.3%	163
Summer research opportunities	54.1%	225	35.8%	149
Opportunity to work on a directed study / thesis under faculty member supervision	51.1%	213	34.1%	142

Closing Summary

Summary:

- On the whole, the proposal to develop an undergraduate Bachelor of Arts with a Major in Urban Studies is strongly supported by both current UBC students and Alumni

- **Recurring themes:**
  - value of applied, work-integrated learning and fieldwork;
  - importance of practical/technical skills;
  - incorporate issues around environment, sustainability, social justice and EDI into the curriculum.

Most frequent mentions in additional feedback (open comments)	Count
Architecture Courses	28
Co-Op / Internship / Partnership with Local Government (e.g. City of Vancouver, Translink, Indigenous) and Corporations	21
Community Based Participatory Research / Hands On Experience (e.g. volunteer, case competition, project consultation, networking)	20
Environment Impact / Climate Change / Sustainability	12
Interdisciplinary / Multidisciplinary / Transdisciplinary perspective	12
Practical / Technical Skills (e.g. GIS, spatial analysis, design, stats/data science, visualization, network analysis, Adobe Creative Suite)	12
Indigenous Truth and Reconciliation / Lens / Point of View / Collaboration	11

5.6 Degree Progression

The normal progression for students will involve taking the prerequisite courses by the first term of Year 2 and applying for entry to the Major at the end of that term. In the case where a student elects to take a co-op, it is possible for the student to complete the requirements in 4.5 years. The normal progression and co-op progression options are shown below.

Normal progression over 4 years, **no co-op**:

Expected Program Schedule	Year 1						Year 2						Year 3						Year 4					
	Term 1			Term 2			Term 1			Term 2			Term 1			Term 2			Term 1			Term 2		
	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective
Core: Cities				3																				
Core: City-Making					3																			
Core: Research in Geography													3											
Core: Community Engagement											3													
Core: Capstone Formulation																			3					
Core: Capstone Application																							3	
Sub Areas: Nature of Cities							3				3													
Sub Areas: Globalizing Cities								3		3														
Sub Areas: Indigenous Urban Futures													3	3										
Sub Areas: Technology and Cities																	3		3					
Sub Areas: Cities and Communities																3				3				
Total Urban Studies Major				3	3		3	3		3	6		6	3		3	3		6	3			3	
Total General or Electives			15			9			9			6			6			9			6			12

Possible 4.5 year progression **<u>with co-op</u>**:

Expected Program Schedule With Co-Op	Year 1		Year 2						Year 3						Year 4						Year 4.5		
	1	2	Term 1			Term 2			Term 1			Term 2			Term 1			Term 2			Term 1		
	GEOG	PLAN	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective	GEOG	PLAN	General Elective
Core: Cities	3								WORK TERM														
Core: City-Making		3																					
Core: Research in Geography															3								
Core: Community Engagement							3																
Core: Capstone Formulation															3								
Core: Capstone Application																			3				
Sub Areas: Nature of Cities			3				3																
Sub Areas: Globalizing Cities				3		3																	
Sub Areas: Indigenous Urban Futures																					3	3	
Sub Areas: Technology and Cities															3							3	
Sub Areas: Cities and Communities																3					3		
Total Urban Studies Major	3	3	3	3		3	6								9	3			3		6	6	
Total General or Electives	12	12			9			6									3			12			3

5.7 Optional Pathways of Expertise

In addition to the 48 required credits for the urban studies major, students can opt to develop a specific area of expertise that complements the program's course offerings by relying on the wider UBC community: allowing students to enhance their focus in a number of key areas that have been identified by employer representatives as important avenues of inquiry. The optional additional expertise would have students completing 3-4 additional courses outside the Urban Studies program curriculum in order to develop a deeper interdisciplinary understanding of a particular urban studies-based theme or related skillset. Urban Studies faculty would provide these course pathways as guidance, and the list below is rather preliminary. It may be updated, revised, and/or expanded at program launch. The current prospective expertise areas are as follows:

1. **Urban Economics:**

For this stream, students are required to take GEOG 364 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

GEOG 361 Critical Geographies of the Economy
ECON 350 Public Finance Policy Topics*
ECON 364A The Economics of Sustainable Development*
ECON 370 Benefit-Cost Analysis and the Economics of Project Evaluation*
ECON 371 Economics of the Environment*
ECON 374 Land Economics*
POLI 366 International Political Economy
POLI 439 Politics and Economic Growth
SOCI 440 Economic Sociology**

* Note that this course requires ECON 101 and ECON 102 as prerequisites.

** Note that this course requires one of SOCI 100, SOCI 101, or SOCI 102 as a prerequisite.

2. **Urban Politics and Policy:**

For this stream, students are required to take GEOG 350 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

POLI 100 Introduction to Politics
POLI 101 The Government of Canada
POLI 302A Public Administration*
POLI 308 Issues in Canadian Politics*
POLI 350A Public Policy

POLI 343 Theories of State and Society
GEOG 329 Political Geography
SOCI 354 Community Studies**
SOCI 425 Urban Sociology**

* Note that this course requires POLI 101 as a prerequisite.

** Note that this course requires one of SOCI 100, SOCI 101, or SOCI 102 as a prerequisite.

3. **Urban Indigeneity:**

For this stream, students are required to take PLAN 321 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

FNIS 100 (Indigenous Foundations)
FNIS 210 (The Politics of Self-Determination)
FNIS 220 (Representation and Indigenous Cultural Politics)
FNIS 310 Critical Indigenous Theory Seminar*
FNIS 320 Critical Indigenous Methodologies and Ethics**
FNIS 451 (3) Indigenous Feminisms***
SOCI 220 Sociology of Indigenous Peoples
GRSJ 301 Gender, Race and Indigeneity in Canada****
ANTH 329A Contemporary First Nations Issues

* Note that this course requires either (a) FNSP 200 or (b) all of FNIS 210, FNIS 220 or (c) all of FNSP 210, FNSP 220 as prerequisites.

** Note that this course requires either (a) FNIS 310 or (b) FNSP 310 prerequisites.

*** Note that this course requires one of FNIS 100, FNSP 200, FNIS 210, FNSP 210, FNIS 220, or FNSP 220 as a prerequisite.

**** Note that this course requires all of GRSJ 101, GRSJ 102, or third-year standing as a prerequisite.

4. **Urban Equity and Advocacy:**

For this stream, students are required to take PLAN 331 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

GRSJ 225 Youth Activism and Social Justice
GRSJ 226 Human Rights and Artistic Expression
GRSJ 303 Gender, Race, Social Justice and the Law*

GRSJ 305 Social Justice Issues in Community and International Organizing*
SOCI 102 Inequality and Social Change
SOCI 302 Ethnic and Racial Inequality**
SOCI 361 Social Inequality**
SOCI 464 Social Movements
UFOR330 Environmental Justice and Urban Green Equity

* Note that this course requires either (a) all of GRSJ 101, GRSJ 102 or (b) all of WMST 101, WMST 102 as a prerequisite.

** Note that this course requires one of SOCI 100, SOCI 101, SOCI 102, or third-year standing as a prerequisite.

5. **Urban Sustainability and Environmental Design:**

For this stream, students are required to take GEOG 311 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

ENDS 211 Introduction to Environmental Design
ENDS 440 Environment and Urban Form
DES 200 Design thinking
DES 220 Architecture and urbanism in context: Vancouver and its region
DES 230 Sustainability by design
DES 320 History of the Design of the Built Environment
SOCI 364 Built Environments
LARC 440 Site Analysis and Planning

6. **Urban Sustainability and Resource Management:**

For this stream, students are required to take GEOG 310 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

CONS 200 Foundations of Conservation
CONS 210 Visualizing Climate Change
LFS 250 Land, Food and Community I: Introduction to Food Systems and Sustainability
LFS 350 Land, Food and Community II: Principles and Practice of Community Food Security
UFOR 100 Greening the City
UFOR 200 Urban Forests and Well-Being
SOCI 360 Sociology and Natural Resources
LARC 444 Green Network Planning
UFOR330 Environmental Justice and Urban Green Equity

7. Urban Migration, Citizenship, and Globalization:

For this stream, students are required to take GEOG 353 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

GEOG 220 Geopolitics
POLI 260 Introduction to Global Politics
GRSJ 306 Globalization & Social Justice: Gender, Race, and Sexuality in International Politics*
GRSJ 326 The Politics of Gender, Families, and Nation-Building**
SOCI 285 Citizenship and Identity
SOCI 301 Sociology of Development and Underdevelopment
SOCI 303 Sociology of Migration***
SOCI 430 Global Citizenship
SOCI 461 Political Sociology***

* Note that this course requires either (a) all of GRSJ 101, GRSJ 102 or (b) all of WMST 101, WMST 102 as a prerequisite.

** Note that this course requires all of GRSJ 101, GRSJ 102, or third-year standing.

*** Note that this course requires one of SOCI 100, SOCI 101, or SOCI 102 as a prerequisite.

8. Urban Political Ecology:

For this stream, students are required to take GEOG 351 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

GRSJ 200 Gender and Environmental Justice
ANTH 360 Introduction to Ecological Anthropology
POLI 351 Environmental Politics and Policy
POLI 375A Global Environmental Politics
SOCI 420 Sociology of the Environment*
GEOG 410 Environment and Society**
UFOR330 Environmental Justice and Urban Green Equity

* Note that this course requires one of SOCI 100, SOCI 101, or SOCI 102 as a prerequisite.

** Note that this course requires GEOG 310 as a prerequisite.

9. Urban Research Methods and Data Analysis:

For this stream, students are required to take GEOS 270 amongst their 30 sub-area credits, and at least 3 additional courses from the following list:

INFO 200 Foundations of Informatics
INFO 250 Networks, Crowds, and Communities
INFO 300 Information and Data Design*
INFO 419 Information Visualization**
GEOG 374 Statistics in Geography
GEOG 450 Urban Research
GEOS 479 Research in Geographic Information Science***
SOCI 217 Research Methods****
SOCI 380 Sociological Methods: Survey Research*****
SOCI 381 Sociological Methods: Experimental and Mixed Methods*****
SOCI 382 Sociological Methods: Qualitative Research*****
SOCI/ANTH 480A Urban Ethnographic Field School (UEFS)
FNIS 401C Indigenous Oral History Interviewing: Theory, Method, and Practice******

* Note that this course requires INFO 200 as a prerequisite.

** Note that this course requires INFO 250 as a prerequisite.

*** Note that this course requires GEOS 370 as a prerequisite.

**** Note that this course requires one of SOCI 100, SOCI 101, SOCI 102, or SOCI 200 as a prerequisite.

***** Note that this course requires one of SOCI 100, SOCI 101, SOCI 102 and SOCI 217 as prerequisites.

****** Note that this course requires one of FNIS 100, FNSP 200, FNIS 210, FNSP 210, FNIS 220, or FNSP 220 as a prerequisite.

GENERAL NOTE: Any course prerequisites will have to be taken as part of the prospective student's general electives unless alternate circumstances have been arranged in advance.

5.7 Course Syllabi

The following pages contain the syllabi for existing and proposed courses listed in the proposal.

PROPOSED NEW COURSE SYLLABI

Acknowledgement:

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Course Information:

GEOG 4XX: Urban Studies Capstone, Part 1 - Formulation (3 Credits)

Academic Calendar Description: Application of key elements of urban studies theory, concepts, and methods to a community-engaged urban challenge.

Prerequisites: Completion of all Urban Studies Major core requirements, and approval from the course professor.

Corequisites: None.

Other Requirements: Fourth-year standing as a declared Urban Studies Major.

Instructional Schedule: TBA.

Instructor Contacts:

Instructor: TBA.

Contact Details: TBA.
Office Location: TBA.
Office Hours: TBA.

Other Instructional Staff: TBA.

Student Expectations:

Students are expected to attend all class meetings having completed the required preparations prior to each session so that in-class time can be devoted more fully to workshopping and other relevant group activities. Students will work in teams on course projects and are expected to fully participate in group work and meet project deadlines set for their team. Students are expected to communicate regularly with community partners in a respectful and productive fashion to ensure that projects are sufficiently co-developed and that the expectations of both parties are being met. Students are expected to adhere to the statements of academic integrity and respectful environment found below.

Course Description:

In this course, which serves as the first half of a two-part sequence constituting the Urban Studies capstone experience (alongside PLAN 4XX, which follows it), students will reflect on, draw from, and build upon the skills they have developed throughout the Urban Studies Program by participating in a rigorous, community-engaged learning process with a particular community organization or institution over the duration of the term. Working in groups, students will consult and collaborate with a community partner in order to (1) identify a pertinent urban challenge faced by the organization, and (2) subsequently co-develop a strategic response in the form of a proposal for action. Instructors will ultimately endeavour to:

- Connect academic theories, concepts, and methods with real-world urban problems by giving students the opportunity to directly apply the skills and knowledge they have obtained across the five program sub-areas in a challenging, community-engaged learning experience.

- Integrate a multitude of perspectives by drawing from a diversity of contexts and case studies across the evolving, interdisciplinary urban studies literature, while at the same time highlighting the distinctive urban issues faced by the Vancouver metropolitan region amidst the global urban system.

- Facilitate a thorough process of co-production between students and community partners in order to give the former a chance to substantively engage in meaningful, "city shaping" work that extends beyond the university, while positively contributing their accumulated urban expertise to the benefit of both the community partner and the wider urban context in which they are embedded.

- Ground the community-engaged learning process by providing a space for, and significant class time to, crucial methodological and ethical considerations in order to appropriately guide students through the various steps of their respective urban interventions—from initial formulations and research design, to the production and public presentation of a final project proposal.

Course Structure:

During weekly class meetings, students will be guided through the process of working in groups on an urban studies research proposal (and concomitant public presentation) in collaboration with a community partner.

The course is partitioned into three distinct phases. In the first phase, *"Project Introduction, Team Formation, Initial Explorations"* (weeks 1-4), students will be introduced to the community partner they will be working with and presented with the urban challenge they will help to address. After an introductory exercise that will attempt to reflect on both the benefits and challenges of community-engaged urban interventions across the Urban Studies Program's five sub-areas, students will proceed to form teams (approximately 4-5 students per group) that will collectively tackle various aspects of a single project over the duration of the entire course. In the second phase, *"Scoping, Establishing Goals, Preliminary Outputs"* (weeks 5-8), students will spend the majority of their time formulating their preliminary research proposal and preparing for their first presentation. Instructors will facilitate by helping students to navigate their way through the various stages of the process. In-class discussions and

exercises will aim to provide support by affording both time and space to key methodological and ethical concerns, and will focus extensively on how to strategically implement both the foundational knowledge and practical skills learned over the course of the Urban Studies Program. A peer-review component will ensure that the students are receiving feedback from each other in addition to their official evaluations. In the third phase, *"Revising, Refining, Final Outputs"* (weeks 9-12), students will focus exclusively on their end-of-term proposal and presentation assignments. The artifacts produced in this phase are particularly crucial to the capstone experience in general, as they will be brought forward as the basis from which to begin the second-half of the capstone sequence (i.e. PLAN 4XX) in the following term.

Course Goals and Learning Outcomes:

The capstone experience is designed to leverage community-engaged learning to enable students to effectively synthesize the theoretical, conceptual, and methodological knowledge gained over the duration of the Urban Studies Program. It will offer a vital opportunity for students to demonstrate their overall competency with the core urban studies curriculum, and allow them to creatively exemplify their emerging expertise in one or more urban studies sub-area. The course will provide students with substantive, real-world experience by giving them a firsthand look at the complexities and challenges involved in practicing urban studies professionally in an interdisciplinary context. Ultimately, students should emerge from the capstone experience equipped with a sophisticated urban toolkit capable of affording community partners and other relevant public stakeholders the chance to better understand the vital urban affairs that impact them.

After successfully completing this course, students will:

1. Develop a strong grasp of the community-engagement process *in practice.*
2. Learn how to address the specific needs of a community partner in a professional manner while simultaneously endeavoring to serve the greater public good at large.
3. Be able to assess the most effective and appropriate methods when faced with a particular set of objectives and desired outcomes in a given urban intervention.
4. Learn how to navigate between the (often conflicting) desires of various community stakeholders in a way that remains critically attentive to the power dynamics between them.
5. Deepen their understanding of the Vancouver metropolitan region's unique urban issues and challenges by working directly with a *local* community partner on a given urban intervention.
6. Learn how to navigate interpersonal dynamics and collaborate effectively in a team environment on a long-term research project.
7. Gain experience in communicating complex information for urban interventions via written, oral, and visual formats appropriate for academic, professional, and general audiences.
8. Learn how to effectively adapt urban theories, concepts, and strategies developed in different historical or geographical contexts to a particular set of local conditions in a way that respects the inherent uniqueness of place in a given urban intervention.

Schedule of Topics and Required Readings:

Phase I: Project Introduction, Team Formation, Initial Explorations

Assessments Due: Individual Reflection Paper no. 1 (week 3); Introductory Sub-Area Case Study Assignment (week 4)

Week 1. Introduction to the Course: "Doing Urban Studies" and the Community-Engaged Research Process

Required Readings:

Bowen, W., Dunn, R., & Kasdan, D. 2010. What Is "Urban Studies"? Context, Internal Structure, and Content. *Journal of Urban Affairs*, 32:2, 199-227.

Sheppard, E., Leitner, H., & Peck, J. 2020. Doing urban studies: navigating the methodological terrain. In H. Leitner, J. Peck, & E. Sheppard (eds.) *Urban Studies Inside/Out: Theory, Method, Practice*, pp. 21-44. Thousand Oaks, CA: Sage Publications.

Smith D., Tiwari R., & Lommerse, M. 2014. Navigating Community Engagement. In: Tiwari R., Lommerse M., Smith D. (eds.) *M² Models and Methodologies for Community Engagement.* Singapore, Springer.

Week 2. Community Partner Introduction and Presentation/Student Team Formation

Required Readings:

Andranovich, G.D. and Riposa, G. 1993. "The Nature of Applied Urban Research." Chapter 1 of *Doing Urban Research, Applied Social Research Methods*. Thousand Oaks, CA: Sage Publications.

Ross, L. F. et al. 2010. The Challenges of Collaboration for Academic and Community Partners in a Research Partnership: Points to Consider. *Journal of Empirical Research on Human Research Ethics*, 5(1), pp. 19–31.

Boyer, RHW. 2020. Team-Based Learning in the Urban Planning Classroom. *Journal of Planning Education and Research*, 40(4):460-471.

Week 3. Case Study Analysis: Community-Engaged Research Across the Five Urban Studies Sub-Areas

Required Readings:

Goodman, A., Morgan, R., Kuehle, R., Kastor, S., & Fleming, K. 2018. We've Been Researched to Death: Exploring the Research Experiences of Urban Indigenous Peoples in Vancouver, Canada. *The International Indigenous Policy Journal,* 9(2), 1-23.

Lee, A. C. 2019. Engaging Non-Citizens in an Age of Uncertainty: Lessons from Immigrant-Serving Nonprofits in Los Angeles County. *Journal of the American Planning Association*, 85(3), 271-286.

McAfee, A. 2016. People and Plans: Vancouver's CityPlan Process. In Ren Thomas (ed.) *Planning Canada: A Case Study Approach*. Don Mills, ON: Oxford University Press Canada, 220-231.

Week 4. Sub-Area Case Study Presentations/Initial Research Planning and Timeline/Phase I Debriefing

Required Readings:

Farthing, S. 2015. "The Design of Planning Research," "Descriptive Questions: Scope, Claims and Sampling," and "Explanatory Questions: Starting Points, Claims, and Sampling." Chapters 1,5, and 6 of *Research Design in Urban Planning: A Student's Guide*. Thousand Oaks, CA: Sage Publications.

Phase II: Scoping, Establishing Goals, Preliminary Outputs

Assessments Due: Individual Reflection Paper no. 2 (week 6); Preliminary Proposal (week 7); Preliminary Presentation (week 8); Peer Review Assignment (week 8, in-class exercise)

Week 5. Project Framing: Grounding Urban Theory and Practice in Vancouver

Required Readings:

Barnes, T. & Hutton, T. 2009. Situating the New Economy: Contingencies of Regeneration and Dislocation in Vancouver's Inner City. *Urban Studies*, 46(5-6):1247-1269.

Proudfoot, J. & McCann, E. 2008. At Street Level: Bureaucratic Practice in the Management of Urban Neighborhood Change. *Urban Geography*, 29:4, 348-370.

Holden, M. 2012. Urban Policy Engagement with Social Sustainability in Metro Vancouver. *Urban Studies*, 49(3), pp. 527–542.

Week 6. Methods Workshop: Strategies for Selecting the Appropriate Urban Research Tools

Required Readings:

Farthing, S. 2015. "Methods of Data Generation in Research" and "Data Analysis." Chapters 7 and 8 of *Research Design in Urban Planning: A Student's Guide*. Thousand Oaks, CA: Sage Publications.

DeCuir-Gunby, J. & Schutz, P. 2016. "Mixed Methods Designs: Frameworks for Organizing Your Research Methods." Chapter 6 of *Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers*. Thousand Oaks, CA: Sage Publications.

Farinosi, M., Fortunati, L., O'Sullivan, J. & Pagani, L. 2019. Enhancing Classical Methodological Tools to Foster Participatory Dimensions in Local Urban Planning. *Cities*, 88, 235-242.

Week 7. Ethics Workshop: Navigating Stakeholder Conflicts and Community Power Dynamics

Required Readings:

Farthing, S. 2015. "Ethics of Research." Chapter 9 of *Research Design in Urban Planning: A Student's Guide*. Thousand Oaks, CA: Sage Publications.

Hacker, K. 2013. "Defining the Community and Power Relationships" and "Ethical Considerations in Community-Based Participatory Research" Chapters 2 and 6 of Community-Based Participatory Research. Thousand Oaks, CA: Sage Publications.

Cahill, C., Sultana, F., & Pain, R. 2007. Participatory Ethics: Politics, Practices, Institutions. *ACME: An International Journal for Critical Geographies*, 6(3), 304-318.

Week 8. Preliminary Project Presentations/Phase II Debriefing

*No required readings for week 8.

Phase III: Revising, Refining, Final Outputs

Assessments Due: Individual Reflection Paper no. 3 (week 9); Final Proposal (week 11); Final Presentation and Executive Summary (week 12)

Week 9. Community Partner Research Consultations/Assessing Feedback/Communicating and Visualizing Results

Required Readings:

Shipley, R. & and Utz, S. 2012. Making it Count: A Review of the Value and Techniques for Public Consultation. *Journal of Planning Literature,* 27(1), 22-42.

Klein, J. 2013. Communication and Collaboration in Interdisciplinary Research. In Michael O'Rourke, Stephen Crowley, Sanford D. Eigenbrode, and J.D. Wulfhorst (eds.) *Enhancing Communication and Collaboration in Interdisciplinary Research*. Thousand Oaks, CA: Sage Publications.

Al-Kodmany, K. 2002. Visualization tools and methods in community planning: from freehand sketches to virtual reality. *Journal of Planning Literature,* 17(2): 189-211.

Week 10. Final Proposal Workshop

*No required readings for week 10.

Week 11. Final Presentation Workshop

*No required readings for week 11.

Week 12. Final Project Presentations/Phase III Debriefing

*No required readings for week 12.

Learning Activities:

This course will include lectures, small- and large-group discussions, peer-review exercises, individual reflection papers, and applied learning activities alongside community partners. Students will focus on working in teams, community-engaged learning practices, navigating research methods and ethics, and producing final research proposals and presentations.

Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC's learning management system: https://community.canvaslms.com/. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and UBC library e-Resources to access any relevant supplementary readings. All required readings will be provided through the course website.

Learning Assessments:

1. General Participation: 10%
2. Individual Reflection Papers (x3): 10%
3. Sub-Area Case Study Assignment: 10%
4. Preliminary Proposal: 10%
5. Preliminary Presentation: 10%
6. Peer Review Assignment: 5%
7. Final Proposal: 30%
8. Final Presentation and Executive Summary: 15%

TOTAL: 100%

There will be no course examinations. Grading will be done by the course instructors, teaching assistants, and/or other instructional staff as deemed appropriate by university guidelines.

Points will be taken off for late assignments. Students with extenuating circumstances should notify the instructor as soon as possible.

Penalty for Late Assignments:

Days past due	Percentage deducted
1 day	5 percent
2-7 days	10 percent
8-14 days	20 percent
>14 days	assignment will not be graded

Learning Assessment Descriptions:

1. General Participation. Due: NA

Students will receive a general participation grade based on their willingness to come to class on a regular basis and fully engage will course material. Students will be graded for participation based on a mix of attendance, contributions to group exercises, and class discussion. General participation is worth 10% of the total course grade.

2. Individual Reflection Papers (x3). Due: Week 3, Week 6, and Week 9

Students will write three short (i.e. 2-4 page double-spaced) personal reflection papers over the duration of the term—one for each of the three main "phases" of the course. Students should consider this as an opportunity to "check in" with the instructor and offer their thoughts and reflections on how they are progressing through the community-engaged learning process. For example, in phase one, students could discuss their early impressions on working together with their groups; in phase two, they might discuss any issues involved in consulting with their community partner; and in phase three, they could address the challenges they are facing in working on their final proposal. Students are free to write about anything germane to the capstone course experience (including course readings) as long as it reflexively focuses on their own thoughts and impressions. The three reflection papers are worth 10% of the total course grade.

3. Sub-Area Case Study Assignment. Due: Week 4

This assignment serves two purposes. First, it will attempt to reflect on both the benefits and challenges of community-engaged urban interventions across the Urban Studies Program's five sub-areas. Second, it will introduce students to the groups they will be working with for the duration of the term. After discussing a number of relevant examples of community-based urban interventions in each of the five urban studies sub-areas, each student team will be assigned one of the five sub-areas to cover and will be expected to research a pertinent case-study from a peer-reviewed academic journal (preferably one in planning or geography). Groups will collectively write a short (i.e. a maximum of five pages double-spaced) summary of their selected case study and offer their thoughts and reflections on the issues and challenges faced by the community-engaged researchers that undertook it. Special attention should be paid to both ethical and methodological concerns. Each team will then informally share their findings to the class in the form of a brief (5-10min) presentation/discussions wherein group members can give an overview of the case they selected, offer their thoughts on the issues and challenges involved, and provide a handful of questions/talking points to encourage class discussion. The written summary and brief presentation will *each* be worth 5% of the total course grade (i.e. 10% in total).

4. Preliminary Proposal. Due: Week 7

After consulting with their community partner, students will work with their teams to fashion a preliminary research proposal (approximately 10 double-spaced pages) for an urban intervention to address the community partner's challenge. Students will draw from and synthesize a broad array of practical skills and foundational knowledge to help solve their community partner's challenge as described in their initial project brief. Students will have to assess the most effective and appropriate methods in order reach the community partner's objectives, and they will have to consider how to meet the community partner's needs while also striving to contribute to the public good at large. As this is an initial attempt, it is not expected to be fully realized. The primary purpose of this assignment is to get students on the right track and give the instructors an opportunity to provide helpful feedback to guide

teams toward the successful completion of their goals. The preliminary proposal is worth 10% of the total course grade.

5. Preliminary Presentation Workshop. Due: Week 8

Students will work with their teams to fashion brief (i.e. 10-15min) presentations based on the initial ideas they have explored in the preliminary proposal assignment to the class at large. The primary purpose of the assignment is to facilitate the exchange of ideas between teams and provide an opportunity for peer-to-peer feedback between groups. While the presentations are not expected to be fully realized, they should attempt to incorporate a visual dimension (e.g. slides) as appropriate. The preliminary presentation is worth 10% of the total course grade.

6. Peer-Review Assignment. Due: Week 8 (In-Class Exercise)

Each team will be responsible for providing a peer-review assessment of the preliminary presentation conducted by one other team. Students will be provided with a grading rubric to follow individually during the presentations. Following this, class time will be given for students to collaborate with their team members to synthesize their respective observations and provide substantive, qualitative feedback. Students should engage with the work of their peers critically but thoughtfully—the underlying purpose of the assignment is to have the teams help each other to consider how effectively their ideas are being conveyed, and what strategies they could rely on to improve their delivery. The peer-review assignment is worth 5% of the total course grade.

7. Final Proposal. Due: Week 11

The final proposal is the most important single output that will be produced over the duration of the course. It represents the students' main attempt at addressing their community partner's particular urban challenge, and it will provide the basis on which teams will draw from to implement further research in the second-half of the capstone experience in the following term (i.e. PLAN 4XX). The proposal should be approximately 20 double-spaced pages in length. The final proposal should be as fully realized and professional as possible. The assignment is a key opportunity for students to collaborate with both their community partner and each other to develop and synthesize their accumulated urban studies knowledge and skills. The final proposal is worth 30% of the total course grade.

8. Final Presentation and Executive Summary. Due: Week 12

The final presentation assignment highlights the importance of communication in the urban studies milieu. Using their final proposals as a starting point, teams will have to think about how to best convey the ideas they explored therein to an audience that would include their peers, their community partner, and the general public at large. Teams will prepare moderate length (15-20min) presentations that should include a significant visual component (slides, posters, etc.). Additionally, teams should prepare a handout of not more than two pages that will act as an "executive summary" of their final proposal (i.e. a concise encapsulation of the major contours of their proposed research project) to accompany their presentation. The handout can include key visuals as appropriate, provided it remains within the two-page limit. The final presentation and executive summary are worth 15% of the total course grade.

University Policies:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at the Policies and Resources section of the UBC Senate website.

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Discipline for Academic Misconduct section of the UBC Academic Calendar.

UBC Statement on Respectful Environment:

UBC envisions a climate in which students, faculty, and staff are provided with the best possible conditions for learning, researching, and working, including an environment that is dedicated to excellence, equity and mutual respect. Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view. Respect for the value of freedom of expression and promotion of free inquiry are central to the University's mission.

However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor

and employee. A respectful environment is a climate in which the human dignity of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

A more detailed description of UBC's Statement on Respectful Environment for Students, Faculty, and Staff may be found at UBC Statement on Respectful Environment.

UBC Grading Standards:

Grading in this course is aligned to the UBC Graduate Level Grading Scale.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F

Other Course Policies:

Learning Analytics:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using one or more of the following learning technologies: Canvas, WordPress, edX, iPeer, Piazza, etc. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, analytics data will be used to (1) view overall class progress, (2) review statistics on course content being accessed to support improvements in the course, and (3) track participation in discussion forums.

Copyright:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Acknowledgement:

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Course Information:

PLAN 4XX: Urban Studies Capstone, Part 2 – Application (3 Credits)

Academic Calendar Description: Application of key elements of urban studies theory, concepts, and methods to a community-engaged urban challenge.

Prerequisites: Completion of all Urban Studies Major core requirements (including GEOG 4XX: Urban Studies Capstone, Part 1 – Formulation) and approval from the course professor.

Corequisites: None.

Other Requirements: Fourth-year standing as a declared Urban Studies Major.

Instructional Schedule: TBA.

Instructor Contacts:

Instructor: TBA.

Contact Details: TBA.
Office Location: TBA.
Office Hours: TBA.

Other Instructional Staff: TBA.

Student Expectations:

Students are expected to attend all class meetings having completed the required preparations prior to each session so that in-class time can be devoted more fully to workshopping and other relevant group activities. Students will work in teams on course projects and are expected to fully participate in group work and meet project deadlines set for their team. Students are expected to communicate regularly with community partners in a respectful and productive fashion to ensure that projects are sufficiently co-developed and that the expectations of both parties are being met. Students are expected to adhere to the statements of academic integrity and respectful environment found below.

Course Description:

In this course, which serves as the second half of a two-part sequence constituting the Urban Studies capstone experience (alongside GEOG 4XX, which precedes it), students will reflect on, draw from, and build upon the skills they have developed throughout the Urban Studies Program by participating in a rigorous, community-engaged learning process with a particular community organization or institution over the duration of the term. Working in their previously assembled groups, students will use the detailed research proposals they produced in GEOG 4XX as a base from which to conduct original, firsthand research in collaboration with, and in the service of, their community partner. This process will include gathering and analyzing primary research data and evaluating outcomes; synthesizing research observations into a final project report; and communicating results (both orally and visually) in a final public presentation. Along the way, instructors will ultimately endeavor to:

- Connect academic theories, concepts, and methods with real-world urban problems by giving students the opportunity to directly apply the skills and knowledge they have obtained across the five program sub-areas in a challenging, community-engaged learning experience.

- Integrate a multitude of perspectives by drawing from a diversity of contexts and case studies across the evolving, interdisciplinary urban studies literature, while at the same time highlighting the distinctive urban issues faced by the Vancouver metropolitan region amidst the global urban system.

- Facilitate a thorough process of co-production between students and community partners in order to give the former a chance to substantively engage in meaningful, “city shaping” work that extends beyond the university, while positively contributing their accumulated urban expertise to the benefit of both the community partner and the wider urban context in which they are embedded.

- Ground the community-engaged learning process by providing a space for, and significant class time to, crucial methodological and ethical considerations in order to appropriately guide students as they attempt to practically implement their previously completed team-based research proposals.

Course Structure:

During weekly class meetings, student teams will be guided by their instructors through the process of implementing their previously completed research proposals in collaboration with their community partner. Students will be offered ample in-class time (8 self-directed work sessions over 12 weeks) to collaborate on their research projects together with their teams (generally, the first half of most classes will involve instructor and student-led discussions addressed to the class at large, while the second half will involve breakout sessions devoted to student team collaboration). Student teams will help to facilitate an urban theory seminar series that will run from weeks 3 through 8. This will involve the self-directed selection of appropriate reading material, an informal presentation and discussion facilitation, and a critical review assignment to encourage peer-to-peer feedback. Students teams will also consult with their community partner regularly—Including a formal progress consultation during week 5; their project presentations during week 11; and their final assessments during week 12.

The instructional component of the course is partitioned into three distinct phases. In the first phase, *"Advanced Urban Research Strategies"* (weeks 1-4), student teams will use the blueprint provided by the research proposals they completed in GEOG 4XX to begin the process of data collection and analysis. Course instructors will endeavour to facilitate by providing a workshop, in-class discussions, and exercises around these issues. In the second phase, "*Outcome Evaluation and Output Production"* (weeks 5-8), students will spend the majority of their time attempting to synthesize their observations and write up their research results. Accordingly, instructors will once again offer a workshop, in-class discussions, and exercises around these concerns. In the third and final phase, "*Advanced Techniques for Communicating and Visualizing Urban Research,"* instructors will offer targeted guidance to student teams as they attempt to finalize their reports and prepare for their community partner presentations.

Course Goals and Learning Outcomes:

The capstone experience is designed to leverage community-engaged learning to enable students to effectively synthesize the theoretical, conceptual, and methodological knowledge gained over the duration of the Urban Studies Program. It will offer a vital opportunity for students to demonstrate their overall competency with the core urban studies curriculum, and allow them to creatively exemplify their emerging expertise in one or more urban studies sub-area. The course will provide students with substantive, real-world experience by giving them a firsthand look at the complexities and challenges involved in practicing urban studies professionally in an interdisciplinary context. Ultimately, students should emerge from the capstone experience equipped with a sophisticated urban toolkit capable of affording community partners and other relevant public stakeholders the chance to better understand the vital urban affairs that impact them.

After successfully completing this course, students will:

1. Develop a strong grasp of the community-engagement process *in practice.*
2. Learn how to address the specific needs of a community partner in a professional manner while simultaneously endeavoring to serve the greater public good at large.
3. Be able to assess the most effective and appropriate methods when faced with a particular set of objectives and desired outcomes in a given urban intervention.
4. Learn how to navigate between the (often conflicting) desires of various community stakeholders in a way that remains critically attentive to the power dynamics between them.
5. Deepen their understanding of the Vancouver metropolitan region's unique urban issues and challenges by working directly with a *local* community partner on a given urban intervention.
6. Learn how to navigate interpersonal dynamics and collaborate effectively in a team environment on a long-term research project.
7. Gain experience in communicating complex information for urban interventions via written, oral, and visual formats appropriate for academic, professional, and general audiences.
8. Learn how to effectively adapt urban theories, concepts, and strategies developed in different historical or geographical contexts to a particular set of local conditions in a way that respects the inherent uniqueness of place in a given urban intervention.

Schedule of Topics and Required Readings:

Phase I: Advanced Urban Research Strategies

Assessments Due: Individual Reflection Paper no. 1 [week 3]; Team-Led Seminar Facilitation Assignment and Peer Review Assignment for those teams responsible for student-led seminars A and B [week 3], and C and D [week 4]

Week 1. Introduction to the Course/Establishing a Research Plan and Timeline/ Team-Led Urban Theory Seminar Facilitation – Initial Preparations

Required Readings:

Du Toit, J., and Harris, N. 2015. "Research Design" and "Methodology in action: the relationship between research and practice." Chapters 2.2 and 5.1 in E. Silva et al. (eds.) *The Routledge Handbook of Planning Research Methods.* New York: Routledge.

Jayne, M., and Ward, K. 2016. A twenty-first century introduction to urban theory. In *Urban Theory: New Critical Perspectives.* New York: Routledge.

Week 2. Data Collection and Analysis Workshop/Team-Led Urban Theory Seminar Facilitation – Reading Selections and Establishing Group Responsibilities

Required Readings:

Creswell, J., and Poth, C. 2017. "Data Collection" and "Data Analysis and Representation." Chapters 7 and 8 of *Qualitative Inquiry and Research Design.* Thousand Oaks, CA: Sage Publications.

Babbie, E. 2016. Quantitative Data Analysis. In *The Practice of Social Research*, 14th Edition. Boston: Cengage.

Week 3. Team-Led Urban Theory Seminars A & B/Project Work Session 1

Required Readings:

*Team-led urban theory seminar readings to be determined in week 2.

Week 4. Team-Led Urban Theory Seminars C & D/Project Work Session 2/Phase I Debriefing, Preparing for week 5's Community Partner Progress Consultations

Required Readings:

*Team-led urban theory seminar readings to be determined in week 2.

Phase II: Outcome Evaluation and Output Production

Assessments Due: Individual Reflection Paper no. 2 [week 6]; Team-Led Urban Theory Seminar Facilitation Assignment and Peer Review Assignment for those teams responsible for student-led seminars E and F [week 7], and G and H [week 8]

Week 5. Community Partner Progress Consultations/Consultation Debriefing/Project Work Session 3

*No required readings for week 5.

Week 6. Writing Strategies and Output Production Workshop/Project Work Session 3

Required Readings:

> Booth, W., Colomb, G., and Williams, J. 2016. "Drafting Your Report," Revising Your Organization and Argument," and "Revising Style: Telling Your Story Clearly." Chapters 13, 14, and 17 of *The Craft of Research.* Chicago: University of Chicago Press.
>
> Colyar, J. 2009. Becoming Writing, Becoming Writers. *Qualitative Inquiry*, 15(2): 421-436.

Week 7. Team-Led Urban Theory Seminars E & F/Project Work Session 4

Required Readings:

*Team-led urban theory seminar readings to be determined in week 2.

Week 8. Team-Led Urban Theory Seminars G & H/Project Work Session 5/Phase II Debriefing

Required Readings:

*Team-led urban theory seminar readings to be determined in week 2.

Phase III: Advanced Techniques for Communicating and Visualizing Urban Research

Assessments Due: Individual Reflection Paper no. 3 [week 9]; Final Project Report (First Draft) [week 10]; Final Community Partner Presentation and Executive Summary [week 11]; Final Project Report (Revisions) [two-weeks from the last day of class]

Week 9. Advanced Urban Communication and Visualization Workshop/Project Work Session 7

Required Readings:

> Cahill, C. and Torre, M. 2007. Beyond the Journal Article: Representations, Audience and the Presentation of Participatory Action Research. In S. Kindon, R. Pain, and M. Kesby (eds.) *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place.* New York: Routledge.
>
> Billger, M., Thuvander, L., and Wästberg, B. 2016. In search of visualization challenges: The development and implementation of visualization tools for supporting dialogue in urban planning processes. *Environment and Planning B: Urban Analytics and City Science,* 44(6).

Week 10. Final Project Work Session 8 (full class duration, instructors standing by for targeted guidance)

*No required readings for week 10.

Week 11. Final Student Team Presentations to Community Partner

*No required readings for week 11.

Week 12. Community Partner Assessment Consultations/Phase III and General Course Debriefing

*No required readings for week 12.

Learning Activities:

This course will include lectures, small- and large-group discussions, peer-review exercises, individual reflection papers, and applied learning activities alongside community partners. Students will focus on working in teams, community-engaged learning practices, navigating research methods and ethics, and producing final research reports and presentations.

Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC's learning management system: https://community.canvaslms.com/. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and UBC library e-Resources to access any relevant supplementary readings. All required readings will be provided through the course website.

Learning Assessments:

1. General Participation: 10%
2. Individual Reflection Papers (x3): 10%
3. Team-Led Seminar Facilitation Assignment: 15%
4. Peer-Review Assignment: 5%
5. Final Project Report (First Draft): 25%
6. Final Community Partner Presentation and Executive Summary: 20%
7. Final Project Report (Revisions): 15%

TOTAL: 100%

There will be no course examinations. Grading will be done by the course instructors, teaching assistants, and/or other instructional staff as deemed appropriate by university guidelines.

Points will be taken off for late assignments. Students with extenuating circumstances should notify the instructor as soon as possible.

Penalty for Late Assignments:

Days past due	Percentage deducted
1 day	5 percent
2-7 days	10 percent
8-14 days	20 percent
>14 days	assignment will not be graded

Learning Assessment Descriptions:

1. General Participation. Due: NA

Students will receive a general participation grade based on their willingness to come to class on a regular basis and fully engage will course material. Students will be graded for participation based on a mix of attendance, and contributions to group exercises and in-class discussions. General participation is worth 10% of the total course grade.

2. Individual Reflection Papers (x3). Due: Week 3, Week 6, and Week 9

Students will write three short (i.e. 2-4 page double-spaced) personal reflection papers over the duration of the term—one for each of the three main "phases" of the course. Students should consider this as an opportunity to "check in" with the instructor and offer their thoughts and reflections on how they are progressing through the community-engaged learning process. For example, in phase one, students could discuss their early experiences collecting and analyzing data alongside their team members; in phase two, they might discuss the issues involved in synthesizing their observations and collectively writing up their research report; and in phase three, they could address the challenges they are facing in communicating their research results effectively. Students are free to write about anything germane to the capstone course experience (including course readings) as long as it reflexively focuses on their own thoughts and impressions. The three reflection papers are worth 10% of the total course grade.

3. Team-Led Urban Theory Seminar Facilitation Assignment. Due: Weeks 3, 4, 7, or 8

Each student team will be responsible for facilitating a 30-45 minute seminar session around a relevant urban-studies based reading of their choosing. At the conclusion of week 1, students will devote some time to thinking about prospective reading choices in order to come to class during week 2 with some ideas in mind. Student Teams will then be given in-class time during week 2 to collectively deliberate and subsequently select an appropriate reading in consultation with class instructors. At this time, groups will be assigned their respective presentation slots (A through H, running from weeks 3 through 8). In terms of selection criteria, the chosen reading should (1) be a contemporary peer-reviewed academic article from respected urban studies journal (a prominent urban planning or geography journal would be ideal) that is currently available online through the UBC library, and (2) deal with the exposition or application of a particular strand of urban theory that the student team is trying to engage with in their final project report. The reading can, but does not have to be, something that the student team has already engaged with previously (e.g. in their research proposals from last term), but in this case, it should **not** be one of

the required course readings from GEOG 4XX (i.e. it should not be something that the class has already discussed together at large). In terms of the seminar itself, student teams responsible for presenting should come to class on their facilitation day ready to contextually introduce their chosen reading (author background, theoretical framework, etc.), summarize its key takeaway points, and illustrate its relevance to the course at large in an informal presentation of approximately 15-20 minutes. The remaining time should be devoted to an in-class discussion facilitated by the presenting student group, who should come prepared with thought-provoking questions, talking points, and/or other in-class exercises designed to engage the class. This is assignment is designed to guide students to become better acquainted with leading an urban seminar discussion; to further their knowledge in a self-directed manner with various theoretical trajectories germane to urban studies; and to help them to figure out how best to apply and integrate them into their research projects. The team-led urban theory seminar facilitation assignment is worth 15% of the total course grade.

4. Peer-Review Assignment. Due: Weeks 3, 4, 7, or 8 (In-Class Exercise)

Each team will be responsible for providing one peer-review assessment for one other group in the team-led urban theory seminar facilitation segment of the course (reviewing responsibilities will be designated during week 2 when seminar facilitation duties are assigned). The reviewing team will be provided with a grading rubric to follow during the facilitated seminars. Following this, the reviewing team will use part of that day's work session to synthesize their respective observations and provide substantive, qualitative feedback. Special attention should be paid to the following: (1) the suitability of the facilitating team's reading; (2) how effectively the facilitating team summarizes their reading's key points and illustrates its relevance to the course at large; and (3) how effectively the facilitating team engages with and leads the class in the subsequent discussion (via thought-provoking questions, talking points, and/or other means). The peer-review assignment is worth 5% of the total course grade.

5. Final Project Report (First Draft). Due: Week 10

The final project report is the most important single output that will be produced over the duration of the entire capstone experience. It serves as the students' most comprehensive attempt at addressing their community partner's particular set of urban challenges, and it represents the scholarly and professional culmination of the fruitful collaboration between them. The report should be approximately 30 to 40 double-spaced pages in length. Please note: this is a *first* draft and **not** a *rough* draft. While there will be an opportunity for limited revisions (see assignment 7 below), the report should not be submitted in a provisionary manner and should instead be as fully realized and professional as possible. The assignment is a crucial opportunity for students to collaborate with both their community partner and each other to further develop and synthesize their accumulated urban studies knowledge and skills. The first draft of the final project report is worth 25% of the total course grade.

6. Final Community Partner Presentation and Executive Summary. Due: Week 11

The final community partner presentation assignment highlights the importance of communication in the professional urban studies milieu, and represents a crucial occasion for student teams to showcase the progress they have made over the course of the term. Using their final project reports as a starting point, teams will have to think about the best way to effectively summarize their research results to an audience that would include their peers, their community partner, and the general public at large. Teams will prepare moderate length (approximately 20min) presentations that should include a significant visual component (slides, posters, etc.). Additionally, teams should prepare a handout of not more than two

pages that will act as an "executive summary" of their final project report (i.e. a concise encapsulation of their final project report's key takeaway points) to accompany their presentation. The handout can include key visuals as appropriate, provided it remains within the two-page limit. The final community partner presentation and executive summary are worth 20% of the total course grade.

7. Final Project Report (Revisions). Due: two-weeks from the date of the final community partner assessment consultations held on the last day of class.

Student Teams will be presented with substantive feedback on the first draft of their final project reports from both their instructors and their community partners on the final day of in-class learning during week 12. In lieu of a final course exam, student teams will be responsible for addressing and incorporating this feedback in the final project report revisions assignment. The format of the assignment will resemble the process for revising peer-reviewed academic journal articles. Students will submit a revised version of the final project report that should highlight major changes or additional sections in a different text colour. Students should also provide a 2-4 page double-spaced author response document explaining how they dealt with feedback they were given by justifying the changes they did (or did not) choose to make. The assignment will provide student teams with a chance to both receive and respond to critical feedback from their instructors, and it will give them valuable experience in learning to adapt and refine their previously completed work according to the needs of their community collaborator. The final project report revisions are worth 15% of the total course grade.

University Policies:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at the Policies and Resources section of the UBC Senate website.

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Discipline for Academic Misconduct section of the UBC Academic Calendar.

UBC Statement on Respectful Environment:

UBC envisions a climate in which students, faculty, and staff are provided with the best possible conditions for learning, researching, and working, including an environment that is dedicated to excellence, equity and mutual respect. Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view. Respect for the value of freedom of expression and promotion of free inquiry are central to the University's mission.

However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor and employee. A respectful environment is a climate in which the human dignity of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

A more detailed description of UBC's Statement on Respectful Environment for Students, Faculty, and Staff may be found at UBC Statement on Respectful Environment.

UBC Grading Standards:

Grading in this course is aligned to the UBC Graduate Level Grading Scale.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F

Other Course Policies:

Learning Analytics:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using one or more of the following learning technologies: Canvas, WordPress, edX, iPeer, Piazza, etc. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, analytics data will be used to (1) view overall class progress, (2) review statistics on course content being accessed to support improvements in the course, and (3) track participation in discussion forums.

Copyright:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Course Information

PLAN 361: Community Planning in a World of Diversity (3 Credits)

Academic Calendar Description: Examination of how the diverse, multicultural, and cosmopolitan aspects of cities create challenges and opportunities for community planning.

Prerequisites: None
Corequisites: None

Other Requirements: Second-year standing or above.

Instructional Schedule: TBA

Instructor Contacts

Instructor: TBA

Contact Details: TBA
Office Location: TBA
Office Hours: TBA

Other Instructional Staff

TBA

Student Expectations

Students are expected to attend all classes having done the necessary preparatory work and reflected on the material. Attendance and contribution to class discussions and in-class workshops will be reflected in the participation component of the course grade. Students are also expected to submit assignments on time (see below). Finally, and most importantly, students are expected to adhere to the statements of academic integrity and respectful environment found below.

Course Description

In this course, we will examine the historical and theoretical factors determining urban community formation and the challenges and opportunities these present for community planning practice. More precisely, we will examine how the diverse, multicultural, and cosmopolitan aspects of cities engender opportunities for residents and also raise questions of social and spatial justice based on intersectional inequities. This tension complicates the question of how to plan for community health and wellbeing in the context of global and local changes and movements that shape community affiliations and intergroup relations. Thus, we will explore together the question of: How should community planners think about diversity, multiculturalism, cosmopolitanism, and the formation of communities in the context of contemporary urbanization? In order to engage with the inherent complexity of this question, we will work through a series of case studies of local planning conflicts that demonstrate the importance of viewing diversity and multiculturalism as one of the key challenges in current urbanization.

Course Structure

The course will proceed in an interactive lecture format with small-group activities for engagement with community planning case studies built in along the way. We will meet twice per week for a total of three hours per week (1.5 hours per session).

The course is organized into five parts. At the end of each part, we will do a structured in-class interrogation of a real world case study meant to demonstrate the applied implications of the conceptual issues that we cover in that part of the course. The first part serves as a background and overview of larger trends in planning and urbanization that impact how urban residents experience place and identity. The second part introduces three important contemporary concepts (cosmopolitanism, multiculturalism, difference and inequity) that shape how community planning addresses social diversity. The third part examines the intersectional dimensions of social justice in cities. This part looks particularly at how overlapoing elements of social identity shape the experience of place. The fourth part examines the positive and negative aspects of urban placemaking rooted in culture and social identities. Finally, the course examines how cultural competency can be infused into processes of urbanization.

Learning Outcomes

At the successful completion of this course, students will be able to:

- Compare and contrast the main historical, social and geographic factors determining the formation of diverse urban publics.
- Outline the processes of identity formation, social differentiation, hybridization, and group mobilization along multiple dimensions of difference, focusing on ethnicity, race, and culture.
- Appreciate how cultural identities shape our experience of place.
- Identify the main philosophical and theoretical rationales for planning for diversity and difference in cities.

- Interpret the opportunities and tensions generated by cosmopolitanism for community planning in cities.
- Examine social controversies from multiple vantage points towards the goal of facilitating constructive public deliberation.
- Promote a vision for multicultural planning and community-engagement in cities.

Schedule of Topics

The course will proceed in five parts and meet twice per week, for 1.5 hours each session:

PART 1: HISTORICAL AND THEORETICAL BACKGROUND

In this first part of the course, we will go through an overview of the course content and orient ourselves to debates around how culture and diversity should shape decisions about cities. We will also engage with underlying trends related to identity formation as a main filter through which people experience place in the context of globalization and colonialism. Finally, we will examine our first community planning case study through in-class exercises designed to interrogate the challenges addressed in the case relative to the issues raised in part one of the course.

Week 1. Concepts of Culture and Diversity in Urban Community Planning

*Required Readings:

1. Sandercock, L. (2004). Towards a Planning Imagination for the 21st Century. *Journal of American Planning Association*, 70(2), 133-140.
2. Fainstein, S. S. (2005). Cities and Diversity: Should We Want It? Can We Plan For It? *Urban Affairs Review*, 41(3).

Week 2. Identity Formation in the Context of Globalization and Colonialism

*Required Readings:

1. Nagel, J. (1994). Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture. Social Problems, 41(1), 152.
2. Porter, L. (2010). Unlearning the colonial cultures of planning. Ashgate Publishing Co., Chapters 1,3 & 7.

***Community Planning Case Study 1 will be at the end of week 2**

PART 2: CONTEMPORARY NORMATIVE AND APPLIED THEORIES

In this second part of the course, we examine several important concepts that shape thinking about diversity and community planning in contemporary cities. Specifically, we will exmine the main debates and intellectual threads within the areas of cosmopolitanism, multiculturalism, and difference and inequity within cities. These conceptual foundations will prove essential to our understanding of the more specific community identity-based issues that we examine later in the course. Finally, we will examine our second community planning case study through in-class exercises designed to interrogate the challenges addressed in the case relative to the issues raised in part two of the course.

Week 3. Cosmopolitanism

*Required Readings:

1. Hall, S. (2002). Political belonging in a world of multiple identities. In S. Vertovec & R. Cohen (Eds.), Conceiving cosmopolitanism: Theory, context and practice (pp. 25-31): Oxford University Press. Appiah,
2. Sandercock, L. (1998) "Ch. 7. Towards Cosmopolis: A Postmodern Utopia" in *Towards Cosmopolis.* Wiley.

Week 4. Multi-Culturalism

*Required Readings:

1. Qadeer, Mohamed (2015) "The Incorporation of the Multicultural Ethos in Urban Planning", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.
2. Laws, D., J. Forester (2015). "The Pragmatic Politics of Multi-Cultural Diversity", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.

Week 5. Difference and Inequity

*Required Readings:

1. Fainstein, S. (2010). "Chapter 2: Justice and Urban Transformation" in *The Just City*. Cornell University Press.
2. Steil, Justin. "Antisubordination planning." *Journal of Planning Education and Research* (2018): 0739456X18815739.

***Community Planning Case Study 2 will be at the end of week 5**

PART 3: INTERSECTIONAL DIMENSIONS OF SOCIAL JUSTICE IN PLANNING

In this third part of the course, we examine how overlapping elements of social identity shape the experience of place. We look particularly at how aspects of immigration status, race, ethnicity, gender, and sexuality play into the consciousness of urban planning and impact resident experiences of urbanization. Throughout, we examine closely how these different elements of identity combine and intersect within questions of social justice. Finally, we will examine our third community planning case study through in-class exercises designed to interrogate the challenges addressed in the case relative to the issues raised in part three of the course.

Week 6. Planning for Immigrant-Friendly Communities

*Required Readings:

1. Nguyen, M., H. Gill, A. Steephen (2015) "Community Planning for Immigrant Integration", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.
2. Harwood, S., S. Lee. (2015) "Immigrant-Friendly Community Plans", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.

Week 7. Race and Ethnicity in Planning

*Required Readings:

1. Williams, Rashad Akeem. "From racial to reparative planning: Confronting the white side of planning." *Journal of Planning Education and Research* (2020): 0739456X20946416.
2. Briggs, Xavier de Souza. 2004. "Civilization in Color: The Multicultural City in Three Millennia," City & Community 3(4): 311-342.

Week 8. Gender and Sexuality in Planning

*Required Readings:

1. Doan, P. (2015), "Planning for Sexual and Gender Minorities", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.
2. Krasny, Elke. "Neighbourhood claims for the future: Feminist solidarity urbanism in Vancouver's Downtown Eastside." In *The Social Re Production of Architecture*, pp. 93-112. Routledge, 2017.

***Community Planning Case Study 3 will be at the end of week 8**

PART 4: PLACEMAKING IN DIVERSE CONTEXTS

In this fourth part of the course, we examine the positive and negative aspects of placemaking in cities that are rooted in culture and identity. There are undercurrents of urbanization that generate deep inequities in places based on the social identities of residents. Meanwhile there are counterforces that rasiue places up and leverage the positive aspects of diverse communities. We will also examine our fourth community planning case study through in-class exercises designed to interrogate the challenges addressed in the case relative to the issues raised in part four of the course.

Week 9. The Accumulation of Disadvantage

*Required Readings:

1. Holifield, R. (2001). Defining environmental justice and environmental racism. Urban Geography, 22(1), 78-90.
2. Madanipour, Ali. "Social Exclusion in Space" in The City Reader. Richard T. LeGates and Frederic Stout (eds.), New York: Routledge (pp. 158-165).

Week 10. Making Positive Places

*Required Readings:

1. Talen, E. (2015) "A Targeted Approach to Planning Culturally Diverse Neighborhoods", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.
2. Irazábal, C., & Farhat, R. (2008). Latino Communities in the United States: Place-Making in the Pre-World War II, Postwar, and Contemporary City. Journal of Planning Literature, 22(3), 207-227.

***Community Planning Case Study 4 will be at the end of week 10**

PART 5: CULTURAL COMPETENCE IN URBAN PLANNING

In this fifth and final part of the course, you will work in small groups to develop a better sense of how cultural competence is gained by planners and infused into the processes that shape cities.

Week 11. Final Project Development

*Required Readings:

1. Rios, M. (2015) "Negotaiting Culture: Towards Greater Competence in Planning", in *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning*. Burayidi, Michael (ed.). University of Toronto Press.
2. Agyeman, J., & Erickson, J. S. (2012). Culture, Recognition, and the Negotiation of Difference. Journal of Planning Education and Research, 32(3), 358-366.

Week 12. Final Project Presentation

*Required Readings:

1. Viswanathan, L. (2009). 'Postcolonial planning' and ethno-racial diversity in Toronto: locating equity in a contemporary planning context. Canadian Journal of Urban Research, 18(1), 162.
2. Sandercock, L. (2000). When strangers become neighbours: managing cities of difference. Planning Theory & Practice, 1(1), 13-30.

Learning Activities

This course will include lecture, small group and large group discussions, and applied learning activities. Students are expected to complete all required pre-class work prior to each class so that classes can focus on application and advancement of the lessons learned in the pre-class work. Pre-class work will include readings, written assignments, and other supporting materials.

In-class exercises are an essential aspect of the course, as this is where the applied techniques and practical skillsets are learned. In accordance, regular attendance is essential and participation has a heavy weight in this class.

There is also one out of class activity involving attendance at a public hearing or meeting involving public participation. You can select which meeting you attend, but must get prior approval from the instructor.

Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC's learning management system: https://community.canvaslms.com/. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and the UBC library e-Resources to access supplementary readings. All required readings will be provided through the course website.

Assessments of Learning

Students will be assessed according to:

1. Participation: 10%
   We will work through a real world case at the end of each section and will relate that case to in-class discussions. Students will complete reflection papers based on these cases and discussions, so attendance and active engagement with the lessons is necessary. Students will be rated for participation based on a mix of attendance, contributions to case study exercises, and class discussion.

2. Reflection Memos on Case Studies (5% each X 4): 20%
   Students will write 5-page memos that integrate the key insights from the readings and discussions for each part (1-5) of the course with the case study that we work through at the end of that part. The case study will focus on applied community planning challenges that raise issues dealt with in the conceptual readings and class discussion. Students will describe the key challenge and the essential conceptual issues at stake and then analyze how the course material helps to move toeward a solution for that challenge.

3. Individual Experience of Place Reflection Paper: 20%
   Students will examine how their own cultural identity shapes their experience of place within a 10-page paper. They will examine their own process of identity formation, hybridization, and group mobilization along multiple dimensions of difference, focusing on ethnicity, race, and culture. The goal of the paper will be to use your individual history and background as the key data for systematically reflecting upon your own experience of place throughout yuou life.

4. Neighborhood Photovoice: 20%
   Students will select a multicultural neighborhood in Vancouver to do a photovoice project examining what cosmopolitanism means to them in that neighborhood. They will then do research on the history of community formatiom in the area and seek out resident perspectives based on local media, archival and/or scholarly materials to compare their view with that of residents. Students will present their photovoice project in an online blog format and submit a 7-page paper describing their own perspective, the local history, and the perspective of local residents.

5. Final Paper on Planning for Cosmopolitanism: 30%
   Students will develop a 15-page critical review of a selected community plan that engages with questions of diversity, multiculturalism, and/or cosmopolitanism. The instructor will provide a library of suggested plans to review or students can propose their own (but must get instructor approval prior to starting the project). The critical review will be structured into five 3-page sections that coincide with the five parts of the course.

Course Learning Outcomes	*Assignments*				
	1	2	3	4	5
Compare and contrast the main historical, social and geographic factors determining the formation of diverse urban publics.	√	√			
Outline the processes of identity formation, social differentiation, hybridization, and group mobilization along multiple dimensions of difference, focusing on ethnicity, race, and culture.		√	√	√	
Appreciate how cultural identities shape our experience of place.	√		√		
Identify the main philosophical and theoretical rationales for planning for diversity and difference in cities.		√			√
Interpret the opportunities and tensions generated by cosmopolitanism for community planning in cities.		√			√
Examine social controversies from multiple vantage points towards the goal of facilitating constructive public deliberation.	√	√		√	√
Promote a vision for multicultural planning and community-engagement in cities.				√	√

Points will be taken off for late assignments (Table 1). Students with extenuating circumstances should notify the instructor as soon as possible.

Table 1. Penalty for Late Assignments

Days past due	Points deducted (/100)
1 day	5 points
2-7 days	10 points
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Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also

means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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UBC Statement on Respectful Environment

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However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor and employee. A respectful environment is a climate in which the human dignity of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

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UBC Grading Standards

Grading in this course is aligned to the UBC Graduate Level Grading Scale.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+

Percentage (%)	Letter Grade
60-63	C
0-59	F

Other Course Policies

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza….]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:
View overall class progress
Review statistics on course content being accessed to support improvements in the course
Track participation in discussion forums

Copyright

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Acknowledgement

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Course Information

PLAN 231: Methods of Urban Community Engagement (3 Credits)

Academic Calendar Description: Examination of various approaches to hands-on engagement with urban communities while examining the meaning of public, community, and participation.

Prerequisites: None
Corequisites: None

Other Requirements: Second-year standing or above.

Instructional Schedule: TBA

Instructor Contacts

Instructor: TBA

Contact Details: TBA
Office Location: TBA
Office Hours: TBA

Other Instructional Staff

TBA

Student Expectations

Students are expected to attend all classes having done the necessary preparatory work and reflected on the material. Attendance and contribution to class discussions and in-class workshops will be reflected in the participation component of the course grade. Students are also expected to submit assignments on time (see below). Finally, and most importantly, students are expected to adhere to the statements of academic integrity and respectful environment found below.

Course Description

In this course, we will examine the various meanings of the public, community, and participation in order to align community engagement strategies with goals while enabling you to acquire hands-on engagement skills. You will build your strategies for community engagement with close alignment between your definition of the public, the type of participation you propose, and the overall goals of your project. Within these strategies you will utilize specific skills for managing group dynamics, conflicts, and project timelines. In all, you will learn how to approach community engaged projects with an appreciation for the importance of focusing on partner strengths, building trust, and ensuring that all engagements involve reciprocity. These skills and strategies will serve as a foundation that you carry with you as you move through other community-engaged coursework and applied experiences.

Course Structure

The course will proceed in an interactive lecture format with many small-group activities designed to model community engagement practices along the way. You will also be required to attend one public community engagement session outside of class time. We will meet twice per week for a total of three hours per week (1.5 hours per session).

The course is organized into five parts. The first part introduces the course and examines the various meanings of "the public" that have been developed in different contexts. This part ends with an in-class exercise where we engage with an applied challenge related to setting goals that are directly linked to the understanding of the public that we wish to engage. The second part examines the various meanings of "community" that have been developed in different contexts. This part ends with an in-class exercise where we engage with an applied challenge related to managing complex projects with many interested parties and the need to define stakeholders within that project. The third part examines various concepts of participation that have been developed in different circumstances. This part ends with an in-class exercise where we engage with an applied challenge related to aligning our definitions of public, community, and participation within the context of participatory urban planning processes. The fourth part is about building a toolbox filled with various techniques of community engagement for small and large groups. We will run through scenario-based training of these techniques in class. Finally, the course will conclude with the development and presentation in small groups of a full community engagement strategy based on a given scenario.

Learning Outcomes

At the successful completion of this course, students will be able to:

- Explain different models for defining "the public" and "community" in the urban context.
- Describe the different levels of participation possible within engagement and outreach processes.
- Develop strategies for addressing participation challenges and conflicts across diverse settings based on principles of community engagement.
- Promote a vision for the appropriate level and type of public participation aligned with a given set of goals across a variety of urban projects.

- Design a community engagement project in collaboration with a small group of peers.
- Design a community engagement project management and assessment strategy in collaboration with a small group of peers.
- Appreciate the various cultural and social dynamics that need to be accounted for within the process of community engagement.

Schedule of Topics

The course will proceed in five parts and meet twice per week, for 1.5 hours each session:

PART 1: THE PUBLIC

In this first part of the course, we will go through an overview of the course content and orient ourselves to three basic community engagement principles: (1) approach community from a strengths-based perspective; (2) build trusting relationships; (3) reciprocity.

We will also engage five approaches to conceptualizing the public: (1) based on energy and interest, time and resources; (2) based on power, legitimacy, and urgency; (3) based on organizational complexity; (4) based on affected publics; (5) based on relevant publics.

Finally, we will work through a scenario based on a practical challenge in mobilizing the "public good" as a justification for action – often there are many publics, many goods, and sometimes they conflict.

Week 1. Introduction to the course and concepts of the public

*Required Readings:
1. Schlossberg, M., & Shuford, E. (2005). Delineating" public" and" participation" in PPGIS., *URISA Journal*, pp. 18-21 (available online through UBC library)

Week 2. Practical Public Challenge: Goal Setting – Defining the Public Good

*Required Readings:
1. Scott A. Bollens (2002) Urban Planning and Intergroup Conflict: Confronting a Fractured Public Interest , Journal of the American Planning Association, 68:1, 22-42, DOI: 10.1080/01944360208977189 (available online through UBC library)
2. Chapter 4 in Thomas, J. C. 1995. Public participation in public decisions: new skills and strategies for public managers, 1st ed. San Francisco: Jossey-Bass Publishers. (available online through UBC library)

PART 2: COMMUNITY

In this second part of the course, we examine several ways that urban community has been defined and mobilized – these cover geographic notions of community, like the neighbourhood, and non-geographic notions, like affinity networks.

We will also work through a scenario based on a practical challenge with defining community -- selecting stakeholders. After examining some ways that others have gone about resolving this challenge, we will work through our own case of stakeholder selection.

Weeks 3. Concepts of Community

*Required Readings:

1. "Bowling Alone" by Robert Putnam in the *Urban Sociology Reader* (available online through UBC library)
2. "What the community supplies" by Robert Sampson in *The Community Development Reader.* https://doi.org/10.4324/9780203935569 (available online through UBC library)
3. "The Uses of Neighborhoods" by Jane Jacobs in the *Urban Sociology Reader* (available online through UBC library)

Week 4. Practical Community Challenge: Project Management – Identifying Stakeholders

*Readings:

1. Mitchell, R. K., B. R. Agle, and D. J. Wood. 1997. Toward a theory of stakeholder identification and salience: defining the principle of who and what really counts. The Academy of Management Review 22(4): 34. (available online through UBC library)

PART 3: PARTICIPATION

In this third part of the course, we examine various ways that participation has been used in urban planning processes, for better and worse. We focus especially on the types of participation that are possible and the purpose of each type.

We will also work through a scenario based on a practical challenge – we will focus on the question of alignment between definition of public, community, and participation in a participatory urban planning exercise.

Week 5. Concepts of Participation

*Required Readings:

1. "A Ladder of Citizen Participation" by Sherry Arnstein in *The City Reader* https://doi.org/10.4324/9781315748504 (available online through UBC library)
2. Dorcey, A. H. J., and British Columbia Round Table on the Environment and the Economy. 1994. Public involvement in government decision making: choosing the right model: a report of the B.C. Round Table on the environment and the economy. Victoria, B.C.: The Round Table

Week 6. Practical Challenge: Alignment of Goals and Activities – Participatory Planning

*Required Readings:

1. "Collaborating to Reduce Poverty: Views from City Halls and Community-Based Organizations" by Michael Rich, Michael Giles, and Emily Stern in *The Community Development Reader.* https://doi.org/10.4324/9780203935569 (available online through UBC library)
2. Doing Democracy Up-Close: Culture, Power, and Communication in Community Planning" by Xavier de Souza Briggs in *The Community Development Reader.* https://doi.org/10.4324/9780203935569 (available online through UBC library)

PART 4: FACILITATION

In this fourth part of the course we walk through in-class exercises meant to train you in various concrete skills and techniques for small- and large-group facilitation. Our focus will be on highlighting the strengths and weaknesses of each technique.

Week 7-8. Group Dynamics

These two weeks focus on the skills and tools needed to manage working in and with small groups. In addition to an overview of managing group dynamics based on in-class discussion and and materials (possibly a workshop) from the Center for Community Engaged Learning, these two weeks will also focus on exercises where we all try out small-group facilitation techniques such as Consensus Building, Deep Democracy in 4 Steps, Debate, and Argument.

*Required Readings:

1. CCEL Student Guide
2. Descriptions of small group facilitation techniques

Week 9-10. Working with Values

These two weeks focus on the need to negotiate different value systems within community engagement processes and the tools needed to manage working in and with large groups. In addition to an overview of the notion of working with values, this week will also focus on large-group facilitation techniques such as Open Space, World Café, Appreciate Inquiry, Collective Story Harvest, and Scenario Planning.

*Required Readings:

1. Descriptions of large group facilitation techniques

PART 5: FINAL PROJECT

In this fifth and final part of the course, you will work in small groups to develop a project plan and engagement strategy based on a given scenario. You will have in-class time to utilize some of the small group facilitation techniques we learned in order to develop your project. In the last week, each small group will present their plan.

Week 11. Final Project Development

*Required Readings:

1. Final Project Case Scenario

Week 12. Final Project Presentation

*Required Readings:

1. Peer Review Guide

Learning Activities

This course will include lecture, small group and large group discussions, and applied learning activities. Students are expected to complete all required pre-class work prior to each class so that classes can focus on application and advancement of the lessons learned in the pre-class work. Pre-class work will include readings, written assignments, and other supporting materials.

In-class exercises are an essential aspect of the course, as this is where the applied techniques and practical skillsets are learned. In accordance, regular attendance is essential and participation has a heavy weight in this class.

There is also one out of class activity involving attendance at a public hearing or meeting with a public participation component. You can select which meeting you attend, but must get prior approval from the instructor.

Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC's learning management system: https://community.canvaslms.com/. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and the UBC library e-Resources to access supplementary readings. All required readings will be provided through the course website.

Assessments of Learning

Students will be assessed according to:

1. Participation: 20%
   Students will be asked to participate in regular in-class exercises designed to build skillsets and familiarity with community engagement. Students will complete reflection papers based on this participation, so attendance and active engagement with the lessons is necessary. Students will be graded for participation based on a mix of attendance, contributions to group exercises, and class discussion.

2. Reflection Papers (X5): 25%
   At the end of each of the five parts of the class, students will be asked to write a 3-5 page reflection paper based on the readings, the in-class exercises and the peer interactions. The reflections papers will be unique to each part of the course, but will always include a review of how the relevant substantive materials inform or help to contextualize what happened during the applied aspect in that part of the course. Students will also be asked to do structured peer reviews of the contributions of other members of their group in some reflections.

3. Public Engagement Meeting Assessment: 15%
   Students will be asked to attend a public meeting with a community engagement element. It can be a meeting of the students choos~~e~~ing, but must be approved by the instructor in advance. Students will be asked to assess the definition of public, the role of community, and the level of participation used with an 8-10 page written report. Students will first present a summary of observations about the general goals and setup of the meeting and then will gauge the extent to which there is alignment between the public-community-participation and meeting structure. Meeting attendance should take place after week 6 of the class.

4. Final Community Engagement Plan: 35%
   Students will work in small groups to respond to a given scenario. They will be asked to develop a project management and community engagement strategy for the scenario. Students will be given class time to use the small group facilitation techniques learned prior as a way of developing the plan. Students will generate (1) a written15-20 page report with a section assigned to each member of the team, (2) a visual set of slides describing the strategy, and (3) an oral presentation. Students may decide how to divide the work by assigning a section of the paper to each student,

deciding who will develop the slides and who will present (each student should have a role in either the visual or oral presentation aspect and that role should be identified in the presentation).

5. Peer Reviews of Final Projects: 5%
   Each student will be given a rubric and asked to assess the final project presentations of classmates. The assessment will include qualitative justifications for your rating. You will be evaluated based on completion of the peer review, with full and thoughtful completion receiving full credit.

Course Learning Outcomes	*Assignments*				
	1	2	3	4	5
Identify different models for defining "the public" and "community" in the urban context.	√	√	√		
Identify the different levels of participation possible within engagement and outreach processes.	√	√	√		
Develop strategies for addressing participation challenges and conflicts across diverse settings based on principles of community engagement.	√	√		√	
Promote a vision for the appropriate level and type of public participation aligned with a given set of goals across a variety of urban projects.	√	√	√	√	
Design a robust and defensible community engagement project in collaboration with a small group of peers.	√			√	
Design a community engagement project management and assessment strategy in collaboration with a small group of peers.	√			√	
Appreciate the various cultural and social dynamics that need to be accounted for within the process of community engagement.	√	√	√	√	√

Points will be taken off for late assignments (Table 1). Students with extenuating circumstances should notify the instructor as soon as possible.

Table 1. Penalty for Late Assignments

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85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F

Other Course Policies

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza….]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:
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Course Information

PLAN 351: Green Cities (3 Credits)

Academic Calendar Description: Examination of the key social and tecnological challenges, contradictions, and opportunities in planning for ecologically sound urbanization.

Prerequisites: None
Corequisites: None

Other Requirements: Third-year standing or above in any program. Second year students may be admitted with permission of instructor.

Instructional Schedule: TBA

Instructor Contacts

Instructor: James Connolly

Contact Details: My preferred mode of contact is email (james.connolly@ubc.ca). I only check emails Monday through Friday between 9am and 5pm. I will do my best to respond to queries received during those hours on the same day, or within 24 hours. During exceptionally busy times, it may take up to 48 hours for a response. Students will also have access to peer and instructor feedback on the Canvas site.
Office Location: TBA
Office Hours: TBA

Other Instructional Staff

TBA

Student Expectations

Students are expected to attend all lectures having done the necessary preparatory work and reflected on the material. Attendance and contribution to class discussions will be reflected in the participation component of the course grade. Students are also expected to submit assignments on time (see below). Finally, and most importantly, students are expected to adhere to the statements of academic integrity and respectful environment found below.

Course Description

Green cities are essential for managing global environmental change. For many cities, the path toward greening is one of lower greenhouse gases; protection from ecological hazards; higher quality of life; and economic growth. Green cities value ecosystem functions and seek to harmonize development with nature. They also provide ways of adapting to and mitigating climate change. However, the rollout of green cities generates social and ecological feedbacks with unintended consequences. As a result, it may simultaneously remove and expose (if not expand) barriers to a healthier connection between humans and the ecosystem.

This course will examine green cities as a planning problematic: simultaneously essential for addressing global environmental degradation and part of urbanization processes that have fueled that degradation. We will examine the key historical, conceptual, and applied aspects of urban greening in cities throughout the world, with an emphasis on North America. As we develop our understanding of how, why, and under what conditions green cities take shape, we will examine both process and outcome – questioning overly-simple descriptions of the urban greening agenda. We will uncover what we mean by green cities; why we need green cities; and how we make green cities, given the challenges and opportunities.

Course Structure

The course will proceed in a lecture format with activities for engagement built in along the way. There will also be two field trips that use Vancouver as a laboratory wherein we can interact with one of the key contenders to be the world's "greenest city". We will meet twice per week for a total of three hours (1.5 hours per session).

The course is organized according to a narrative structure. It begins with an introduction and background, moves onto a presentation of concepts and challenges within contemporary green urban planning, and then takes a deep dive into nine different ways that cities throughout the world are addressing these challenges before concluding. The structure is as follows:

At the end of the background and challenges sections students will undertake a local site visit to an assigned location in Vancouver or reflect on plans in Vancouver in order to assess the reality of green cities as manifested. Along the way, students will develop the expertise and background needed to offer in-depth assessments of existing urban greening projects and propose new greening initiatives informed by the dynamics that generate unintended consequences.

There is a heavier reading load early in the course, but a much lighter reading load later in the course in order to give students room to develop the final Climate Emergency Green City Plan. The goal is a fairly balanced and achievable workload throughout the semester.

Learning Outcomes

At the successful completion of this course, students will be able to:

- Critically assess the possibilities and limitations of urban green planning as a tool for managing global environmental change.
- Interpret the extent to which major historical trends within green urbanism shape contemporary strategies in cities.
- Apply key concepts from urban ecology and social science to the analysis of specific cases of green urbanism.
- Analyze how social and political dynamics shape the effects of urban greening in case studies of cities throughout the world.
- Generate proposals for urban green plans that integrate social and ecological goals by drawing on historical and conceptual frameworks for greening cities.
- Interpret the historical, conceptual and practical trends within urban greening through a series of local reflections rooted in observations of Vancouver.

Schedule of Topics

The course will meet twice per week, for 1.5 hours each session, except for field trip days:

Introduction

Class 1. Planning for Green Cities

Definition of urban greening; priorities for green planning; structure and purpose of the course

*Readings (25 pages):
1. Green Trajectories by BCNUEJ, Introduction, pp. 5-30
2. Watch Vancouver, Greenest City: https://climateatlas.ca/canadian-cities-and-climate-change

Part One: Background and History

Class 2. The City and Nature

Historical relationship between urbanization and natural ecosystems; Urban environmentalism and urban greening philosophies

*Readings (35 pages):
1. Cronon, William. *Nature's metropolis: Chicago and the Great West*. WW Norton & Company, 2009. CHAPTER 1, pp. 23-54.
2. "City and Nature" from *The Granite Garden* by Anne Whiston Spirn, in The Sustainable Development Reader, pp. 61-65

Class 3. Is Urbanization Green?

Environmental costs and benefits of urbanization; Why city planning is essential for green goals

*Readings (42 pages):
1. Harvey, David (1996) "The Dialectics of Social and Environmental Change", in *Justice, Nature, and the Geography of Difference,* pp. 176-206.
2. "A Rapidly Urbanizing World: Cities as Solutions", in *An Urbanizing Planet* by UN Habitat (1996), pp. 417-420

Class 4. Garden Cities, Parks Movements, and other Utopias

Early 20th century approaches to urban green planning and influence on contemporary practice

*Readings (38 pages):
1. Fishman, R. (2016) 'Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier' ch. 1 in Susan S. Fainstein and James DeFilippis. Eds. Readings in Planning Theory, 4th edition (2016), pp. 19-50
2. "The Three Magnet" and "The Town-Country Magnet" from *To-Morrow: A peaceful path to real reform* by Ebenezer Howard in The Sustainable Urban Development Reader, pp. 11-18

Class 5. Postwar Highways and Design with Nature

Postwar approaches to urban green planning and influence on contemporary practice

*Readings (5 pages):
1. "Plight and Prospect" from *Design with Nature* by Ian McHarg in The Sustainable Development Reader, pp. 39-44
2. Watch *Design with Nature Now (https://vimeo.com/343065111)* and scan the 2100 Project (https://mcharg.upenn.edu/2100-project-atlas-green-new-deal)

Class 6. Smart, Sustainable, and Resilient Cities

Urban green planning since the 1990s and emerging trends

*Readings (16 pages):
1. CHAPTER 5, *Best Practices* in Metzger, Jonathan, and Jenny Lindblad, eds. *Dilemmas of Sustainable Urban Development: A View from Practice*. Routledge, 2020, pp. 75-85.
2. Connolly, James JT. "From Jacobs to the Just City: A foundation for challenging the green planning orthodoxy." *Cities* 91 (2019): 64-70.

Class 7. Local Reflection I: Vancouver Field Trip TBA
Seeing historical trends in Vancouver's current urban form

***Assignment:** Before class, hand in Green Trajectory of selected city. This is a 5-8 page (double spaced) report plus a visual timeline and source citations that describe the greening trajectory of a city not already included in the library. The report follows a set structure described below in assessments of learning.

Part Two: Contemporary Concepts and Challenges

Class 8. Urban Ecosystem Services Versus Rights for Nature
Urban interventions that prioritize natural ecosystems; Ecosystem services

*Readings (30 pages):
1. Gómez-Baggethun, Erik, Åsa Gren, David N. Barton, Johannes Langemeyer, Timon McPhearson, Patrick O'farrell, Erik Andersson, Zoé Hamstead, and Peleg Kremer. "Urban ecosystem services." In *Urbanization, biodiversity and ecosystem services: Challenges and opportunities*, pp. 175-205. Springer, Dordrecht, 2013.

Class 9. Urban Green Justice
Key social justice concerns relative to urban environments; environmental justice framework

*Readings (9 pages):
1. "People of Color Environmentalism" by Robert Bullard in The Sustainable Urban Development Reader, pp. 235-241
2. Martinez-Alier, Joan. "The environmentalism of the poor." *Geoforum* 54 (2014): 239-241.

Class 10. Urban Social-Ecological Systems
Feedbacks between social and ecological processes; Social-ecological urban green planning

*Readings (11 pages):
1. Vogt, Jess & Cortez, Camila. (2020). Urban Social-Ecological Systems. 10.1016/B978-0-12-409548-9.12458-3, pp. 35-46.

Class 11. Urban Climate Mitigation and Adaptation
Climate action in cities: Climate change in cities

*Readings (21 pages):
1. "The Urbanization of Climate Change: Responding to a new global challenge" by Solecki et al. in *The Sustainable Urban Development Reader, pp. 107-116*
2. "Adapting Urban Areas" in IPCC Climate 2014, pp. 563-575
3. watch Climate Emergency 101: https://www.youtube.com/watch?v=6WQYKkbdhCM

Class 12. Urban Climate Justice and Green Gentrification

Climate justice framework; Green gentrification

*Readings:
1. *Green Gentrification,* Chapter 1
2. Bulkeley, Harriet, Gareth AS Edwards, and Sara Fuller. "Contesting climate justice in the city: Examining politics and practice in urban climate change experiments." *Global Environmental Change* 25 (2014): 31-40.

Class 13. Local Reflection II: Vancouver Field Trip

Seeing contemporary planning trends in Vancouver's current urban form

*Assignment: Before class, hand in the critical green plan assessment. Select a green city plan from the class library and critically assess how it mobilizes the key concepts of urban greening in an 8-10 page (double spaced) paper.

Part Three: Planning for Green Cities around the World

14. Local Reflection III: Greenest City Planning in Vancouver

Workshop on Green City Planning based on the Vancouver model

*Readings:
1. Review Vancouver's Greenest City Action Plan, Part 2

15. Focus Topic 1: Urban Parks

Possibilities and challenges for planning new parks in cities; Key lessons about parks from Barcelona and New York

*Readings:
1. Read the High Line Effect
2. Watch "To Green or Not to Green?" at: Video | Barcelona Lab for Urban Environmental Justice and Sustainability (bcnuej.org)

16. Focus Topic 2: Urban Community Gardens and Agriculture

Possibilities and challenges for planning new gardens and farms in cities; Key lessons about urban agriculture from Milwaukee and Toronto cases

*Readings (9 pages):
1. Watch: Emmanuel Pratt, There Grows the Neighborhood. (2020)
2. Read Wakefield, Sarah, Fiona Yeudall, Carolin Taron, Jennifer Reynolds, and Ana Skinner. "Growing urban health: community gardening in South-East Toronto." *Health promotion international* 22, no. 2 (2007): 92-101.

17. Focus Topic 3: Urban Pollution Cleanup and Reduction

Possibilities and challenges for planning for pollution reduction in cities; Key lessons about pollution reduction from San Francisco and Mexico City

*Readings:
1. Read San Francisco Chapter in *Urban Greening and Social Inequality*
2. Watch: Mexico City: Eco Solutions for Air Pollution

18. Focus Topic 4: Urban Densification

Possibilities and challenges for planning new density in cities; Key lessons about compact urbanism from Austin and Vienna

*Readings:
1. Read Austin Chapter in *Urban Greening and Social Inequality*
2. Read Vienna Chapter: Vienna's urban green space planning: great stability amid global change

19. Focus Topic 5: Urban Green Buildings and Infrastructure

Possibilities and challenges for planning new green infrastructure and buildings in cities; Key lessons about green infrastructure and buildings from Philadelphia and Freiburg

*Readings:
1. Watch City of Sun
2. Watch Green Cities, Clean Waters
3. Read Green Building Standards and Certification Systems

20. Focus Topic 6: Urban Nature Preserves and Biodiversity

Possibilities and challenges for planning for biodiversity in cities; Key lessons about biodiversity planning from Stockholm and Montreal

*Readings:
1. Read CHAPTER 2, Politics in Metzger, Jonathan, and Jenny Lindblad, eds. Dilemmas of Sustainable Urban Development: A View from Practice. Routledge, 2020.
2. Read ICLEI Canada City of Montréal 21 Biodiversity as a Key Function of the Municipality, pp. 21-24.

21. Focus Topic 7: Urban Eco Districts

Possibilities and challenges for planning new ecodistricts in cities; Key lessons about ecodistricts from Paris and Portland

*Readings:
1. Read CHAPTER 7, Complexities in Metzger, Jonathan, and Jenny Lindblad, eds. Dilemmas of Sustainable Urban Development: A View from Practice. Routledge, 2020.
2. Watch Portland Eco Districts

22. Focus Topic 8: Reining in the Car through Planning

Possibilities and challenges for planning to reduce the presence of the car in cities; Key lessons about reducing the presence of the car from Bogota and Barcelona

*Readings:
1. Watch Barcelona Superblocks
2. Ardila, Arturo, and Gerhard Menckhoff. "Transportation policies in Bogota, Colombia: Building a transportation system for the people." *Transportation Research Record* 1817, no. 1 (2002): 130-136.

23. Focus Topic 9: Urban Greenbelts

Possibilities and challenges for planning new greenbelts in cities; Key lessons about greenbelts from Medellin and Atlanta

*Readings:
1. Anguelovski, Isabelle, Clara Irazábal-Zurita, and James JT Connolly. "Grabbed urban landscapes: Socio-spatial tensions in green infrastructure planning in Medellín." International journal of urban and regional research 43, no. 1 (2019): 133-156.
2. Read and watch: Latin America's New Superstar

Conclusion

24. Course Wrap-Up: Local Reflection IV, Emerging Issues in Vancouver

*Assignment: By the end of the course, submit your own framework for a Climate Emergency Green City Plan based on the case outline presented in the assignment.

Learning Activities

This course will include lecture, small group and large group discussions, and applied learning activities. Students are expected to complete all required pre-class work prior to each class so that classes can

focus on application and advancement of the lessons learned in the pre-class work. Pre-class work will include readings, videos, and written assignments.

Each class will begin in the same manner: a prompt based on the preparatory materials will be posted and all students will have 5 minutes to write a brief response to the prompt. It will ask students to make connections between the work to be addressed in class and prior work. We will also make use of real time surveys and other interactive techniques.

There are also two field trips to local sites that are especially pertinent to the green city efforts in Vancouver. The field trips will be organized closer to the departure and may change from year to year. Student will be given precise guidelines for attending and completing the expected reports from these field trips.

Learning Materials

This course is delivered face to face and online and requires participation through Canvas, UBC's learning management system: https://community.canvaslms.com/. Articles, videos, and other learning materials will be assigned in advance of relevant classes. Please make use of Internet search engines and the UBC library e-Resources to access supplementary readings. All required readings will be provided through the course website.

Assessments of Learning

Students will be assessed according to:

1. Participation: 10%
   Students will be asked to complete a 5 minute reflection at the start of each class. This reflection plus attendance will comprise your participation grade.

2. Field Trip Reports: 10%
   There will be two 3-page (double spaced) reflections due after each field trip, each is worth 5%. These reports address the following learning outcome: Interpret the historical, conceptual and practical trends within urban greening through a series of local reflections rooted in observations of Vancouver.

3. Green Trajectory: 20%
   For this paper, students will develop a Green Trajectory of a selected city. The trajectory will include a 5-8 page (double spaced) report plus a visual timeline and source citations that describe the greening trajectory of a city not already included in the class library. The report follows a set structure that will allow for the class library of green trajectories to serve as a reference tool. This structure asks students to develop the background, history, key dimensions and an assessment of the relationship between greening in this city and overall trends in urban greening.

4. Green Plan Critique: 20%
   Students will select a green city plan from the class library and critically assess how it mobilizes the key concepts of urban greening in an 5-8 page (double spaced) paper.

5. Final Project – develop your own framework for a Climate Emergency Green City Plan: 40%

For this final project, students will be given a fictional case outline and asked to develop a full framework (not specific interventions) for a new green city plan for that city. Students will be expected to incorporate the lessons from all three sections of the class into the final plan proposal.

Course Learning Outcomes	*Assignments*				
	1	2	3	4	5
Critically assess the possibilities and limitations of urban green planning as a tool for managing global environmental change.	√			√	√
Interpret the extent to which major historical trends within green urbanism shape contemporary strategies in cities.	√		√		
Apply key concepts from urban ecology and social science to the analysis of specific cases of green urbanism.	√			√	√
Analyze how social and political dynamics shape the effects of urban greening in case studies of cities throughout the world.	√		√		√
Generate proposals for urban green plans that integrate social and ecological goals by drawing on historical and conceptual frameworks for greening cities.					√
Interpret the historical, conceptual and practical trends within urban greening through a series of local reflections rooted in observations of Vancouver.		√			

Points will be taken off for late assignments (Table 1). Students with extenuating circumstances should notify the instructor as soon as possible.

Table 1. Penalty for Late Assignments

Days past due	Points deducted (/100)
1 day	5 points
2-7 days	10 points
8-14 days	20 points
>14 days	assignment will not be graded

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at the Policies and Resources section of the UBC Senate website.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Discipline for Academic Misconduct section of the UBC Academic Calendar.

UBC Statement on Respectful Environment

UBC envisions a climate in which students, faculty, and staff are provided with the best possible conditions for learning, researching, and working, including an environment that is dedicated to excellence, equity and mutual respect. Excellence in learning, research and work in the university community is fostered by promoting the freest possible exchange of information, ideas, beliefs and opinions in diverse forms, and it necessarily includes dissemination and discussion of controversial topics and unpopular points of view. Respect for the value of freedom of expression and promotion of free inquiry are central to the University's mission.

However, these freedoms cannot exist without an equally vigorous commitment to recognition of and respect for the freedoms of others, and concern for the well-being of every member of the university community. Excellence in scholarship, teaching and employment activities flows from active concern and respect for others, including their ability to participate meaningfully in the exchange of information, ideas, beliefs and opinions.

Therefore, freedom of expression and freedom of inquiry must be exercised responsibly, in ways that recognize and respect the dignity of others, having careful regard to the dynamics of different relationships within the university environment, such as between professor and student, or supervisor and employee. A respectful environment is a climate in which the human dignity of each individual is valued, and the diverse perspectives, ideas and experiences of all members of the community are able to flourish.

A more detailed description of UBC's Statement on Respectful Environment for Students, Faculty, and Staff may be found at UBC Statement on Respectful Environment.

UBC Grading Standards

Grading in this course is aligned to the UBC Graduate Level Grading Scale.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F

Other Course Policies

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza….]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:
View overall class progress
Review statistics on course content being accessed to support improvements in the course
Track participation in discussion forums

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

FREN: Department of French, Hispanic and Italian Studies (FHIS)
Honours Updates, New Major and Minor in Romance Studies
Proposal for Calendar Entry

Category: 1 **Faculty:** Arts **Department:** Department of French, Hispanic & Italian Studies **Faculty Approval Date:** Nov 25 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** October 21, 2021 **Contact Person:** Min Ji Kang, Joël Castonguay-Bélanger, Anne Salamon **Phone:** **Email:** minji.kang@ubc.ca, joel.cb@ubc.ca, anne.salamon@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts **Romance Studies** **Proposed Calendar Entry:** **Romance Studies** The Department of French, Hispanic and Italian Studies offers programs of study in Romance Studies that lead to the Bachelor of Arts. **Major in Romance Studies** A Major in Romance Studies requires the completion of 42 credits, at least 30 of which must be at the 300- or 400-level. Students must have completed at least one of FREN 202, ITAL 202, SPAN 202, or PORT 202, or demonstrated a proficiency level of A2 on the Common European Framework of Reference for Languages (CEFR) in one of the Romance languages by the completion of this program. Students are encouraged to consult with the FHIS Student Programs Coordinator as early in their degree program as possible for guidance in planning a course of study that will best prepare them to achieve their academic and professional goals within the field. **Requirement** **Language Credits: 6**	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,105 **Present Calendar Entry:** **Romance Studies** The Department of French, Hispanic and Italian Studies offers a program of study in Romance Studies that leads to the Bachelor of Arts.

• 6 credits of 200-level in FREN, ITAL, SPAN, or PORT. Students with no prior background in any of these Romance languages are encouraged to take lower-level courses towards this requirement. If students already have a proficiency level of A2 on CEFR in one Romance language, students may be exempt from this requirement. Please contact FHIS Student Programs Coordinator for further inquiry. **RMST 200-level or Language Option Credits: 6** • 6 credits of RMST 201, 202, 260, 280 or FREN, ITAL, SPAN, PORT, CTLN or LATN at any level.[1] [1] These 6 credits cannot be exempt even though students already have a proficiency level of A2 on CEFR in one Romance language. For example, if a student has a A2 level in French, this student can choose to take upper level courses in French OR can also take lower level courses in one or several other Romance languages. **RMST 300-level Required Credits: 9** • RMST 300, RMST 301, and RMST 302 **RMST 300-level or higher Elective Credits: 21** **21 credits total chosen from at least two of the following clusters:[2]** **Cluster R – Romance Studies:** • RMST 303 (3) Short Fiction in Romance Literatures • RMST 304 (3) Afterlife of the Text: Rewritings and Adaptations • RMST 305 (3) Introduction to Romance Language Cinema • RMST 400 (3) Romance Linguistics • RMST 402 (3) Visions of Nature and the Environment in the Romance World • RMST 419 (3) Studies in Romance Languages and Literature • RMST 495 (3) Research Intensive Seminar in Romance Studies **Cluster A – French:**	

• RMST 321 (3) French Literature from the Middle Ages to the Revolution • RMST 322 (3) French Literatures since the Revolution • RMST 324 (3) Quebecois Literature and Culture • RMST 325 (3) French Cultural Identities **Cluster B – Italian:** • RMST 341 (3) Shifting Identities in Medieval and Early Modern Italy • RMST 342 (3) Italy since the Industrial Revolution • RMST 343 (3) Masterpieces of the Novella in Italian Literature • RMST 345 (3) Italian Fascism in Interdisciplinary Perspective • RMST 355 (3) Italian Cinema: Neorealism • RMST 452 (3) Italian Cinema in its Cultural Background • RMST 453 (3) Dante Alighieri's Divine Comedy • RMST 454 (3) Topics in the Italian Literature and Culture of the Middle Ages • RMST 455 (3) Topics in the Italian Literature and Culture of the Renaissance • RMST 459 (3) Topics in Modern and Contemporary Italian Literature and Culture **Cluster C – Portuguese:** • RMST 361 (3) Studies in Portuguese and Brazilian Literature or PORT 392 (3) Studies in Portuguese and Brazilian Literature (in English) • RMST 460 (3) Studies in Portuguese and Brazilian Culture or PORT 405 (3) Studies in Portuguese and Brazilian Culture **Cluster D – Spanish:** • RMST 372 (3) Hopscotch: Topics in Hispanic Literature or SPAN 312 (3) Hopscotch: Topics in Hispanic Literature (in English) • RMST 373 (3) Masterpieces in Hispanic Literature [2] Elective course requirements can also be fulfilled by language, literature, and culture classes taught in the target language (French, Italian, Spanish or other	

approved Romance languages) when students meet the necessary proficiency requirements in that language. Please contact FHIS Student Programs Coordinator for further inquiry.

Honours in Romance Studies

Admission

Students wishing to enter the Honours program must apply directly to the FHIS Student Programs Coordinator. Applicants must have:

- at least third-year standing, or be entering Year 3,
- a B+ average in their overall degree program,
- completed RMST 300, 301, and 302
- completed one of FREN 202, ITAL 202, SPAN 202, or PORT 202, or demonstrated a proficiency level of A2 on the Common European Framework of Reference for Languages in at least one of these languages.

Students must have completed at least one of FREN 302, ITAL 302, SPAN 302, or demonstrated a proficiency level of B1 on the CEFR for Languages in one of the Romance languages by the completion of this program. Students must complete a total of 60 credits and 48 credits of which must be at 300-level or above.

Requirement

Language Credits: 12[1]

- 6 credits of 200-level in FREN, ITAL, SPAN, or PORT. Students with no prior background in any of these Romance languages are encouraged to take lower-level courses towards this requirement. If students already have a proficiency level of A2 on the Common European Framework of Reference for Languages in one of these Romance languages, students may be exempt from this requirement. Please contact FHIS Student Programs Coordinator for further inquiry.
- 6 credits in any of these Romance languages, chosen from the following[1]:
    - FREN 301 (3) Intermediate French I

Honours in Romance Studies

Admission

~~Admission to the Honours Program in Romance Studies is not automatic. Interested students with a first- or high second-class cumulative average should apply to the Romance Studies advisor in the Department of French, Hispanic and Italian Studies, normally before the end of their second year.~~

~~**First and Second Years**~~

- ~~RMST 221~~
- ~~RMST 222~~
- ~~At least 12 credits from 100- or 200-level courses in FREN, ITAL, LATN, PORT, or SPAN~~

~~**Third and Fourth Years**~~

~~A minimum of 48 credits at the 300- and 400-levels, including the following coursework.~~

~~12 credits in at least two languages from among:~~

- ~~FREN 328, FREN 329, FREN 330~~
- ~~ITAL 303, ITAL 304~~
- ~~SPAN 357, SPAN 358, SPAN 364, SPAN 365~~

~~33 additional credits, in at least two languages, of which at least 15 must be 400-level, from among courses labelled:~~

- ~~FREN~~
- ~~ITAL~~
- ~~PORT~~
- ~~RMST~~

- FREN 302 (3) Intermediate French II
- ITAL 301 (3) Intermediate Italian I
- ITAL 302 (3) Intermediate Italian II
- SPAN 301 (3) Intermediate Spanish I
- SPAN 302 (3) Intermediate Spanish II
- PORT 301 (3) Advanced Portuguese

[1] If students already have 300-level proficiency in one Romance language, they are to take 6 credits of another Romance language or other literature/culture courses at the upper-level. Please contact FHIS Student Programs Coordinator for further inquiry.

RMST 200-level or Language Option Credits: 6

- 6 credits of RMST 201, 202, 260, 280 or FREN, ITAL, SPAN, PORT, CTLN or LATN at any level.[2]

[2] These 6 credits cannot be exempt even though students already have a proficiency level of A2 on CEFR in one language. For example, if a student has a A2 level in French, this student can choose to take upper level courses in French OR can also take lower level courses in one or several other Romance languages.

RMST 300-level Required Credits: 9

- RMST 300, RMST 301, and RMST 302

RMST 499 Honours Essay: 3

- 3 credits of RMST 499

RMST 300-level or higher Elective Credits: 30

30 credits chosen from at least two of the following clusters:

Same as for Major.

Minor in Romance Studies

A Minor in Romance Studies requires the completion of 30 credits, at least 18 of which must be at the 300- or 400-level. Students must have completed at least one of FREN 102, ITAL 102, SPAN 102, or PORT 102, or demonstrated a proficiency level of A1 on the Common European Framework of Reference for Languages in one

- ~~SPAN~~

3 additional credits (for the Honours essay) ~~from one of the following courses~~:

- ~~FREN 499~~
- ~~ITAL 499~~
- ~~SPAN 499~~

Type of Action:

- Add Major in Romance Studies, which requires the same as the proposed Honours with the exception of 18 credits: 6 credits in language courses, 9 credits in elective courses, and one 3-credit Honours Essay course
- Update Honours program requirements:
  - Add two 3-credit lower-level RMST courses in literature and culture and allow students to choose two out of four courses in this area
  - Change required 12 credits of lower-level language courses to 6 credits
  - Add three 3-credit required upper-level 'spine' courses
  - Change required 12 credits of upper-level language courses to 6 credits
  - Organize program elective courses into 6 'clusters' from which students must take 30 credits from at least 2 clusters
  - Update the choices for the required 3-credit Honours Essay course to one RMST 499 course
- Add Minor in Romance Studies program requirements, which requires the same as the Major with the exception of 12 upper-level credits.

Rationale for Proposed Change:

The Department of French, Hispanic and Italian Studies (FHIS) currently offers an

of the Romance languages by the completion of this program. Students are encouraged to consult with the FHIS Student Programs Coordinator as early in their degree program as possible for guidance in planning a course of study that will best prepare them to achieve their academic and professional goals within the field. **Requirement** **Language Credits: 6** • 6 credits of 100-level or above in FREN, ITAL, SPAN, PORT or CTLN. Students with no prior background in any of these Romance languages are encouraged to take lower-level courses towards this requirement. If students already have a proficiency level of A1 on the Common European Framework of Reference for Languages in one Romance language, students may be exempt from this requirement. Please contact FHIS Student Programs Coordinator for further inquiry. **RMST 200-level or Language Option Credits: 6** • 6 credits of RMST 201, 202, 260, 280 or FREN, ITAL, SPAN, PORT, CTLN or LATN at any level.[1] [1] These 6 credits cannot be exempt even though students already have a proficiency level of A1 on CEFR in one language. For example, if a student completed Grade 11 Core French or FREN 102, this student can choose to take more courses in French OR can also take lower level courses in one or several other Romance languages. **RMST 300-level Required Credits: 9** • RMST 300, RMST 301, and RMST 302 **RMST 300-level or higher Elective Credits: 9** **9 credits chosen from at least two of the following clusters:** Same as Major	Honours in Romance Studies. This proposal is to update the Honours program in addition to creating a Major and a Minor based on the changes proposed for the Honours. The FHIS Student Programs Coordinator and the RMST faculty advisor will communicate and consult with the students in relation to their language and program requirements. **Please see the Executive Summary below for more details.**

Notes: • Category 2 proposals to recode certain FHIS, FREN and ITST courses to RMST courses will accompany this proposal. • Category 2 proposals to create equivalent RMST courses to cross-list with existing PORT and SPAN courses will accompany this proposal. • Category 2 proposals to renumber certain RMST courses to align with the proposed RMST course numbering framework will accompany this proposal. **Please see the Table following the Executive Summary for more information on the above.**	

Executive Summary

Proposal for updating Honours in Romance Studies and adding Major and Minor

Overview

For many years the Department of French, Hispanic and Italian Studies (FHIS) has offered an Honours program in Romance Studies. While it steadily generates interest among students, its requirements are often considered too onerous and very few enroll. Although the program is quite small, enrolment numbers for two of the required courses (RMST 221 and 222) in 2018 and 2019 more than doubled that of 2017. Practically speaking, students who pursue the Honours in Romance Studies typically treat it as a double Major with French and/or Spanish.

In light of recent Faculty hires and of declining enrolments in the existing Honours program, the proposed renewal of our Romance Studies Program includes:

a) a revision of the current requirements of the Honours program;
b) the development of a Romance Studies Major based on the adjustments to the Honours;
c) the development of a Romance Studies Minor in relation to the Major and Honours.

Context

This program renewal is designed to reflect and showcase the diversity of the Romance languages, cultures and literatures. Romance Studies (*Romanistik*) are among the oldest academic disciplines in the Humanities and rely on a comparative analysis method. The progressive specialization of linguistics and literature studies in each Romance language has created a situation where many academic departments may have kept the name of "Romance Studies" but consist only of the addition of their French, Spanish or Italian parts. Our intention with the proposed updates and additions is to emphasize the disciplines' original comparative approach, and in doing so, modernizing the field for the 21st century and a postcolonial world.

Rationale

The revisions to the existing Honours, and the new Major and Minor, will appeal to students who do not necessarily have advanced proficiency in all the Romance languages, but who are interested in gaining a comparative understanding of the cultures and literatures of the Romance-speaking world of yesterday and today. During the summer of 2020 a student survey was deployed to gather feedback (see Appendix). With 700 responses, feedback suggests a widespread interest in literature and culture courses taught in English, as 74% would consider taking them, and 55% expressed an interest in comparatist courses in Romance languages taught in English. The breakdown of that interest covers all areas of the Romance world. Introducing the new Major and Minor degrees within the Romance Studies Program will strengthen the program itself, give it more visibility, thereby creating wider, more welcoming opportunities, that could give a sense of identity and belonging to students who gravitate around the Department of French, Hispanic, and Italian Studies (FHIS).

A Major and Minor in Romance Studies will allow us to diversify our course offerings and target a larger audience that may benefit from a broader cultural perspective and knowledge of the Romance world without heavy language requirements. It could also offer an alternative for students interested in a comparative literature program showcasing the different cultures represented in our department.

At the moment, courses taught in English across the FHIS department do not count towards a Major, and are therefore largely taken by students from other programs who choose them as electives. By themselves, these courses have only marginal retention capacity. We wish to provide these students the option of continuing to take more courses taught in English, complemented by courses with intermediate language proficiency, and fulfilling the requirements in one of the Romance Studies programs.

Proposed Updates to the Honours Program

The following are the changes proposed for the Romance Studies Honours program:

- **New "Spine" Courses:** The department created 3 new required 300-level courses in which students will gain a sense of cohort with peers, develop a comparative understanding of the Romance world (literary, cultural, linguistic) and advanced historical and linguistic knowledge using comparative analysis skills:

    - RMST 300 (3) History of the Romance Languages
    - RMST 301 (3) Prose Fiction and Non-Fiction of the Romance World
    - RMST 302 (3) Theatre and Poetry of the Romance

  A total of 5 new courses were created for the Honours program (and for the Major and Minor). The 3 courses listed above are required for each of the Honours, Major and Minor. The remaining 2 new courses (RMST 373 and RMST 402) include specific areas of study related to the Romance world and are optional courses for students.

- **Flexibility for Introductory Courses:** Instead of requiring students to take the two 3-credit introductory courses RMST 201 and 202 (formerly listed in the UBC Calendar as RMST 221 and 222), students will be able to choose two 3-credit courses from the following list, which will increase accessibility to the program.

- RMST 201 (3) Introduction to Literatures and Cultures of the Romance World I
- RMST 202 (3) Introduction to Literatures and Cultures of the Romance World II
- RMST 260 / PORT 223 (3) Introduction to Portuguese and Brazilian Cultures
- RMST 280 / SPAN 280 (3) Revolution!

While working on the program, the committee realized that RMST 201 and RMST 202 are never taught as survey courses, so students taking the course are not taught the same content from one year to the next. In that spirit, each RMST 200 level course is more a specific example of what RMST can be, in each of its clusters. It is therefore appropriate to broaden options. The plan is to add one course for French and one for Italian, to complete a list of entry points parallel to the clusters. The program is designed so that students can come in from a cultural point of view focused on one area, or a comparative perspective, or a language perspective (having collected knowledge in several languages). It is then at the 300 level that they do get a formal comparative training and content in both literature (RMST 301-302) and linguistic (RMST 300).

- **Recoding Courses to RMST:** Existing French, Italian, Portuguese and Spanish courses in the Honours program that are taught in English will be recoded as RMST (Romance Studies) course numbers to create a coherent, unifying and easily identifiable offering for students. The RMST course numbers are organized in groups corresponding to a general thematic area [0-19 Comparative Romance studies; 20-39 French; 40-59 Italian; 60-69 Portuguese; 70-89 Spanish; 90-94 Other languages]. The recoded and renumbered RMST courses are now listed under the program requirements in 'clusters' and students will be required to take courses from at least two different clusters (R – Romance Studies; A – French; B – Italian; C – Portuguese; D – Spanish; E – Other Romance Languages). Some of the existing language-coded courses (FREN, ITAL, PORT, SPAN) will be cross-listed with their RMST equivalent courses in order to fulfill program requirements for those language programs.

- **Reduction and Flexibility in Language Proficiency:** The total number of credits for the Honours will be changed from 66 credits to 60 credits. The reduction is a result of students no longer being required to have high proficiency in at least two Romance languages. Students are currently required to complete 12 language credits at the 100- and 200- level but with the proposed updates, they will be required to complete only 6 credits of 200-level language (or higher proficiency level)). The 6 credits are sufficient in providing students with a solid foundation of linguistic competency in at least one Romance language, yet there if flexibility in the program requirements for students to take more language courses if they wish.

Adding a Major and Minor in Romance Studies

The proposed Major and Minor in Romance Studies have been designed as a direct extension of the Honours program updates.

The difference between the proposed Honours program updates (60 credits) and the proposed Major program (42 credits) is that Honours students will be required to complete the following additional courses:

- 6 extra credits of language courses

- 9 extra credits of elective courses
- 3-credit RMST Honours Essay course

The inclusive spectrum of courses in the proposed new Major and Minor should attract students who intend to pursue careers in medicine, law, public administration, foreign service and business, or any other field in the social sciences and humanities that requires strong writing skills combined with superior understanding of the relevant cultural contexts across a global scope, which complement and connect with the diversity of the Canadian context. The proposed Major and Minor enables us to diversify our course offerings and target a larger audience that might benefit from a broader knowledge of the Romance world.

Program Learning Outcomes

The changes to the Learning outcomes are adaptations of the previous ones in two ways: first, a reinforcement of the disciplinary aspect of the program and second, an adjustment of the language outcomes. First, the comparative and analytical outcomes remain unchanged. The approach remains comparative, and the program's scope remains the interrelationships between languages, cultures, and literatures. The new program builds on that intellectual foundation to offer required courses that focus on this perspective (RMST300, 301 and 302). Moreover, the new program is first and foremost a program taught in English, which is where the learning outcomes differ slightly. In the previous Honours Program, which greatly emphasized languages alongside culture, students would choose two languages and attend almost all culture and literature courses in these two target languages. This program required extremely high proficiency in two Romance languages (previous LOs 1 and 2). The new program encourages contacts with Romance languages, but at a lower level, so the LOs were adjusted accordingly. This leaves more room for the addition of knowledge-based outcomes that fit an area/disciplinary studies program better. The Major and Minor program have the same overall goals, but vary in the degree of linguistic competency and depth required. Because of the interconnections between linguistic competency and cultural understanding, Majors and Minors pursue the same overall program outcomes but to a lesser degree.

After completing the following programs in Romance Studies, students will be able to:

Current Honours in Romance Studies:

1. Analyze how languages and cultures of the Romance world impact cultural production
2. High level of linguistic competency in at least two Romance languages
3. Evaluate comparative theories and methods of analysis used to examine Romance cultures, languages and literatures
4. Demonstrate a solid foundation of academic research and documentation skills in a chosen area of Romance studies

Updated Honours in Romance Studies:

1. Analyze the variety of languages and cultures of the Romance world from the past and present

2. Compare key periods, genres, and techniques in the literatures written in Romance languages
3. Demonstrate high level of linguistic competence and skills in at least one Romance language
4. Demonstrate in-depth knowledge of Romance languages, literatures, cultures and histories.
5. Critically assess and apply comparative theories and methods of analysis used to examine Romance cultures, languages and literatures
6. Develop advanced academic research and writing skills and scholarly practices in Romance studies

Proposed Major in Romance Studies:

1. Discuss the variety of languages and cultures of the Romance world from the past and present
2. Distinguish key periods, genres, modes and techniques in the literatures written in Romance languages
3. Demonstrate proficiency in at least one Romance language to communicate and to explore Romance culture
4. Interpret and analyze various cultural, linguistic, and creative texts and objects related to the Romance world.
5. Compare literary works across the Romance world with each other, and relate them to other forms of representation
6. Critically assess comparative theories and methods of analysis used to examine Romance cultures, languages and literatures

Proposed Minor in Romance Studies:

1. Identify the variety of languages and cultures of the Romance world from the past and present
2. Recognize key periods, genres, and techniques in the literatures written in Romance languages
3. Demonstrate Beginners' proficiency in at least one Romance language to communicate and to explore Romance culture
4. Apply analytical tools and methods to read, compare and interpret objects and texts representing a variety of languages, literatures and cultures.

Environmental Scan of Similar Programs at UBC and Other Institutions

A careful review of numerous Romance Studies and similar programs across North America and Europe, including UBC, has brought into focus a number of similarities and differences with our proposed Romance Studies program at the FHIS department:

- Harvard University offers a Romance Studies Major (concentration) that permits students to combine work in two or three Romance languages and literatures, featuring courses recommended or required and ample room for exploration of individual interest ensuring familiarity with Major periods of the Romance literatures, as well as specialized knowledge of literary and cultural figures and movements.

- Université de Montréal, Department of Literatures and Languages and Literatures of the World, offers a Comparative Major and Minor focused on world literature and theory courses taught in French with optional courses taught in target languages.
- Duke University offers a Romance Studies Major with a trans-cultural perspective, consisting of study within two departmental fields. Example of combinations include: two continental fields (peninsular Spanish and Italian); two fields encompassing the diversity of cultures (Creole and French); two fields in geographically proximate postcolonial spaces (Spanish and Portuguese in South America; lusophone and francophone in Africa).
- UBC's department of Asian Studies offers a Major, Minor and Honours consisting of undergraduate courses that fall into two categories:
    - Category 1- Courses on the contemporary and historical cultures of South, Southeast, and East Asia, that do not require knowledge of an Asian language (Asia Area Studies – ASIA); and
    - Category 2- Courses in language, including advanced reading courses, which introduce the student to literary, philosophical, and historical works in their original language (these courses are listed under the specific language headings, Asia Language and Culture).

  Students interested in broadening their understanding of Asia are permitted to pursue up to two specializations in Asian Studies. Areas of focus available are: China, Chinese Literature, Japan, Korea, South Asia (Hindi-Urdu, Persian Punjabi, Sanskrit). The ASIA program studies the impact of South, Southeast and East Asian cultures and how they influenced our world today, and places more emphasis on promoting a comparative approach to Asian cultures, with less emphasis on advanced language study compared to the Asian language and culture program. It encourages students to think critically on socio-cultural topics and competencies.

- UBC's Modern European Studies interdepartmental undergraduate Program (administered by the Department of CENES – Central, Eastern, and Northern European Studies) offers a Major that combines European languages, history, art, music, literature, philosophy, geography, sociology, anthropology, politics and economics courses in a broadly-based concentration. As its name indicates, this program focuses on the period since the Renaissance on the European continent, with no content related to neo-Latin countries (neither restriction will apply to the new Romance Studies degrees).

- UBC's Program in the Study of Religion (RGST) offers an Honours, Major and Minor in the broad, interdisciplinary study of religion. The program was recently updated from the Religion, Literature and Arts (RGLA) program and now provides greater structure and coherence through the requirement of three newly developed core courses (RGST 200, RGST 300, and RGST 400) that expose students to a scaffolded knowledge set of approaches, theories, and methods in the study of religion. Students are able to take courses in religion, literature and the arts, now grouped into four main categories: Religion in the Contemporary World; Religious Cultures and Expressions; Religious Histories; and Theory and Method.

Indigenous Strategic Plan

By considering Romance languages, students are invited to put in context the centralized Eurocentric perspective and the legacy of Latin as the most potent colonial tool of the Roman Empire. These programs of study create space for students to examine the emergence of several distinct and separate languages, cultures and literatures through the lens of postcolonial thought. We are seeking out opportunities to situate Romance studies and languages not in one centralized place (Europe), but wherever speakers encounter other languages and cultures throughout history. Indeed, across our unit, we have begun the ongoing process of decolonizing our curriculum. Since its recent publication, we have also begun incorporating priorities of UBC's Indigenous Strategic Plan (ISP, https://isp.ubc.ca/). Romance Studies are not tied to a territory or the idea of the nation-state and, as such, we are creating more space in various existing courses for the often-overlooked cultures and voices of Romance languages minorities (e.g. francophone minorities in Canada, Catalan, Creoles). Below we summarize some of the current, ongoing, and planned efforts to address issues of colonialism and Indigeneity in our curriculum in the Romance Studies programs, and the FHIS department at large.

As we continue to develop expertise among our faculty, and in line with ISP's Goal 4 (Action 16) are beginning to provide more opportunities to engage with the experiences of Indigenous Peoples living in contexts where a colonial Romance language became dominant. As one example, the recently approved RMST 402 "Visions of Nature and the Environment in the Romance World" is already supporting this objective. Additional courses are also in development to address this, such as RMST 306 "Romance Languages in Contact," and RMST 403 "Postcolonial Romance Worlds". These new courses would answer Action 16 of the ISP as they critically focus on the relationship between contact languages and cultures. We plan to create spaces to examine contact between Indigenous languages and Romance colonial languages, with examples like Michif, a mixed language that shares French and Cree features.

The Romance Studies programs also aim to prepare students to understand and question the lasting impacts of European colonial history through a series of courses that place an emphasis on postcolonial approaches. The broad coverage of the program allows the examination of the dynamics of power between languages and cultures at play through centuries but aspires to include the voices of those traditionally marginalized (in line with Goal 2 of the ISP). Courses on cultures of the francophone world or francophone literature, such as the forthcoming RMST 320 "Literatures of the Francophone World" and 326 "Cultures of the Francophone World," or courses on Latin America and the Caribbean, such as the existing RMST 280 "Revolution," which focuses on theories and practice of protest, revolt, and revolution in the Hispanic world, and forthcoming courses like RMST 375, tentatively titled "Hispanic Culture from the Margins", that present the works of Haitian and Dominican writers, bringing front and centre perspectives from the margins of the Romance World, will all provide opportunities for conversations that examine these truths. Moreover, courses such as the existing RMST 373 "Masterpieces in Hispanic Literature" create the space to feature texts such as the *Popol Vuh* ("Book of the People"), which recounts the mythology and history of the K'iche' Maya people of Guatemala, Mexico, Belize and Honduras.

Overall, we are working on embedding Indigeneity and colonialism across courses in the existing curriculum, in all Clusters, as we continue to develop expertise across our faculty. As we develop new courses to add options for students, we are deliberately prioritizing these issues.

Consultations

During the summer of 2020, students from the FHIS department were surveyed and indicated interest in taking Romance Studies courses that cover all areas of the Romance world. With 700 responses, feedback suggests a widespread interest in literature and culture courses taught in English, as 74% would consider taking them (see Appendix – Survey Q4b), and 55% expressed an interest in comparatist courses in Romance languages taught in English (see Appendix – Survey Q6c).

In response to the five new RMST courses already approved by Senate (RMST 300, 301, 302, 373, and 402), several departments in the Faculty of Arts submitted consultation forms in support of the new courses, with the primary units being Asian Studies, English Language and Literatures, Central, Eastern and Northern European Studies, and Classical, Near Eastern and Religious Studies.

The FHIS department is in the process of conducting formal consultations with Heads and Undergraduate Chairs of the following units:

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The FHIS department is in the process of conducting formal consultations with Heads and Undergraduate Chairs of the following units:

- Department of Asian Studies (ASIA)
- Department of Central, Northern and European Studies (CENES)
- Department of Ancient Mediterranean and Near Eastern Studies (formerly CNERS)
- Department of English Language and Literatures (ENGL)
- Department of History (HIST)
- Department of Linguistics (LING)

In addition, all Faculty of Arts units, were given the opportunity to review and respond to this proposal through an open consultation sent October 2021.

Table: RMST Courses, Cross-listings and Recoding

The following is a list of all of the RMST (Romance Studies) courses listed in the proposed program requirements and how they are currently listed in the Calendar. We have identified the courses that will be accompanied by Category 2 curriculum proposals so that the Calendar course listings will match how the courses appear in the program requirements. The department will communicate these changes to current students in order to prevent any confusion.

Courses	Comments
RMST 201 (3) Introduction to Literatures and Cultures of the Romance World I: Medieval to Early Modern	Exists in current UBC Calendar
RMST 202 (3) Introduction to Literatures and Cultures of the Romance World II: Modern to Post-Modern	Exists in current UBC Calendar
RMST 260 (3) Introduction to Portuguese and Brazilian Cultures or PORT 222 (3) Introduction to Portuguese and Brazilian Cultures	Currently listed only as a PORT (Portuguese) course. A Cat 2 proposal to cross-list with RMST will accompany this proposal.
RMST 280 (3) Revolution! or SPAN 280 (3) Revolution! (In English)	Currently listed only as a SPAN (Spanish) course. A Cat 2 proposal to cross-list with RMST will accompany this proposal.
RMST 300 (3) History of the Romance Languages	Exists in current UBC Calendar
RMST 301 (3) Prose Fiction and Non-Fiction of the Romance World	New course (Cat 1) approved by Senate for February release of 2022-23 Calendar
RMST 302 (3) Theatre and Poetry of the Romance World	New course (Cat 1) approved by Senate for February release of 2022-23 Calendar
Cluster R – Romance Studies:	
RMST 303 (3) Short Fiction in Romance Literatures	Currently listed as FHIS 333. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 304 (3) Afterlife of the Text: Rewritings and Adaptations	Currently listed as FHIS 334. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 305 (3) Introduction to Romance Language Cinema	Currently listed as RMST 235. A Cat 2 proposal to renumber will accompany this proposal.

RMST 400 (3) Romance Linguistics	Currently listed as RMST 468. A Cat 2 proposal to renumber will accompany this proposal.
RMST 402 (3) Visions of Nature and the Environment in the Romance World	New course (Cat 1) recently approved by the Faculty of Arts and under review by Senate, aiming for February release of 2022-23 Calendar
RMST 419 (3) Studies in Romance Languages and Literature	Currently listed as RMST 420. A Cat 2 proposal to renumber will accompany this proposal.
RMST 495 (3) Research Intensive Seminar in Romance Studies	Exists in current UBC Calendar
Cluster A – French:	
RMST 321 (3) French Literature from the Middle Ages to the Revolution	Exists in current UBC Calendar
RMST 322 (3) French Literatures since the Revolution	Exists in current UBC Calendar
RMST 324 (3) Quebecois Literature and Culture	Currently listed as FREN 280. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 325 (3) French Cultural Identities	Currently listed as FREN 380. A Cat 2 proposal to recode to RMST will accompany this proposal.
Cluster B – Italian:	
RMST 341 (3) Shifting Identities in Medieval and Early Modern Italy	Currently listed as ITST 231. A Cat 2 proposal will accompany this proposal.
RMST 342 (3) Italy since the Industrial Revolution	Currently listed as ITST 232. A Cat 2 proposal will accompany this proposal.
RMST 343 (3) Masterpieces of the Novella in Italian Literature	Currently listed as ITST 333. A Cat 2 proposal will accompany this proposal.

RMST 345 (3) Italian Fascism in Interdisciplinary Perspective	Currently listed as ITST 345. A Cat 2 proposal will accompany this proposal.
RMST 355 (3) Italian Cinema: Neorealism	Currently listed as ITST 385. A Cat 2 proposal will accompany this proposal.
RMST 452 (3) Italian Cinema in its Cultural Background	Currently listed as ITST 432. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 453 (3) Dante Alighieri's Divine Comedy	Currently listed as ITST 413. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 454 (3) Topics in the Italian Literature and Culture of the Middle Ages	Currently listed as ITST 414. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 455 (3) Topics in the Italian Literature and Culture of the Renaissance	Currently listed as ITST 415. A Cat 2 proposal to recode to RMST will accompany this proposal.
RMST 459 (3) Topics in Modern and Contemporary Italian Literature and Culture	Currently listed as ITST 419. A Cat 2 proposal to recode to RMST will accompany this proposal.
Cluster C – Portuguese:	
RMST 361 (3) Studies in Portuguese and Brazilian Literature or PORT 392 (3) Studies in Portuguese and Brazilian Literature (in English)	Currently listed only as a PORT (Portuguese) course. A Cat 2 proposal to cross-list with RMST will accompany this proposal.
RMST 460 (3) Studies in Portuguese and Brazilian Culture or PORT 405 (3) Studies in Portuguese and Brazilian Culture (In English)	Currently listed only as a PORT (Portuguese) course. A Cat 2 proposal to cross-list with RMST will accompany this proposal.
Cluster D – Spanish:	
RMST 372 (3) Hopscotch: Topics in Hispanic Literature or SPAN 312 (3) Hopscotch: Topics in Hispanic Literature (in English)	Currently listed only as a SPAN (Spanish) course. A Cat 2 proposal to cross-list with RMST will accompany this proposal.
RMST 373 (3) Masterpieces in Hispanic Literature	Exists in current UBC Calendar

BA, Minor in English: Teacher Education Preparation (Department of English Language and Literatures, Faculty of Arts)

New Minor > Add new Minor to existing English page in Calendar

Category: 1 **Faculty:** Arts **Department:** Department of English Language and Literatures **Faculty Approval Date:** Nov. 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** Received August 31, 2021 **Contact Person:** Tiffany Potter **Phone:** 2-4026 **Email:** tiffany.potter@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts **English** **Proposed Calendar Entry:** **English** […] **Major in English** **Admission** […] **Major in English: Literature Emphasis** **Lower-Level Requirements** […] **Upper-Level Requirements** **Literature Course Groups** A. **Medieval and Renaissance Literatures**: ENGL 343 to ENGL 350 B. **18th- and 19th-Century Literatures**: ENGL 351 to ENGL 364 C. **Modern, Contemporary, Transnational, and Indigenous Literatures**: ENGL 365 to ENGL 379	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,71 **Present Calendar Entry:** **English** […] **Major in English** **Admission** […] **Major in English: Literature Emphasis** **Lower-Level Requirements** […] **Upper-Level Requirements** **Literature Course Groups** A. **Medieval and Renaissance Literatures**: ENGL 343 to ENGL 350 B. **18th- and 19th-Century Literatures**: ENGL 351 to ENGL 364 C. **Modern, Contemporary, Transnational, and Indigenous Literatures**: ENGL 365 to ENGL 379

D. **Media, Theory, Genre, and Special Topic**: ENGL 332 to ENGL 339; ENGL 380 to ENGL 397 […]	D. **Media, Theory, Genre, and Special Topic:** ENGL 332 to ENGL 339; ENGL 380 to ENGL 397 […]
Major in English: Language Emphasis **Lower-Level Requirements** […] **Upper-Level Requirements** **Language Course Groups** […]	**Major in English: Language Emphasis** **Lower-Level Requirements** […] **Upper-Level Requirements** **Language Course Groups** […]
Honours in English […]	**Honours in English** […]
Minor in English Students may declare Literature**,** Language**,** or **Teacher Education Preparation**.	**Minor in English** Students may declare Literature or Language.
Minor in English: Literature Emphasis **Lower-Level Requirements** **12 credits comprised of:** • 6 credits of 100-level English; OR ARTS 001; OR 6 credits of ASTU 100; OR 3 credits of ASTU 100 or 101 and 3 credits of 100-level English; OR WRDS 150 or 350 and 3 credits of 100-level English; and, • 6 credits selected from ENGL 200-249; ENGL 200 is recommended. **Upper-Level Requirements**	**Minor in English: Literature Emphasis** **Lower-Level Requirements** **12 credits comprised of:** • 6 credits of 100-level English; OR ARTS 001; OR 6 credits of ASTU 100; OR 3 credits of ASTU 100 or 101 and 3 credits of 100-level English; OR WRDS 150 or 350 and 3 credits of 100-level English; and, • 6 credits selected from ENGL 200-249; ENGL 200 is recommended. **Upper-Level Requirements**

18 upper-level credits comprised of: • 6 credits selected from Literature Course Groups A and/or B (see above for the list); and, • 12 additional credits selected from Literature Course Groups A through D.	**18 upper-level credits comprised of:** • 6 credits selected from Literature Course Groups A and/or B (see above for the list); and, • 12 additional credits selected from Literature Course Groups A through D.
Minor in English: Language Emphasis	**Minor in English: Language Emphasis**
Lower-Level Requirements **12 credits comprised of:** • ENGL 140/LING 140 and 3 credits of 100-level English (this option is recommended); or 6 credits of 100-level English; or Arts One; or 6 credits of ASTU 100; or 3 credits of ASTU 100 or 101 and 3 credits of 100-level English; or WRDS 150 or 350 and 3 credits of 100-level English • 6 credits selected from ENGL 200-249; ENGL 229 is recommended.	**Lower-Level Requirements** **12 credits comprised of:** • ENGL 140/LING 140 and 3 credits of 100-level English (this option is recommended); or 6 credits of 100-level English; or Arts One; or 6 credits of ASTU 100; or 3 credits of ASTU 100 or 101 and 3 credits of 100-level English; or WRDS 150 or 350 and 3 credits of 100-level English • 6 credits selected from ENGL 200-249; ENGL 229 is recommended.
Upper-Level Requirements **18 upper-level credits comprised of:** • 6 credits of ENGL 330 and ENGL 331 • 9 credits comprising one course from each of three of five Language Course Groups (A-E) • 3 additional credits from Language Course Groups A-E	**Upper-Level Requirements** **18 upper-level credits comprised of:** • 6 credits of ENGL 330 and ENGL 331 • 9 credits comprising one course from each of three of five Language Course Groups (A-E) • 3 additional credits from Language Course Groups A-E
Minor in English: Teacher Education Preparation The Minor in English: Teacher Education Preparation combines courses in Literature and Language. Students who complete this Minor will have the English course requirements needed to apply to the UBC Teacher Education Program (Secondary) with a specialization in English	

(http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157) **Lower-Level Requirements** • 6 credits comprised of 100- or 200-level English: • 6 credits of 100-level or 200-level English; OR ARTS 001; OR 6 credits of ASTU 100; OR 3 credits of ASTU 100 or 101 and 3 credits of 100-level or 200-level English; OR WRDS 150 or 350 and 3 credits of 100-level or 200-level English. 3 credits of 200-level English recommended. **Upper-Level Requirements** **24 upper-level credits comprised of:** • 6 credits selected from Literature Course Groups A and/or B (see above for the list); • 6 credits selected from Literature groups C and D; ENGL 372 and 373 are strongly recommended • 3 credits from Language Course Groups A-E (see above for list), ENGL 321 recommended. • 9 additional credits selected from ENGL 301-398. 3 additional credits from Language Course Groups A-E recommended. Courses outside the English Language and Literatures Department may not be counted towards the minor.	Courses outside the English Language and Literatures Department may not be counted towards the minor. **Type of Action:** Create a minor degree program in English **Rationale for Proposed Change:** This proposal is for a new Minor in English that will prepare students who are interested in taking a Bachelor of Education degree. The Minor in English (Teacher Education Preparation) will appeal specifically to two groups of students who

	are considering becoming secondary school teachers: 1) those considering English as a primary “teachable area” and 2) those—from History or French to Biology or Chemistry—whose application and future career could benefit from being qualified to teach in the most widely taught of high school disciplines as a “second teachable area.” Mirroring Faculty of Education application requirements, this minor groups together existing English courses into a transcript-visible credential that qualifies students to apply to the UBC B.Ed Teacher Education Program, as well as to similar programs at peer institutions. By locating all 24 post-100-level credits in the minor at the upper level, this program invites students to high-level study of the broadest range possible within a 30-credit minor (possible because upper-level ENGL courses do not have 200-level pre-requisites). The required courses for this minor encompass both streams of the Department of English Language and Literatures: literature before 1900, literature after 1900, and language theory, with strong recommendations for Canadian and Indigenous literatures and the theory of English grammar, with 9 additional elective credits in English selected by the student. The two existing English minors (in Language or in Literature) are siloed, so this English minor would be the first to allow students to combine upper-level courses in Literature, Language and Rhetoric, and Writing into a single minor. Students in this program would emerge with a portable set of high-level skills related to critical reading, analytical thinking, and powerful communications, with the tools not just to create clear writing but also to analyse the linguistic, rhetorical or discursive qualities of texts. As with any minor, students’ eventual specific expertise will depend upon their course selections, but this curriculum will give them a strong base on which to build their careers while fulfilling the requirements for the minor and their degree. The Department of English is deeply committed to and actively engaged in the decolonization of

	curriculum in dialogue with UBC's Indigenous Strategic Plan (ISP). Because the Department places high priority on the ISP, the choice to "strongly recommend" rather than "require" an Indigenous Literature course is a concious and principled one. This decision has been made consciously and after an extensive process of consultation and reflection—we are listening to the recommendations of our closest advisory colleagues in Indigenous Studies. In particular we note concerns that required courses can have a counterproductive result. There are multiple paths to critical engagement with Indigenous Studies in this proposed degree program because they are embedded across the Department of English broadly, including in Canadian, World, and Contemporary literature courses, as well as in theory courses. **Please see the enclosed proposal for the Minor in English (Teacher Education Preparation) for more details.**

Executive Summary

Proposed New Minor Program: Minor in English (Teacher Education Preparation)

Project Overview

The Department of English Language and Literatures seeks to create a minor in English that:
provides a clear, succinct pathway for students considering applying to the UBC Faculty of Education for its B.Ed (Secondary) program with a specialization in English, but who do not have sufficient credit space for, or do not to wish to commit to, a Major in English appeals to students from both inside and outside of the Faculty of Arts who are majoring in another subject but would like to have English as a second "teachable area" provides students with flexibility by allowing them to combine existing English courses in Literature, Language, and technical writing in the way that they find most valuable for their current learning and their future careers (combinations not possible in current English minors). For decades, UBC's Calendar entry for the Department of English identified courses students should take if they planned to apply for UBC's B.Ed program (https://teach.educ.ubc.ca/bachelor-of-education-program/secondary/). That content was removed in a recent major revision, and the goal now is to create a Minor program to serve those students. This new minor offers a formal, transcript-visible credential that meets the academic admission requirements for an English specialization in the B.Ed program at UBC (and at several peer institutions, see Appendix B), built within the 30-credit framework of a minor. Because English courses are required for secondary school progress and graduation by all provinces outside of Quebec, there is identifiable value in having English as a secondary "teachable area" for students in other Arts majors or other Faculties.[1]

Proposed credential to be awarded

The proposed credential is a Minor in English (Teacher Education Preparation); it will be available to all undergraduate degree programs that allow their students to complete Minor programs within the Faculty of Arts. It is anticipated that most students will be those who are pursuing a BA degree, with a minority of students pursuing a BSc degree.

Location: UBC Vancouver

Faculty: The program will be offered through the Faculty of Arts.

Anticipated program start date: September 2022

Anticipated time of completion: This Minor will complement students' current Major as part of their undergraduate studies.

Aims, goals, and objectives

A key goal of this minor is to make it easier for students across UBC, including those from outside of the Faculty of Arts, to complete the academic requirements for entry to UBC's B.Ed program with a specialization in secondary English. The minor's streamlined structure allows students majoring in another subject to more easily meet the requirements for this teachable area. Applicants seeking an English specialization in UBC's B.Ed program are required to have 24 upper-level English credits, including courses from both the literature and language areas. Currently, such applicants would need to

take either a 42-credit English Major, or a 30-credit Minor (Literature emphasis) plus 6 additional upper-level credits.

Anticipated program outcomes:

- efficient, effective, and accessible credential in English Language and Literatures that meets academic application requirements for an English specialization in UBC's B.Ed (or similar programs at other institutions), facilitating students' career planning and increasing their education and employment options upon graduation
- a minor program that requires students to engage with both the Literature and Language streams within UBC's Department of English Language and Literatures, a breadth that is not possible in either of the existing Minors
- within that requirement for breadth, a flexible program in which students choose from among some 68 different upper-level courses offered by the department to pursue their interests and career goals as they balance historical English literary texts and global modern literatures, alongside credits in discourse and language theory and rhetoric, plus access to the most current critical theory, in an environment with close attention to writing and argument.
- an increase in the total number of students in English Minor programs, including an increase in students from outside of Arts

Learning outcomes:

After completing the Minor in English (Teacher Education Preparation), students will be able to

1. interpret critically the features and dynamics of a range of literary and non-literary texts, genres, and media, along with their historical and social implications
2. evaluate and synthesize scholarship by others, to integrate new critical approaches into original scholarship in English Literary and Language studies
3. establish a claim grounded in disciplinary discourse and substantiate that claim with evidence from several sources, methodologies, and/or texts
4. explain the role that literary and linguistic choices play in achieving communicative and/or artistic goals in a range of discourses
5. access and articulate a portable set of concepts of and approaches to both literary (historical, political, theoretical) and linguistic (structural, discourse-analytic) analysis
6. articulate, apply and engage some of the theoretical approaches used in scholarship in the discipline to deepen insight into intersections among language, literature, and interdisciplinary thinking about humanity and history
7. prepare written and oral work that meets the analytical, stylistic, and formal expectations of the discipline and employs sophisticated methodologies of close reading and research, theoretical approaches, and strategies of argument
8. meet the course-based requirements for application to the UBC B.Ed, with English as a teachable area

These objectives align with those included in the 2017 proposals for the English Honours (Literature and Language) and English Major (Literature and Language). The proposed minor includes both Literature and Language requirements and invites students to include both English streams in their course selections, within the framework of academic requirements for the UBC Faculty of Education.

Linkage between learning outcomes and curriculum design

The curriculum for this new Minor specifically reflects learning outcome 8: the anticipated program outcome of preparing students to qualify for application to a post-degree B.Ed program (for most, the UBC Teacher Education Program). This means requiring, within the 24 upper-level credits in the program, two courses in literature written before 1900, two courses in literature written after 1900 (with Canadian and Indigenous literatures strongly recommended), and one course in Language theory or rhetoric, with a second recommended as 3 of the remaining 9 elective credits in any field of language or literature.

Within these constraints, this program is designed to reflect the commitment of the Department of English to flexible, student-driven learning in the context of our wide disciplinary scope: students may select from 18 different upper-level courses in Language and Rhetoric and 49 courses in Literatures. Learning outcomes 1-3 and 6 are met through the requirements for historical and contemporary literatures, and Language courses: beyond breadth of content, these three broad fields use a variety of different research methods and bodies of critical work, so students will gain experience in a range of the systems of thought, research and theory in our discipline. Learning outcomes 3, 4, 5 and 7 are engaged in the reading and writing-intensive environments of our discipline, in some cases extending the learning involved in creating critical writing into its analysis and interrogation as a mode of discourse.

Delivery methods

This minor is designed to increase accessibility by taking advantage of flexible learning options. All English courses that may be used to meet program requirements are taught in on-campus sections, combining lecture and discussion. In addition, with recent work funded by the Provost's Online Learning Advancement Fund (OLAF), the Department of English offers online sections of a curated grouping of courses (open to all students), providing the option of completing some or all (or none) of upper-level program requirements for the proposed minor through course sections delivered in off-timetable, primarily-asynchronous online-by-design sections[2] (see online course development information in Appendix C and list of ENGL courses and available delivery modes in Appendix D).

The addition of online-by-design flexible learning options was widely approved in our student consultations (Appendix A). Among survey respondents,
14 % would want to take all courses for this program online
25 % would want to take the majority of the courses for this program online
27% would want to take some of the courses for this program online

Students expressed understandable caution about anyone being forced online (which would not be the case, as on-campus sections are also offered each year for courses offered online), but also noted the value of online options: "Making this as flexible as possible (asynchronous) will make this more appealing to more people like me, who came from a very involved program. In addition, I am coming to teaching from another career- that flexibility will serve folk who are upgrading or coming back to school after some time away."

Targeted students

The aim of the proposed minor is to be a value-added program, not to draw students from other majors—a "yes-and" rather than "either-or." Prospective students are undergraduates, both domestic and international, specifically

- students in Arts who are not English majors but are interested in having English as a second teachable area
- students from faculties outside Arts who are interested in having English as a second teachable area

The target audience for this minor extends beyond Arts in creating an accessible route for students already planning to be teachers of science, math, physical education, fine arts, etc. to qualify with a second teachable area without the credit demand of a double major. Most Science students, for example, complete 6 credits of eligible 100-level ENGL or WRDS courses as part of their programs, so could decide on a teaching career as late as the end of year 2 and still move directly into this proposed minor, as there are no 200-level requirements. This minor is also expected to appeal to students who would like the option to study both language and literatures, but without the commitment of a full major program.

Potential areas of employment for graduates/opportunities for further study

The primary opportunity for further study for this English minor program is a Bachelor of Education, with a specialization in secondary-school level English. Because English is among the most widely taught academic disciplines in high school curricula, potential future employability as a teacher may be strengthened, especially for students who take this English minor in conjunction with a major in another teachable field.[3] Students with this credential would also make strong candidates for the TESL Diploma and Certificate programs at UBC (https://lled.educ.ubc.ca/programs/tesl/), and for positions teaching English internationally.

Further, having 11-12 upper-level courses available online each year may allow more students to reap career benefits from their expertise in communications and intensive, research-based critical, analytical and integrative processes, especially in combination with STEM majors. As *Forbes* put it in 2019, "STEM skills depreciate quickly, whereas liberal arts skills appreciate ... People with human skills or aptitudes parlay their STEM experience into other jobs where it is an asset, notably in management."[4]

Anticipated contribution to UBC's strategic plans

This minor engages UBC's Strategic Plans in several ways: investing in transformative teaching, building capacity and expanding access through program delivery innovation that addresses the needs of UBC students with diverse interests, backgrounds, and abilities (SP Transformative Learning, Core Area 3, strategies 11, 12).

The Department of English is deeply committed to and actively engaged in the decolonization of curriculum in dialogue with UBC's Indigenous Strategic Plan (ISP). On the Indigenous Literature course in this program, we are aware that "strongly recommended" rather than "required" does not meet the letter of the ISP, but we note that it attends closely to the goals. This decision has been made consciously and after an extensive process of consultation and reflection—we are listening to the recommendations of our closest advisory colleagues in Indigenous Studies, led by Dr. Daniel Justice. This decision is made as a part of our commitment to the larger goals of the ISP: respecting the experience and leadership of our Indigenous colleagues, and as Professor Justice describes it, "creating a curriculum that students want to take rather than one they're mandated to take," particularly in light of concerns that required Indigenous courses can have a counterproductive result.

In light of the expert advice of Professor Justice and others, instead of creating a standalone course requirement, the Department of English has acted on decolonization strategies across our curriculum. In 2020, this included hiring three tenured or tenure-track colleagues in critical race studies on literatures

before 1900, plus one tenurable specialist in international Indigenous literatures. This concrete step will guide the re-orientation of the ways that historical and contemporary literatures are taught at UBC. There are multiple paths to critical engagement with Indigenous Studies in this proposed degree program because they are embedded across the Department of English broadly, including in Canadian, World, and Contemporary literature courses, as well as in theory courses. A land acknowledgement text and video created by Professor Justice and Head Patricia Badir—integrated as a key element of online English courses and Canvas LMS—addresses specifically for students the ways in which literary studies as a discipline has contributed to Canada's colonial past and present, alongside Department commitments for the future.

"Strongly recommended" thus both follows the guidance of Indigenous leaders in Arts and reflects Faculty of Education application requirements. There is also a plan for a further comprehensive process, funded by the Provost's Online Learning Advancement Fund and aligned with UBC's Indigenous Research Support Initiative (IRSI) Principles of Engagement, on the possibility of creating an accessible online version of the Indigenous Literature course in the future.

Because the Department places high priority on the ISP, the choice to "strongly recommend" rather than "require" an Indigenous Literature course is a conscious and principled one.

Similar programs at UBC

There are two minors in the Department of English: the Minor in English (Literature Emphasis) and the Minor in English (Language Emphasis). These minors are effectively siloed in that students cannot take courses from the other stream to meet program requirements. In mirroring the application requirements for Education, the proposed Minor in English (Teacher Education Preparation) will require students to select courses from both Literature and Language streams, as well as upper-level writing courses that currently cannot count toward either minor.

The Faculty of Arts offers two related minors but these programs focus on different fields and skills, and do not directly qualify a student for the teachable area of English. The Minor in Creative Writing (30 credits in Creative Writing courses) focuses on learning the technique and craft of original writing. The Minor in Education (18 credits in Education courses and 12 credits in Arts courses) does not qualify students to teach in the K-12 system and does not prepare students for one teaching area. Instead, the different streams of the education minor can provide context and exposure to certain specialist areas of teacher education.

Department capacity

In the proposed minor, students will complete existing English Department courses to meet program requirements. This minor would not require the creation of any new courses, and there is capacity for any additional required sections in current Department of English faculty (58 TTF; 3 Lecturers; 5 continuing sessional faculty). The processes for student advising, administration, academic integrity, and rigor will be the same at a program level as for the existing English Minor (Literature) and English Minor (Language). Capacity exists within current staffing levels, and a program-specific advisor will be identified on our Advising page, as is done with all of our honours, major and minor programs (https://english.ubc.ca/undergraduate/advising-2/). Alongside the Department's detailed web page, this advising will include helping students to understand the differences among our Major and Minor programs so that they can make the best decisions for their own needs and ambitions.

Student Consultations

"This would benefit students like me greatly. I wish this was an option right now as I will be pursuing a BED in the future." (current English Minor student)
"To have this built into a degree before graduating with an undergraduate degree would be extremely beneficial for time and confidence before venturing into the B.ed program." (current English Major)

Student and alumni consultation demonstrates strong support for this program.
Survey 1: 298 responses--current English Majors and Minors, program Alumni since 2017, and 2020 intake of the UBC B.Ed secondary Teacher Education Program.

- 92% of respondents support the proposal, with 65% indicating "strong support"

Survey 2: 141 responses--students enrolled in ENGL 110 and Arts One in 2019W (51% of respondents from outside the Faculty of Arts)

- 81% of respondents support the proposal, with 59% indicating "strong support"
- 51% of respondents in Arts (n=59) said they would be very likely or likely to take the proposed program
- 30% of respondents in the Faculty of Science (n=50) reported being likely or very likely to take the proposed program

See Appendix A for additional student survey data.

Summary of UBC Consultations

Preliminary support:
During the proposal process in support of a broader project from the Provost's Online Learning Advancement Fund (OLAF), the Department of English received letters of concept support from Teresa Rogers (Associate Dean, Faculty and Program Development. Graduate and Professional Studies. Professor, Faculty of Education. UBC); Sara Harris (Associate Dean Academic. Faculty of Science); Stefania Burk (Associate Dean, Academic. Faculty of Arts); Julie Walchli, Executive Director, Work Integrated Education/Career Initiatives.

Formative consultations:
As part of program design, formative consultations were arranged with potentially impacted programs in order to ensure that their knowledge, needs, and preferences were taken into account. The Faculty of Education advised on requirements and suggested the proposed name (Kedrick James, Bette Shippan, and Associate Dean Marianne McTavish). Journalism, Writing and Media (JWaM) confirmed that the proposed Minor would not impact their programs (Laurie McNeill).
First Nations and Indigenous Studies (FNIS) supported the program in general terms and for an Indigenous Literature course to be "strongly recommended." Collaborative reflection on possible online delivery of an Indigenous Literature course is ongoing with Daniel Justice and other specialists.

Arts Curriculum Consultations:
All consulted departments and programs have confirmed formal support through consultation forms: Education (EDUC); Journalism Writing and Media (JWAM); Creative Writing (CRWR); First Nations and Indigenous Studies (FNIS). Jaclyn Rea of JWAM wrote two very positive paragraphs, including a query on the choice not to have 200-level requirements. As noted elsewhere in this proposal, unlike many programs, ENGL courses are not formally scaffolded (ie. with the breadth of courses offered, no specific content/books/readings are required for students to succeed in other individual courses at upper levels, which is why none of our upper-level courses have 200-level pre-requisites). This flexible-curriculum design means that students in this minor who do not complete 200-level credits will not be disadvantaged

in any specific upper-level course or in their program progress, though students who choose to complete 200-level courses may feel somewhat more confident as they begin their upper-level courses. Following Dr Rea's query, we have added to the lower-level credits section a recommendation that students include 3 credits of 200-level ENGL in their lower-level courses.

Course requirements and structure

Proposed is a 30-credit minor, designed to mirror the current application requirements for the UBC B.Ed program with an English specialization. In addition, this minor meets application requirements for secondary English at most BC institutions and for a second teachable subject at several peer institutions outside BC, including Toronto, Queen's, Western, and Alberta, and for a primary or second teachable area at McGill (see Appendix B). For students targeting application to a non-UBC institution, English Department advising staff will help students to select courses for the best possible alignment with their target program.

The program will have the following curricular structure:

Lower-level requirements:

- **6 credits comprised of 100- or 200-level English**
  6 credits of 100-level or 200-level English; OR ARTS 001; OR 6 credits of ASTU 100; OR 3 credits of ASTU 100 or 101 and 3 credits of 100-level or 200-level English; OR WRDS 150 or 350 and 3 credits of 100-level or 200-level English. 3 credits of 200-level English recommended.

Upper-Level Requirements

- **24 upper-level credits comprised of:**
  - 6 credits selected from Literature Course Groups A and/or B (literature before 1900)
  - 6 credits selected from Literature groups C and D (literature after 1900). ENGL 372 (Canadian Literature) and 373 (Indigenous Literature) strongly recommended
  - 3 credits from Language Course Groups A-E; ENGL 321 (English Grammar and Usage) recommended.
  - 9 additional credits selected from ENGL 301-398. 3 additional credits from Language Course Groups A-E recommended.

NB: *All upper-level ENGL courses have pre-requisites of 3rd-year standing and 6 credits of 100-level English (or the UBC Arts equivalents), with no 200-level pre-requisites. All existing undergraduate English courses, other than Majors and Honours seminars, can be used toward this minor; see Appendix D for full listing of English courses.*

Resources required by this new program

Instructional budget: This minor would operate within existing funded frameworks of the Department of English. The program is a new arrangement of existing courses: no new courses are being created. As noted above, teaching capacity exists within current Department of English budgets to teach the anticipated number of additional students within current program offerings. Budget capacity exists for the teaching of any additional sections that might be required.

Space resources: we do not anticipate an increase in classroom or office space requirements beyond the standard range of our traditional usage and what is already available based on English department capacity.

Library resources: the UBC library is very strong in both physical and digital resources in English Language and Literature. No new courses are being created, so no additional material needs are expected, beyond those typical of requests from our department to keep up with current scholarship.

Appendix A: Student Consultation Data

Overview

The following groups were invited to provide feedback on the proposed minor in June 2021. Two surveys were deployed. Survey 1 consisted of both closed- and open-ended questions and was sent to English alumni, current English majors and minors, and current B.Ed. students at UBC. Survey 2 was predominantly closed-ended questions and was sent to ArtsOne and ENGL110 students. Lists were cross referenced to ensure individuals received only one invitation.

	# Invited	# Responding	Response Rate
Survey 1			
English Alumni	954	139	15%
English Majors/Minors	638	92	14%
B.Ed. Students	812	67	8%
Survey 2			
ArtsOne/ENGL 110 students*	3520	141	4%
Total	**5924**	**439**	**7%**

* 52% of respondents in Survey 2 were from faculties outside Arts.

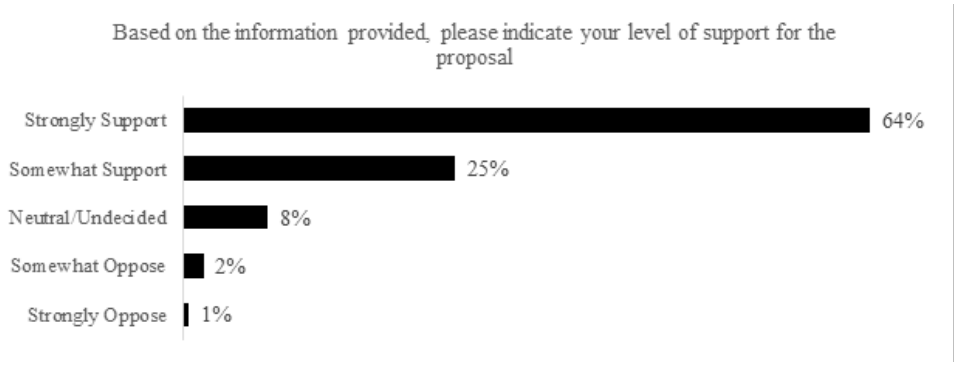
Experience with/interest in teaching

Overall, a large proportion of those responding indicated they had either been employed in the field of education or were considering seeking a teaching credential:

- 49% of responding English alumni indicated being employed in or having previously having been employed in the field of education.
- 47% of responding ArtsOne/ENGL110 students and current English majors/minors indicated they were considering pursuing a teaching credential.

General support

Support for the proposed English minor was strong across all groups:



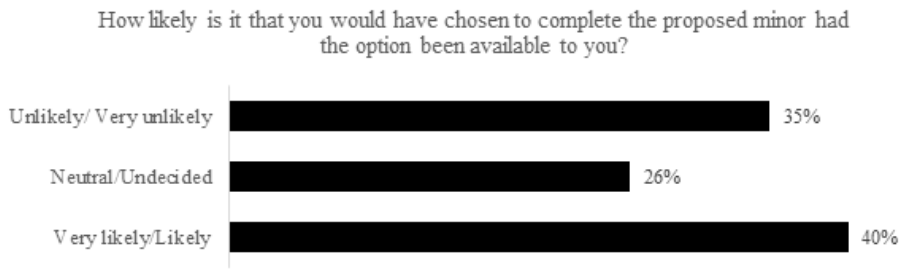
English alumni were most likely to support the proposal with over 69% expressing strong support and 92% expressing some level of support.

English alumni, current English majors and minors, and current BEd students were asked to explain the reason for their support. This feedback centered around four main themes:

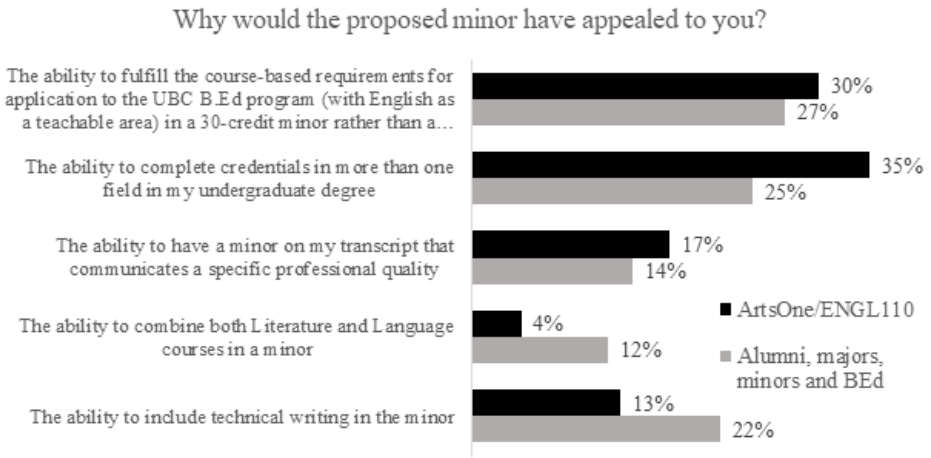
1. **Personal testimonies (n=30)**
   - "Offering this program will give future students with aspirations like mine to be on track to become a teacher without taking extra unnecessary courses to fulfill the minor and PDP requirements. PLEASE ADD THIS"
   - "I wish we had this when I was doing my undergrad! It's super helpful when considering having English as a second teachable."
   - "This would benefit students like me greatly. I wish this was an option right now as I will be pursuing a BED in the future."
2. **Convenience, Efficiency, Time and Cost (n=30)**
   - "To have this built into a degree before graduating with an undergraduate degree would be extremely beneficial for time and confidence before venturing into the B.ed program."
   - "This is basically exactly the kind of thing that would have made the process of starting becoming a teacher way less intimidating."
3. **Useful and Flexibility (n=28)**
   - "I like the flexibility, especially for those who aren't necessarily Arts students."
   - "Very useful and attractive minor aimed at specialization but still offering flexibility."
4. **Preparation and Employability (n=26)**
   - "All for making English major/minor students more employable!"
   - "I believe that this would well prepare students who plan on going into the education field as well as further developing their skills when going into the education program in the future."
   - "It's a more streamlined and efficient process to qualify as teacher or explore employment areas related to education."

Appeal of proposed minor

All survey participants were asked if they would have pursued the credential. There was strong indication of interest in respondents across all groups:



Survey participants reported varied reasons why the proposed minor would have appealed to them. Several indicated the option to combine courses not permitted in existing minors was an appealing factor, suggesting the minor may have appeal beyond those interested in teaching.



Appendix B:

Alignment with Prerequisites for Bachelor of Education Programs beyond UBC

BC Institutions

University	Minor meets requirements ?	Notes
SFU	Partially	Requires one major or two minors in teachable subjects.
TRU	N/A	Does not appear to offer qualification in secondary English.
TWU	Yes	Requires 24 credits in teachable subject.
UBCO	Yes	Preference given to candidates with two teachable subjects. Canadian literature course may also fulfill “Canadian Studies” requirement.

UFV	Likely	Requires 12 lower-level and 18 upper-level credits. Additional upper-level credits would likely be accepted in place of lower-level.
UNBC	Yes	Requires 24 credits in teachable subject.
UVic	Yes	Meets credit requirement for second teachable area. Requires 30 upper-level credits for a primary teaching area.
VIU	Yes	Requires 24 credits in teachable subject.

Peer Comparators

University	Minor meets requirements ?	Notes
Alberta	Yes	Meets requirement for minor teachable subject in English Language Arts.
McGill	Yes	Meets requirements for BEd Secondary English, but not Masters programs.
Queens	Yes	Meets credit requirement for second teachable area. Requires 30 upper-level credits for a primary teaching area. Applicants required to have two teachable subjects for Intermediate-Senior level.
Toronto	Yes	Meets credit requirement for second teachable area. Requires 36 upper-level credits for a primary teaching area. Applicants required to have two teachable subjects for Intermediate-Senior level.
Western	Yes	Meets credit requirement for second teachable area. Requires 30 upper-level credits for a primary teaching area. Applicants required to have two teachable subjects for Intermediate-Senior level.

References:

BC provincial: https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/training-and-professional-development/teacher-education-programs

UBCO:

https://education.ok.ubc.ca/degrees-programs/bachelor-of-education/

TRU:

https://www.tru.ca/edsw/schools-and-departments/education.html

UVic:

https://www.uvic.ca/education/curriculum/undergraduate/home/programs/secpdpp/index.php

https://www.uvic.ca/education/curriculum/assets/docs/secdocs/teaching-area-guides/2021/english_ste_2021.pdf

Vancouver Island University:

https://www.viu.ca/sites/default/files//viu-edu-pb-secondary-prerequisites-teachables.pdf

UNBC:

https://www2.unbc.ca/calendar/undergraduate/education#secondary

SFU:

http://www.sfu.ca/education/teachersed/programs/pdp/admissions-requirements/secondary.html

https://www.sfu.ca/education/teachersed/programs/ahcote/admissionsrequirements/secondary.html

UFV:

https://www.ufv.ca/calendar/current/ProgramsR-Z/TEP.htm/#entrance-secondary

Trinity Western:

https://www.twu.ca/teacher-certification-programs/two-year-post-degree-bed-program-k-12

Toronto:

https://www.oise.utoronto.ca/mt/Prerequisites.html

McGill:

https://www.mcgill.ca/dise/files/dise/secondary_english_2yr_overview_2017_revised.pdf

https://www.mcgill.ca/study/2020-2021/files/study.2020-2021/2020-2021_undergraduate_ecalendar_2nd_edition.pdf

https://www.mcgill.ca/dise/files/dise/fillable_tesl_matl_self_assessment_grid.pdf

Queens:

https://educ.queensu.ca/consecutive

Western:

https://www.edu.uwo.ca/teacher-education/specialties-is.html

Alberta:

https://www.ualberta.ca/education/programs/undergraduate-admissions/index1.html

Appendix C: Further information on flexible online course delivery option

Co-created by English Department faculty members and CTLT Instructional Design specialists using evidence-based pedagogies, flexible online course iterations are designed such that students will achieve the same learning outcomes as students in on-campus sections, and assessments will be typical of the discipline and of assessments in on-campus offerings. In most cases, the same faculty members will teach on-campus and online sections of the course. Before being offered, online-delivery course content and assessment are formally peer reviewed by an area specialist from the Department of English Language and Literatures.

This flexible-learning initiative increases accessibility for students with complex timetables that might previously have prevented them from being able to attend regularly scheduled on-campus English courses.[5] To be clear, no new courses are being created: rather, eleven or twelve existing courses will have online-delivery versions created and offered (one section of each course annually).

Courses currently available in online-by-design delivery:
ENGL 301 Technical Writing
321 English Grammar and Usage
322 Stylistics
330 Structure of Modern English: Sounds and Words
348 Shakespeare
364 Nineteenth-Century Literature
365 Modernism
372 Canadian Literature
392 Children's Literature

Available starting 2022S:
ENGL 377 World Literature and Social Movements[6]

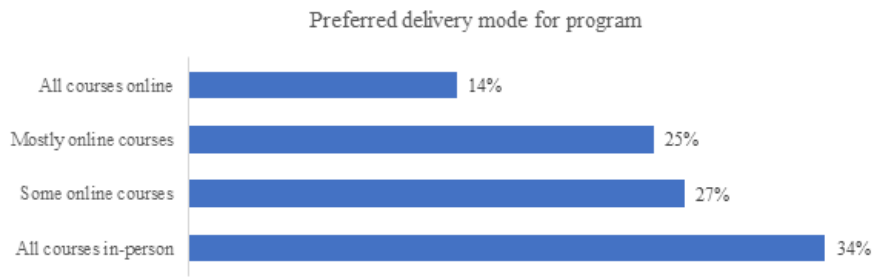
Available starting 2022W
ENGL 371 Asian Canadian and/or Transnational Studies

Potential course 2023W:
ENGL 373 Indigenous Literature

Education, and thus this program, strongly recommends an upper-level course in Indigenous literatures for applicants; the Department of English is undertaking a reflection with its specialists in Indigenous literatures on whether online delivery is pedagogically appropriate for ENGL 373 (Indigenous Literature). A decision is planned in early 2022: if there is consensus, ENGL 373 will be offered online starting 2023W, but it may also be that Indigenous Literatures will be available only for face-to-face delivery. This decision will not affect the curriculum proposal on the minor program, as the flexible learning option is a parallel delivery initiative rather than a curricular aspect of the proposed minor.

Student Consultation on Online Delivery Options

Students expressed a strong interest in taking courses online with 66% of survey participants indicating they'd like to take at least some of the courses online.



Funding

Creation of online-delivery versions of existing courses is funded by a grant from the UBC Online Learning Advancement Fund (OLAF), with support from the UBC Faculty of Arts and CTLT. Under current Arts budgeting systems, the online delivery option will have no impact on capacity calculations. English has historically offered 10-12 course sections per year through online delivery; our initiative to increase the number of different courses that can be completed online will increase the number of online sections by just 1-3 sections per year, typically by replacing one section of a multiple-section course with an online version, based on student demand.

Appendix D: List of possible courses for Minor in English: Teacher Education Preparation

100-level and 200-level (6 credits total)

Course number	Course Name	Eligible Credits	Online delivery?
ENGL 100	Reading and Writing about Literature	3	N
ENGL 110	Approaches to Literature	3	N
ENGL 111	Approaches to Non-Fictional Prose	3	N
ENGL 120	Literature and Criticism	3	N
ENGL 140	Challenging Language Myths	3	N
WRDS 150	Writing and Research in the Disciplines	3	N
ARTS 001	Arts One	6	N
ASTU 100	1st Year CAP Seminar	6	N
ASTU 101	Writing for Research in the Social Sciences and Humanities	3	N
ENGL 200	Principles of Literary Studies	3	N
ENGL 220	Literature in Englis to the 18th Century	3	N
ENGL 221	Literature in Britain: 18th Century to the Present	3	N

ENGL 222	Literature in Canada	3	N
ENGL 223	Literature in the United States	3	N
ENGL 224	World Literature in English	3	N
ENGL 225	Poetry	3	N
ENGL 226	Drama	3	N
ENGL 227	Prose Fiction	3	N
ENGL 228	Topics in Literary and/or Cultural Studies	3	N
ENGL 229	Topics in the Study of Language and/or Rhetoric	3	N
ENGL 231	Introduction to Indigenous Literatures	3	N
ENGL 232	Approaches to Media Studies	3	N
ENGL 241	Shakespeare Now	3	N
ENGL 242	Introduction to Children's Literature	3	N
ENGL 243	Speculative Fiction	3	N
ENGL 244	Environment and Literature	3	N
ENGL 245	Comics and Graphic Media	3	N
ENGL 246	Literature and Film	3	N
ENGL 247	Television Studies	3	N
ENGL 248	Mystery and Detective Fiction	3	N
ENGL 249	Literary Nonfiction	3	N

Upper-level

Courses in **bold** are strongly recommended

Course number	Course Name	Area Grouping	Credits	Online delivery option?
ENGL 301	Technical Writing	Writing	3	Y
ENGL 304	Advanced Composition	Writing	3	
ENGL 307	Studies in Rhetoric	Language E	3	
ENGL 308	Rhetorical Criticism	Language E	3	

ENGL 309	Rhetoric of Science, Technology and Medicine	Language E	3	
ENGL 310	History and Theory of Rhetoric: Classical Rhetoric	Language E	3	
ENGL 311	History and Theory of Rhetoric: Later Theory	Language E	3	
ENGL 312	Discourse and Society	Language D	3	
ENGL 318	History of the English Language: Early History	Language B	3	
ENGL 319	History of the English Language: Later History	Language B	3	
ENGL 321	**English Grammar and Usage**	**Language A**	**3**	**Y**
ENGL 322	Stylistics	Language D	3	Y
ENGL 323	Varieties of English	Language C	3	
ENGL 324	English Corpus Linguistics	Language C	3	
ENGL 326	Studies in the English Language	Language C	3	
ENGL 327	Cognitive Approaches to the Study of Meaning	Language D	3	
ENGL 328	Metaphor, Language and Thought	Language C	3	
ENGL 330	Structure of Modern English: Sounds and Words	Language A	3	Y
ENGL 331	Structure of Modern English: Sentences and their Uses	Language A	3	
ENGL 332	Approaches to Media History	Literature D	3	
ENGL 333	History of the Book	Literature D	3	
ENGL 334	Literature and the Archive	Literature D	3	
ENGL 335	Digital Humanities	Literature D	3	
ENGL 336	Print Culture and Media Studies	Literature D	3	
ENGL 337	Text and Image	Literature D	3	
ENGL 338	Literature and Science	Literature D	3	
ENGL 339	Trauma and Memory: Literature, Performance, Theory	Literature D	3	

ENGL 342	Introduction to Old English	Language B	3	
ENGL 343	Anglo-Saxon and Early Medieval Literature	Literature A	3	
ENGL 344	Middle English Literature	Literature A	3	
ENGL 346	Chaucer	Literature A	3	
ENGL 347	Renaissance Literature	Literature A	3	
ENGL 348	Shakespeare	Literature A	3	Y
ENGL 349	Seventeenth-Century Literature	Literature A	3	
ENGL 350	Milton	Literature A	3	
ENGL 351	Restoration and 18th-Century Literature	Literature B	3	
ENGL 353	Eighteenth-Century Literature	Literature B	3	
ENGL 355	Romantic Period Literature	Literature B	3	
ENGL 360	Early Canadian Writing	Literature B	3	
ENGL 361	US Literature to 1890	Literature B	3	
ENGL 362	Victorian Period Literature	Literature B	3	
ENGL 364	Nineteenth-century Literature	Literature B	3	Y
ENGL 365	Modernist Literature	Literature C	3	Y
ENGL 366	Twentieth-Century Literature	Literature C	3	
ENGL 368	US Literature from 1890	Literature C	3	
ENGL 370	Literatures and Cultures of Africa and/or the Middle East	Literature C	3	
ENGL 371	Asian Canadian and/or Transnational Studies	Literature C	3	2022W
ENGL 372	**Canadian Literature**	**Literature C**	**3**	**Y**
ENGL 373	**Indigenous Literature**	**Literature C**	**3**	**consultation**
ENGL 374	Post-Colonial Literature	Literature C	3	
ENGL 375	Global South Connections	Literature C	3	
ENGL 377	World Literature and Social Movements	Literature C	3	2022S
ENGL 378	Contemporary Literature	Literature C	3	

ENGL 379	Migrations, Movements and Transnational Networks in Literary and Cultural Production	Literature C	3	
ENGL 380	Theory: Meaning and Interpretation	Literature D	3	
ENGL 381	Theory: Signs, Codes, and Representation	Literature D	3	
ENGL 382	Theory: Anti-/De-/Post-Colonization	Literature D	3	
ENGL 384	Theory: Space and Displacement	Literature D	3	
ENGL 386	Theory: Critique, Intervention and Dissent	Literature D	3	
ENGL 387	Theory: Bodies	Literature D	3	
ENGL 388	Theory: Feminisms	Literature D	3	
ENGL 390	Life Narratives	Literature D	3	
ENGL 392	Children’s Literature	Literature D	3	Y
ENGL 393	Ecocriticism	Literature D	3	
ENGL 394	Canadian Environmental Writing	Literature D	3	
ENGL 395	Studies in Poetry	Literature D	3	
ENGL 396	Studies in Drama	Literature D	3	
ENGL 397	Studies in Prose Fiction	Literature D	3	

Category 1 proposal for Bachelor of Media Studies Program Update
– Changes to Calendar page 'Degree Requirements"

Bachelor of Media Studies program update

Degree Requirements page – add new page

Category: 1 **Faculty:** Arts **Department:** Arts Dean's Office **Faculty Approval Date:** **Nov. 25, 2021** **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** May 10, 2020 **Contact Person:** Christine D'Onofrio and Stefania Burk **Phone:** **Email:** cdono@mail.ubc.ca

Calendar Navigation:
Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Media Studies **Degree Requirements for students entering the program in 2023/24 or later**
 	
Proposed Calendar Entry:
 	
Degree Requirements for students entering the program in 2023/24 or later
 	
All students in the Bachelor of Media Studies must complete the following degree requirements[1]:
 	
• **Writing and Research Requirement**
• **Upper-level Requirement[1]**
• **Arts Credit Minimum Requirement[1]**
 	
[1]For additional information, see Credit Requirements and Regulations *{link to new Credit Requirements and Regulations page}*.
 	
Writing and Research Requirement
 	
The Writing and Research requirement has two components:
 	
Writing Component
 	
In their first year of study, direct-entry students are required to complete one course chosen from: ASTU 100 or ASTU 101 (Coordinated Arts Program), ENGL 100, or WRDS 150. **Students transferring into the program should ensure that they have met the Writing Component via one of these courses no later than the end of their first Winter Session as a BMS student.** This component must be satisfied prior to the student attaining Year 3 standing.
	URL: New page
	
	Present Calendar Entry:
	
	n/a
	
	Type of Action:
	
	Update the Bachelor of Media Studies core program requirements
	• Overall, students are currently required to complete 20 program required courses (60 credits). The proposal reduces this core to 12 required courses (totaling 39 credits) taken by all students. The changes to the core program requirements are listed below:
	  o 4 courses appear in both current and proposed requirements (no change to CRWR 312, ENGL 232, FIST 340, INFO 250)
	  o Add 5 newly developed interdisciplinary courses (MDIA 290, 300, 350, 450, 490)
	  o The existing course ARTH 227 was identified as a more appropriate requirement than ARTH 380 which has been removed.
	  o GERM 207 has been newly developed to replace GERM 412 which has been removed.
	  o JRNL 200 has been newly developed as an appropriate requirement BMS.

Category 1 proposal for Bachelor of Media Studies Program Update – Changes to Calendar page 'Degree Requirements"

Students who do not satisfy the above requirement due to a lack of attempts may have their registration restricted until the Writing Component is complete. Students who fail the Writing Component twice will have their maximum registration credit load reduced until the requirement is successfully completed.
See Continuation Requirements *{link to new Academic Recognition, Promotion, and Continuation page}*.

Research Component

In order to contribute to the development of knowledge in Media Studies, students must also complete a research-intensive experience. Normally completed in their fourth or final year of study, BMS students will satisfy this requirement with MDIA 450.

B.M.S. Core Program Requirements

All students in the Bachelor of Media Studies program must complete the following requirements:

First-Year Core Courses: 9 credits
In addition to the Writing Component course, which also constitutes a core requirement, first-year students are required to take the following 9 credits in their first year of study:

- **MDIA 150[1](3) Media Communities**
- **Two courses[2] chosen from: ARTH 101, CPSC 100, CRWR 206, CRWR 208, FIPR 101, FIST 100, INFO 100, JRNL 100, MDIA 100, VISA 110**

[1]MDIA 150 registration is restricted to Year 1 B.M.S. students.
[2]Transfer students who do not meet registration restrictions for MDIA 150 must instead complete three courses (9 credits) from this list. This option is not open to direct-entry students.

Media Studies Core Courses: 18 credits

- **MDIA 290 (3) Collaborative Methods**
- **MDIA 300 (3) Critical Approaches to Media Studies**
- **MDIA 350 (3) Media Environments**
- **MDIA 450 (6) Advanced Media Projects**
- **MDIA 490 (3) Emerging Media Practitioners**

    - 3 currently required courses in the program are being removed completely from the core required courses and program (VISA 210, ARTH 380, GERM 412).
    - 10 of currently required courses have been repackaged into one of the three Focus Areas.
- Create three Focus Areas (Narrative, Visual, and Data) each requiring 15 credits (5 courses). Students choose one Focus Area for specialization, and take 6 credits (2 courses) from other area(s).
    - Combined, Focus Areas are comprised of 10 courses currently required of all students, 3 newly developed courses, and 4 existing courses not previously recognized.
- Decrease excessive program electives by eliminating 99 "Core Plus" options.

Additional Student-Centred Updates

- Create a new and more comprehensive page for Bachelor of Media Studies Degree Requirements for students entering the program in 2023/24
- Create pathway for students to transfer in to the program (rather than direct entry only), including increasing flexibility in writing component and first-year core requirements
- Decrease overall number of program credits required for the BMS degree from 78 to 72

Note: For the purposes of the curriculum review process, and to compare the proposed program updates with the current program requirements listed in the Calendar, you may refer to the current BMS Degree Requirements here and BMS Program of Study Guide here. Please also see the Curriculum Summary Map and tables at the end of this proposal.

Rationale for Proposed Change:

The Faculty of Arts requests to update the program requirements and structure of the Bachelor of Media Studies (BMS) to respond to student needs. The original intention of the BMS program, developed in 2014, was to create the opportunity for

Category 1 proposal for Bachelor of Media Studies Program Update – Changes to Calendar page 'Degree Requirements"

B.M.S. Disciplinary Core Courses: 21 credits • **ARTH 227** • **CRWR 312** • **ENGL 232** • **FIST 340** • **GERM 207** • **INFO 250** • **JRNL 200** • **B.M.S. Focus Areas: 21 credits** **Students are required to take:** • **15 credits from one of three Focus Areas (Data, Visual or Narrative)[1]; and** • **6 credits total chosen from the other Focus Areas** **[1]For more information on Focus Area selection, please see the Bachelor of Media Studies website {https://mediastudies.arts.ubc.ca/undergraduate/bms-program/}.** **<u>Data Focus Area courses:</u>** • **One of CPSC 103, CPSC 110** • **CPSC 344** • **INFO 200** • **INFO 419** • **INFO 456** **<u>Visual Focus Area courses:</u>** • **ARTH 480** • **FIPR 133** • **FIST 240** • **THFL/VISA 312** • **VISA 241** **<u>Narrative Focus Area courses:</u>** • **CRWR 213** • **One of CRWR 302, CRWR 308, CRWR 310** • **ENGL 332** • **JRNL 201** • **JRNL 440**	students to engage in the study of media theory and practice through historical, ethical, legal, social and political lenses. The program was designed to provide students with the skills and experience necessary to work in media industries, organizations and communities. With this proposal, we are aligning the program more closely with this vision. In the Spring of 2018, the BMS graduated its first cohort, solidifying its initial success of bringing a multidisciplinary media studies program to UBC students. This innovative program carries research methods of both scholarship and practice, enhanced by a variety of disciplinary perspectives from Art History, Computer Science, Creative Writing, English, Film and Film Studies, German Studies, Information Studies, Journalism and Visual Art. The program brings faculty and students together in scholarship of media studies and practice, and initiated a bond between a cluster of researchers. All of this multidisciplinarity remains present in this proposed program update. In 2019, the program was awarded a three-year UBC Undergraduate Program and Evaluation Renewal - Teaching and Learning Enhancement Fund grant which enabled us to conduct an environmental scan, administer current student and alumni surveys, hold focus groups and faculty interviews, as well as multiple meetings with faculty representatives of each disciplinary area that comprised the BMS steering committee. The resulting data were used to develop key priority areas for this proposed program update. Moreover, for the last year, we have worked with specialists from CTLT's Indigenous Initiatives team (Amy Perreault and Janey Lew) and from CTLT's Equity and Diversity Standing Committee (Nausheen Shafiq). Their support enabled us to pursue an Indigeneity, Equity, Diversity, and Inclusion (IEDI) Audit of the BMS program as well as the drafted program renewal resulting from data collection described above. This additional Audit included the participation of BMS Faculty (Steering Committee) in workshops and interviews, syllabus analysis by a Graduate Research Assistant, and focus groups with current students and recently

	graduated alumni. Impacts from the IEDI Audit are already appearing in existing courses, through attention to course material, assignments, and so on. With respect to this proposal, a key priority was to avoid placing IEDI issues in a single course, but rather to ensure that an IEDI lens was used when developing all new courses that appear in this proposal and going forward. **Program Learning Outcomes.** As part of this extensive evaluation process, we examined our existing Program Learning Outcomes closely. We determined none needed substantive changes; all remain PLOs of the proposed program update (which we argue does a much better job of ensuring students achieve the PLOs than the existing program). We improved the utility of the PLOs by making superficial changes to their organization and clarity, including removing redundancy and ensuring each was framed in a more measurable way in line with Senate Curriculum Guidelines. Please see the appended Program Learning Outcomes following this proposal. **Overview of Changes.** The changes resulting from extensive program evaluation can be organized broadly into two categories: update core program requirements, and additional student-centred changes. For detailed comparison of the proposed changes to the program requirements, please see the Curriculum Summary Map and the tables following this proposal. **Update Bachelor of Media Studies core program requirements.** Currently, students take 22 required "Disciplinary Core" courses, and choose 4 courses (12 credits) from a list of 105 "Core Plus" courses. See this page for course lists and this page for Program of Study Guide. Data revealed three major challenges to the current program structure: lack of specialization opportunities, disjointed and undefined interdisciplinarity, and lack of media-specific professional development. This proposal addresses these concerns by building on the multidisciplinary strengths of the existing BMS program, while

	removing legacy courses which were no longer meeting student needs or aligned with the pedagogical goals and outcomes of the program. **Create Focus Areas.** We have identified three overarching Focus Areas that represent meaningful distinctions in the Media fields that students will pursue after graduation. Students will choose one of these three Areas: • Narrative Area: Courses in this area encompass Journalism, English, and Creative Writing. Students focus on writing text that is crafted for various purposes (e.g., storytelling) mediated through digital forms. • Visual Area: Courses in this area encompass visual arts, art history, film studies, and film production. Students focus on creating a diverse range of visual media products informed by various technologies and modes of representation (e.g., portraiture). • Data Area: Courses in this area encompass Computer Science and Information Studies. Students focus on the archiving and accessing of cultural heritage and memory objects, including critical consideration of related hidden information (e.g., analytics, meta-data). Upon selecting a Focus Area, students must complete 15 credits (5 courses) within the Focus Area to build specialization. To promote breadth, students will take a total of 6 credits (2 courses) in focus area(s) different than their own. Course requirement overview: • We propose that half (10 of 20) of our currently required courses would better serve as program options, repackaged into these three Focus Areas of study. • We developed 3 new courses (JRNL 201, JRNL 440, and THFL/VISA 312) to add specialization in a respective Focus Area. • We identified 4 existing courses (INFO 200, CRWR 302 or 308 or 310) appropriate to add specialization in a respective Focus Area. Any of these three CRWR courses would serve equally well so we wanted to offer students choice. **Tighten Core Required Courses**

	• **Disciplinary Core Courses**. These 7 required BMS Disciplinary Core Courses include 4 that have not changed from the current program (CRWR 312, INFO 250, ENGL 232, FIST 340) and 3 have been developed by associated units to target similar outcomes as their previous courses but more effectively align with Media Studies program outcomes (GERM 207, JRNL 200, ARTH 227). Previously, students were required to take multiple courses per disciplinary area, which was not pedagogically justified. • **Create spine of Media Studies (MDIA) Core Courses.** A tightened selection of the Disciplinary Core Courses created space to create a spine of five MDIA courses in which students can integrate their understanding into a truly interdisciplinary learning experience, as well as develop skills and abilities targeting Media Studies specifically. Many recently approved interdisciplinary programs take this approach (e.g., Middle East Studies, Program in the Study of Religion). • **Decrease excessive program electives.** Currently students are required to complete 4 courses (12 credits) from a continuously growing list of 105 courses, as their program electives (known as Core Plus courses). Students regularly come to us petitioning for more courses to be added to this list, which created anxiety for students and administrative burden. We wish to focus the purpose of program electives to Focus Areas, where students can choose from coherent groups of courses that provide specialization skills. Other program electives and choices will bring flexibility to first-year options in order to allow for a second-year entry point (details below). In proposing these changes, we would eliminate 99 current program elective courses to bring specificity and focus, and remove courses that are no longer meeting student needs or aligned with the pedagogical goals and outcomes of the program. **Additional Student-Centred Updates** Curriculum review data also revealed three secondary but important issues we also wished to

	address during this program update: lack of student support for integrating Faculty of Arts Degree Requirements, exclusion of prospective students who are ineligible for Direct Entry, and high number of degree requirements. We address each in turn. **1. Create new program requirements page (i.e., left column of this form)** If approved, these program requirements should appear in the Calendar for students starting in 2023/24 or later. This proposal accompanied by a Category 2 proposal to rename the existing Degree Requirements page to "for students who entered the program in 2022/23 or before". In order to apply to the program, students need to prepare a portfolio which typically requires a year's notice, so both pages will need to exist. Previous "Program of Study Guide" provided insufficient clarity for students about how their Faculty of Arts degree requirements (such as the Writing Component) synced with the BMS program. We have added those details to this page. **2.Create pathway for students to transfer in** We propose to keep the 40 seats per year for direct entry students in first year, and add 20 seats per year for 2nd year entry, both for students transferring into UBC in year 2 and for students who were undecided in year 1. An extensive IEDI Audit revealed that the current direct entry structure was highly inaccessible for transfer students, for high school students without exposure to strong media or creative programs, and for students without pre-existing background in media production. We are committed to increasing diversity among our students, and these changes creates the necessary curricular pathway. Required changes: increase flexibility in the Writing Component and First Year Requirements • **Increase Writing Component flexibility.** Students can still take ASTU 100 to fulfill the Writing Component requirement, but can also choose among ASTU 100, ASTU 101, ENGL

Category 1 proposal for Bachelor of Media Studies Program Update – Changes to Calendar page 'Degree Requirements"

	100 or WRDS 150. This change will remove a barrier for students transferring in to this program, and better align with conventions of the Faculty of Arts. • **Increase First-Year Core Courses flexibility**. To accommodate transfer students, we needed to de-couple BMS from the "Media Studies" Co-ordinated Arts Program (CAP) stream, which is a specific set of 18 credits in a standardized time table. This proposal requires both direct entry and students entering in Year 2 to choose 3 courses (9 credits) from a list of 11 approved (Program Elective) courses. The new list includes three of the current requirements (FIST 100, JRNL 100, VISA 110), plus 2 new MDIA (Media Studies) courses (MDIA 150, 100), four courses formerly on the "Core Plus" electives list (ARTH 101, CRWR 206, 208, and FIPR 101), and two additional first year courses recently identified as appropriate (CPSC 100, INFO 100). Non-CAP sections of all of the courses previously required will remain available as options in some way. **3.Decrease overall degree requirements.** In our research, students reported a strong desire for more flexibility and choice, particularly in Year 3. This program update will decrease the overall number of program credits required for the BMS degree from 78 to 72, thereby increasing elective credits from 42 to 48. (For comparison, Bachelor of Arts Honours programs typically have 60 program credits and 42 elective credits; Majors have 42 program credits and 60 elective credits.) This change permits students a little more flexibility to explore topics of their own interest, such as taking part in exchanges or internships, or to add a minor without adding time to a student's degree.

Notes:

- *Category 1 proposals to create the new course code MDIA (Media Studies) and new courses MDIA 150, 290, 350 and 450 are included in this report aiming for the February publication of the 2022-23 Calendar*
- *Category 1 proposals to create other new MDIA courses and courses from associated units will be submitted in this or an upcoming report to appear in the February or May/June update of the 2022-23 Calendar: GERM 207; JRNL 200, 201, 440; MDIA 100, 300, 490; THFL 312; VISA 312*
- *As a Program Update, this proposal will be submitted to the Ministry after approval at UBC Senate.*
- *As per discussion with the Senate office, the proposed program requirements take effect 2023-24 but we request they be included in the February release of the 2022-23 Calendar to be in place for promotion,*

Commented [MH1]: I've reached out to Jono for number to put here.

Commented [MH2R1]: Jono says:
Standard Major = 42 program credits, 18 cr. Faculty requirements, 60 electives (45 outside, 15 in any discipline)
Standard Honours = 60 program credits, 18 cr. Faculty requirements, 42 electives
So BMS is kind of like an Honours program in that the Faculty requirements (which are rolled into the Program, rather than being a separate bucket, except for Writing requirement) are around 72-78 cr, leaving around 42-48 credits of electives

Commented [RC3R1]: Thank you!

Commented [MH4]: I vaguely remember you commenting on why this was so necessary and I can add (if it's helpful) that the third year for the current BMS schedule is extremely tight and feels very heavy for students. Students complain about not having room to take anything else and because the cohort structure already limits what they can do, alleviating this pressure was something the proposed update aims to do.

recruiting, and for students to see the January 2023 portfolio application deadline for a September 2023 program start. All new courses listed in the program update will be in place before the February release of the 2023-24 Calendar, in time for registration. The courses are currently ready, consultations complete, and under review by the Faculty of Arts, aiming for the May/June release of the 2022-23 Calendar. Only one of the new MDIA courses (MDIA 150) is scheduled to be offered September 2023; all other new program courses will be offered 2024-25 or later.

Program Learning Outcomes

Current:

1. Understand the history of media and media change; be able to apply this understanding to current contexts and projects
2. Possess the skills to research communicative 'ecologies'; to understand the research methods applicable to media; co disseminate the results of research to a range of audiences
3. Possess the experience and perspectives to work collaboratively with communities and organizations to achieve communicative goals and manage media resources
4. Understand the ethical, legal, social, and political dimensions of media and media change
5. Be familiar with leading theoretical paradigms of media and with global and cultural perspectives on media; be able to represent these paradigms and perspectives to a range of audiences
6. Possess the skills and experience necessary to up-date their knowledge of media and media studies; to keep current in theory and practice; to anticipate media change and be ready to respond to trajectories of change
7. Be experienced in writing for media genres and for academic genres; experienced in visual design and composing for media genres and for academic genres
8. Understand the foundations of computerized information and media processing and be able to work individually and collaboratively to design computer programs and computer supported media presentations
9. Have experience working with emerging media and responding to technological changes
10. Be able to inform and contribute substantively to public and policy discussion of media and media change, their impact on social groups, their potential for equity and social justice

Proposed reorganization and clarification:

1. Conduct research, applying methods and approaches to media in a variety of contexts *(included in current outcome #2)*
2. Develop effective communications strategies, and media products or services, to meet the goals and needs of organizations and communities *(included in current outcome #3)*
3. Analyze media through historical, ethical, legal, social, and political lenses and apply to contemporary events and concerns *(included in current outcomes #1, #4, and #10)*
4. Describe, engage with, and critique diverse and leading theoretical paradigms in media studies *(included in current outcomes #1, #5, and #6)*
5. Produce professional multimodal forms and navigate trajectories of change in current and emerging media and academic genres *(included in current outcomes #6, #7 and #9)*
6. Assess and effectively use digital tools and programming to generate and process media *(included in current outcomes #7, #8 and #9)*

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7. Contribute substantively to social critiques of media discourse and of media change *(included in current outcome #1, #6 and #10)*

CURRICULUM SUMMARY MAP (WITH COLOUR CODED CHANGES)		
Current BMS Requirements	**Proposed BMS Requirements**	**Nature of Changes**
FIRST YEAR		
1 course (6 credits) of degree required writing course • ASTU 100 (6 credits)	1 course (3 credits) of degree required writing course. Choice of: • ASTU 100, ASTU 101, ENGL 100 or WRDS 150	Reduction of 3 credits (aligned with Faculty requirements)
5 required courses (15 credits) • FIST 100 • JRNL 100 • VISA 110 • CPSC 103 • CRWR 213	3 courses (9 credits) from list of 11 courses: • FIST 100 • JRNL 100 • VISA 110 • CRWR 206 • CRWR 208 • ARTH 101 • FIPR 101 • INFO 100 • CPSC 100 • MDIA 100 • MDIA 150	Reduction of 6 credits **Summary:** • 3 current first-year required courses remain as program elective options • 2 current first-year required courses added as program electives to one of three focus areas • 4 courses which are current program electives courses (from the list of 105) • 2 existing UBC courses not previously available in the program added • 2 new courses developed
SECOND – FOURTH YEAR		
15 required courses (45 credits) • ENGL 232 • INFO 250 • CRWR 312 • FIST 340 • FIST 240 • FIPR 133 • VISA 241 • ENGL 332 • ARTH 480 • CPSC 344 • INFO 456 • INFO 419 • VISA 210 • ARTH 380 • GERM 412	12 required courses (39 credits) • MDIA 290 • MDIA 300 • MDIA 350 • MDIA 490 • MDIA 450 (6) • GERM 207 • JRNL 200 • ARTH 227 • ENGL 232 • INFO 250 • CRWR 312 • FIST 340	Reduction of 6 credits **Summary:** • 3 Required courses deleted from program • 8 Required courses added as program electives to one of three focus areas • 4 Required courses are still required • 7 new courses developed • 1 existing UBC course not previously available in the program added

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4 courses (12 credits) from a list of 105 courses (2 remain as program electives options)	7 courses (21 credits) from list of 17 courses: • CPSC 103 (Data) • CRWR 213 (Narrative) • FIST 240 (Visual) • FIPR 133 (Visual) • VISA 241 (Visual) • ENGL 332 (Narrative) • ARTH 480 (Visual) • CPSC 344 (Data) • INFO 456 (Data) • INFO 419 (Data) • CRWR 302 (Narrative) • CRWR 310 (Narrative) • INFO 200 (Data) • CRWR 308 (Narrative) • THFL/VISA 312 (Visual) • JRNL 201 (Narrative) • JRNL 440 (Narrative)	Increase of 9 credits **Summary:** • 10 current required courses to be program electives • 2 current program electives remain • 2 existing UBC courses not previously available in the program added • 3 brand new courses to become program electives
14 courses (42 credits) of Degree electives (taken outside the program)	16 courses (48 credits) of Degree electives (taken outside the program)	Increase of 6 credits

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Table A: Current BMS Program Structure

	e no. / Name / No. of Credits	isting Course? (Y/N)	Course? (Y/N)	ents
	ed			
	100: Media Studies ng & Literature) (6 credits)	Y	N	
	103: Introduction to Systematic Program (3 credits) **OR** 110: Computation, Programs, and amming (4 credits)	Y Y	N N	
	213: Introduction to Writing for New (3 credits)	Y	N	
	00: Introduction to Film Studies (3 s)	Y	N	
	00: New Media and Society (3 credits)	Y	N	
	10: Foundation Digital Media (3 credits)	Y	N	
	e Electives (9 credits)			
	ed			
	232: Approach to Media Studies (3 s)	Y	N	
	40: Media Industries (3 credits)	Y	N	
	33: Film and Media Production (3 s)	Y	N	
	250: Networks, Crowds, Communities (3 s)	Y	N	
	41: Intro to Digital Photography (3 s)	Y	N	
	lus Courses (3 credits)**			
	e Electives* (12 credits)			
	ed			
	380: Art as Technology ng Intensive) (3 credits)	Y	N	riting intensive course is being ed by MDIA 300. It is also a g intensive course; MDIA 300 will ate interdisciplinary approaches bilities rather than one ective. MDIA 300 will reach the outcomes, but will be customized dia studies methods of a variety ms (not just Art History) and writing outputs.
	312: Interactive Storytelling (3 credits)	Y	N	
	332: Approaches to Media History (3 s)	Y	N	
	40: Media Audiences (3 credits)	Y	N	
	10: Digital Arts (3 credits)	Y	N	urse will no longer be required, ill be replaced by THFP/VISA 312. ation revealed VISA 210 had

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				pful overlap with other courses. pur proposed 'focus areas' we added appropriate classes to build complex skills in media execution. esult, this course has been ed by THFP/VISA 312 and be ed in the 'visual' focus area to upper-level abilities, concepts kills, building necessary high-level mes.
	Plus Courses (6 credits)**			
	e Electives (12 credits)			
	ed			
	344: Human Computer Interaction (3 s)	Y	N	
	480: Visual and Digital Media Theory (or 400) (3 credits)	Y	N	
	412: German Media Studies (3 credits)	Y	N	ourse will be replaced by GERM aking place in the fourth year, it ound to be too late in the degree roduce students to the historical pts of media from German s at the end of their degree. The mes of this curriculum need to be ed earlier in the degree and ed on media topics, as a result 207 was developed.
	456: Information Policy & Society (3 s)	Y	N	
	419: Information Visualization (3 credits)	Y	N	
	400: Feminist Postcolonial Critique and alism in a Digital Age TH 480) (3 credits)	Y	N	ourse will be replaced by JRNL newly developed Program ve course for the 'narrative' focus With the built declaration of areas' we have added priate classes to build more ex skills in media practices. -level outcomes were needed in alism practices, and thus a sary addition to the 'narrative' area.
	Plus Courses(3 credits)**			
	e Electives (9 credits)			

dents complete a minimum of **12 credits** selected from the following list (defined as "Core Plus"). 3 credits must be at the -level:

Canadian and Asian Migration Studies

ACAM 250: Asian Canadians in Popular Culture (3 credits)

ACAM 350: Asian Canadian Community-Based Media (3 credits)

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n Studies

AFST 351: Perspectives in African Studies: Literary and Theoretical Approaches (3 credits)

opology

ANTH 215: Japanese Popular Culture (3 credits)
ANTH 217: Culture and Communication (3 credits)
ANTH 331: Art, Aesthetics and Anthropology (3 credits)
ANTH 378: Anthropology of Media (3 credits)
ANTH 478: Ethnographic Film Methods (3 credits)

story

ARTH 101: Ways of Seeing: Introduction to Visual Studies (3 credits)
ARTH 102: Crisis and Contradiction in Art and the Built Environment (3 credits)
ARTH 226: Art, Colonialism, and Indigeneity (3 credits)
ARTH 227: What is Modern Art? (3 credits)
ARTH 341: 20th Century Art and Culture: The Postmodern (3 credits)
ARTH 345: History of Photography: Archive, Spectacle, Reality (3 credits)
ARTH 380: Art as Technology (3 credits)
ARTH 382: Is Art History Queer (3 credits)
ARTH 445: Film and the City (3 credits)
ARTH 480: Visual and Digital Media Theory (3 credits)

Studies

ASIA 254: Sex, Gender and Sexuality in Japanese Literature (3 credits)
ASIA 325: Hong Kong Cinema (3 credits)
ASIA 326: Critical Approaches to Manga and Anime (3 credits)
ASIA 327: Korean Popular Music in Context (3 credits)
ASIA 354: Introduction to Japanese Cinema (3 credits)
ASIA 355: History of Chinese Cinema (3 credits)
ASIA 356: Korean Cinema (3 credits)
ASIA 365: Punjabi Cinema (3 credits)
ASIA 367: Contemporary Korean Culture (3 credits)
ASIA 369: Asian Folklore (3 credits)
ASIA 375: Global Chinese Cinemas (3 credits)
ASIA 394: Post-Revolutionary Iranian Cinema (3 credits)
ASIA 395: Modern Persian Literature (3 credits)
ASIA 433: Representations of Muslims in Hindi/Urdu Film (3 credits)
ASIA 495: Folk Cultures in the Asian Diaspora (3 credits)

al, Eastern and Northern European Studies

CENS 201: Contrasts and Conflicts: The Cultures of Central, Eastern and Northern Europe (3 credits)

nerce

COMM 280: Entrepreneurship (3 credits)

uter Science

CPSC 210: Software Construction (3 credits)
CPSC 310: Introduction to Software Engineering (3 credits)
CPSC 430: Computers and Society (3 credits)

ve Writing

CRWR 206: Introduction to Writing for the Screen (3 credits)

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CRWR 208: Introduction to Writing for Graphic Forms (3 credits)
CRWR 302: Writing for Podcast (3 credits)
CRWR 306: Intermediate Writing for the Screen (3 credits)
CRWR 307: Intermediate Writing for the Stage and Radio (3 credits)
CRWR 310: Video Game Writing and Narrative (3 credits)

l Media

DMED 500: Foundations of Digital Entertainment (3 credits)
DMED 503: Foundations of Game Design (3 credits)
DMED 540: Special Projects in Digital Media I (by permission) (3 credits)

h

ENGL 201: Introduction to Writing Poetry (3 credits)
ENGL 245: Comics and Graphic Media (3 credits)
ENGL 247: A Game of Thrones: a Neo-Medieval Cultural Phenomenon (3 credits)
ENGL 328: Metaphor, Language and Thought (3 credits)
ENGL 333: History of the Book (3 credits)
ENGL 348: Shakespeare (3 credits)

roduction

FIPR 101: Introduction to the History of Film Production (3 credits)
FIPR 234: Production Planning and Professional Practices (3 credits)
FIPR 338: Motion Picture Sound (3 credits)
FIPR 339: Post-Production Techniques I (3 credits)
FIPR 434: Producing for Film and Television (3 credits)
FIPR 469A: Special Projects (3 credits)

tudies

FIST 200: Introduction to Canadian Cinema (3 credits)
FIST 210: Early Cinema (3 credits)
FIST 230: Introduction to Asian Cinema (3 credits)
FIST 330: Cult Cinema (3 credits)
FIST 331: Studies in Film Theory (3 credits)

lation and Indigenous Studies

FNIS 100: Indigenous Foundations (3 credits)
FNIS 210: Indigenous Politics and Self-Determination (3 credits)
FNIS 220: Representation and Indigenous Cultural Politics (3 credits)
FNIS 454: Indigenous New Media (3 credits)

aphy

GEOG 250: Cities (3 credits) (equivalent to URST 200)
GEOG 374: Statistics in Geography (3 credits)
GEOG 450: Urban Research (3 credits)

an

GERM 304: German Cinema (3 credits)

er, Race, Sexuality and Social Justice

GRSJ 101: Introduction to Social Justice (3 credits)
GRSJ 307: Gender, Race, Sexuality, and Popular Culture (3 credits)

y and Information Studies

LIBR 541: New Media for Children and Young Adults (3 credits)

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LIBR 556: (by permission) "Information Design II – Documents (3 credits)

alism

JRNL 400: Feminist Postcolonial Critique and Journalism in a Digital Age (3 credits)
JRNL 420: Decoding Social Media (3 credits)

MUSC 119: Introduction to Music Technology (3 credits)
MUSC 319A: Electroacoustic Music (3 credits)
MUSC 320: Computer Music (3 credits)
MUSC 419: Interactive Performance Systems (3 credits)
MUSC 420: Music Technology Capstone Project (3 credits)

ophy

PHIL 120: Introduction to Logic and Critical Thinking (3 credits)
PHIL 339: Philosophy of Art (3 credits)

cal Science

POLI 380: Quantitative Methods in Political Science (3 credits)

l of Architecture and Landscape Architecture (3 credits)

DES 200: Design Thinking (3 credits)

ogy

SOCI 328: Social Statistics I (3 credits)

tics

STAT 200: Elementary Statistics for Applications (3 credits)
STAT 203: Statistical Methods (3 credits)

re

THTR 205: Graphics for Theatre and Film Design (3 credits)
THTR 250: Technical Production (3 credits)

Studies

URST 200: Cities (3 credits) (Equivalent to GEOG 250)

Arts

VISA 180: Foundation Studio: Approaches to Media (3 credits)
VISA 183: Foundation Studio: Ideas as Practice (3 credits)
VISA 250: Print Media (3 credits)
VISA 310: Intermediate Digital Arts I (3 credits)
VISA 311: Intermediate Digital Arts II (3 credits)
VISA 340: Intermediate Photography I (3 credits)
VISA 341: Intermediate Photography II (3 credits)

tics, one of:

POLI 380: Quantitative Methods in Political Science (3 credits)
SOCI 328: Social Statistics I (3 credits)
GEOG 374: Statistics in Geography (3 credits)
STAT 200: Elementary Statistics for Applications (3 credits)
STAT 203: Statistical Methods (3 credits)

Table B: Proposed BMS Program Structure

	Course no. / Name / No. of Credits	Existing Course? (Y/N)	New Course? (Y/N)	Comments

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– Changes to Calendar page 'Degree Requirements"

Year 1	***Required***			
	Choice of 3 credits (1 course):			**In their first year of study, all students are required to complete ONE of the four 3-6 credit writing courses for the Writing Component requirement of their degree.**
	ASTU 100: 1st Year CAP Seminar (6 credits)	Y	N	Current requirement will still be acknowledged in the new proposal as an accepted writing course.
	ASTU 101: Writing for Research in the Social Sciences and Humanities (3 credits)	Y	N	
	ENGL 100: Reading and Writing about Literature (3 credits)	Y	N	
	WRDS 150: Writing and Research in the Disciplines (3 credits)	Y	N	
	Choice of 9 credits (3 courses):			**In order to create more equitable entry points, we are building the possibility for a student to transfer into the program in the 2nd year. Regardless of entry point, all students entering Year 2 of the BMS must complete 9 credits from the list below.**
	ARTH 101: Art and Visual Cultures of the World I (3 credits)	Y	N	
	CPSC 100: Computational Thinking (3 credits)	Y	N	
	CRWR 206: Introduction to Writing for the Screen (3 credits)	Y	N	
	CRWR 208: Introduction to Writing for Graphic Forms (3 credits)	Y	N	
	FIPR 101: Introduction to the History of Film Production (3 credits)	Y	N	
	FIST 100: Introduction to Film Studies (3 credits)	Y	N	
	INFO 100: (De)coding Information and Why it Matters	Y	N	
	JRNL 100: New Media and Society (3 credits)	Y	N	
	MDIA 100: Media Objects (3 credits)	N	Y	This new course prepares students for multidisciplinary approaches to media topics and expands access to the larger UBC student body. This course is the only MDIA course open to non-BMS majors.
	MDIA 150: Media Communities (3 credits)	N	Y	This new course prepares students for engaged learning pedagogies with local media institutions and communities, (rather than objects as MDIA 100).
	VISA 110: Foundation Studio: Digital Media (3 credits)	Y	N	
	***Degree Electives:* 18 credits of courses chosen outside the program**			
Year 2	***Required***			
	ARTH 227: What is Modern Art? (3 credits)	Y	N	Evaluation has revealed the need for a history and practice of graphic media

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				curriculum to better reach outcomes at the upper level. This existing course has been added to address this gap.
	ENGL 232: Approaches to Media Studies (3 credits)	Y	N	
	GERM 207: Frankfurt School (3 credits)	N	Y	This course will replace GERM 412 which is currently a fourth-year required course. Our program evaluation showed students were taking this too late in their degree and that these historical concepts of media should be introduced at the 200-level, and the outcomes should be reached earlier in the degree. The course is a redistribution of content and learning objectives from GERM 412.
	INFO 250: Networks, Crowds, and Communities (3 credits)	Y	N	
	JRNL 200: Journalism Here & Now (3 credits)	N	Y	Evaluation has revealed the need for historical to contemporary Journalism curriculum to prepare for and represent outcomes of the discipline. This new course was created to address this gap.
	MDIA 290: Collaborative Methods (3 credits)	N	Y	In order to better build interdisciplinary connections of media studies, this class serves as an introduction to collaborative methods both academically and pedagogically, to all students in the program (direct entry & transfer).
	Program Electives			***Students choose one of three focus areas which determines the specific "Program Electives" courses they enroll in***
	Students in Data focus complete 6 credits			
	CPSC 103: Introduction to Systematic Program Design (3 credits)	Y	N	
	INFO 200: Foundations of Informatics (3 credits)	Y	N	
	Students in Narrative focus complete 6 credits			
	CRWR 213: Introduction to Writing for the New Media (3 credits)	Y	N	
	JRNL 201: Introduction to News Audiences (3 credits)	N	Y	Journalism audiences is an integral concept and will build competence for upper-level courses in the narrative focus.
	Students in Visual focus complete 9 credits			
	FIPR 133: Introduction to Film and Media Production (3 credits)	Y	N	
	FIST 240: Media Industries (3 credits)	Y	N	
	VISA 241: Digital Photography (3 credits)	Y	N	

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	***Degree Electives*: 3-6 credits of courses chosen outside the program**			
Year 3	***Required***			
	CRWR 312: Interactive Storytelling (3 credits)	Y	N	
	MDIA 300: Approaches to Writin gfor Media Studies (3 credits)	N	Y	This writing intensive course is replacing ARTH 380, in order to expand the disciplinary approach and better integrate into an interdisciplinary dialogue. Reaching the same outcomes, it will be customized to media studies methods of all mediums (not just Art History approaches) and media writing outputs.
	MDIA 350: Media Environments (3 credits)	N	Y	In order to better build interdisciplinary connections of media studies, this class activates software accessible programming for; data, narrative and visual media structures. It isolates specific outcome requirements from CPSC 103 for the purpose of building multi-media environments in collaboration.
	Program Elective			
	Students in Data focus complete 3 credits			
	CPSC 344: Human Computer Interaction (3 credits)	Y	N	
	Students in Narrative focus complete 3 credits			
	ENGL 332: Approaches to Media History (3 credits)	Y	N	
	Students in Visual focus complete 3 credits:			
	THFL 312: Expanded Visual Media or VISA 312: Expanded Visual Media (3 credits)	N	Y	Newly developed course for proposed degree revisions, to replace VISA 210. Evaluation revealed the need for added specialization. With the built declaration of 'focus areas' we have added appropriate classes to build more complex skills in media execution. Specific outcomes from CPSC 344 in building visual effects will be addressed. Upper-level outcomes, concepts and skills were necessary to build in the 'visual' focus area. This is one course listed under both the THFL and VISA codes and have the same outcomes.
	In addition, students must also complete one 3-credit course from a focus area other than the one they are enrolled in.			
	***Degree Electives*: 15-18 credits of courses chosen outside the program**			
Year 4	**Required**			
	FIST 340: Media Audiences (3 credits)	Y	N	
	MDIA 490: Emerging Media Practitioners (3 credits)	N	Y	In order to better build interdisciplinary connections of media studies, this class

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				serves to reach graduating outcomes of a media studies degree including showcases, learning portfolios, action research and demonstrating critical agency.
	MDIA 450: Capstone Media Projects (6 credits)	N	Y	Evaluation revealed an outcome gap of advanced action research application, and graduating level community and interdisciplinary peer connections. It isolates specific outcome requirements from CPSC 344 customized for multimedia projects. This class serves as a Capstone projects class that builds public facing media environments for community partner needs. This course will satisfy the mandatory Research Requirement.
	Program Electives			
	Students in Data focus complete 6 credits:			
	INFO 419: Information Visualization (3 credits)	Y	N	
	INFO 456: Information Policy and Society (3 credits)	Y	N	
	Students in Narrative focus complete 6 credits:			
	JRNL 440: Imagine Journalism Studio (3 credits)	N	Y	Newly developed course for Program Elective of the 'narrative' focus area. Evaluation revealed the need for added specialization. With the built declaration of 'focus areas' we have added appropriate classes to build more complex skills in media execution. Upper-level outcomes were needed in Journalism practices, and thus a necessary addition to the 'narrative' focus area.
	Choice of 3 credits (1 course):			
	CRWR 302: Writing for Podcast CRWR 308: Intermediate Writing for Graphic Forms CRWR 310: Video Game Writing and Narrative (3 credits)	Y	N	
	Students in Visual focus complete 3 credits:			
	ARTH 480: Visual and Digital Media Theory (3 credits)	Y	N	
	In addition, students must also complete one 3-credit course from a focus area other than the one they are enrolled in.			
	Degree Electives: 9-12 credits of courses chosen outside the program			

MDIA – Create new course code, Media Studies

Category: 1 **Faculty:** Arts **Department:** Art Dean's Office, Bachelor of Media Studies **Faculty Approval Date:** Nov 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** May 15, 2021 **Contact Person:** Christine D'Onofrio and Stefania Burk **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA - Media Studies**	**URL:** Create a new page for MDIA courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.) **Present Calendar Entry:** None **Type of Action:** Create new subject code – MDIA **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program (see accompanying proposal). This innovative program carries research methods of both scholarship and practice, enhanced by a variety of disciplinary perspectives from Art History, Computer Science, Creative Writing, English, Film and Film Studies, German Studies, Information Studies, Journalism and Visual Art. The program brings faculty and students together in scholarship of media studies and practice, and initiated a bond between a cluster of researchers. The program update includes the creation of a core set of interdisciplinary Media Studies courses. To designate these as well as future potential Media Studies courses, a distinct subject code (MDIA) is most appropriate. *Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for new courses that use this subject code*

Category: 1 **Faculty:** Arts **Department:** CENES **Faculty Approval Date:** Nov. 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** July 15, 2021 **Contact Person:** Caroline Rieger **Phone:** **Email:** caroline.rieger@ubc.ca
Proposed Calendar Entry: **GERM 207 (3) The Frankfurt School (in English)** Foundations of critical theory, and key media and cultural studies concepts developed by the members of the Frankfurt Institute of Social Research (1923 -), their collaborators and followers.	**URL:** https://www.calendar.ubc.ca/vancouver/courses.cfm?code=GERM **Present Calendar Entry:** None **Type of Action:** New course **Rationale for Proposed Change:** We consider the introduction of an undergraduate course dedicated to the history and media theories of the Frankfurt School – the first of its kind in CENES – a vital addition to our German undergraduate curriculum. The researchers, writers and activists associated with the Institute of Social Research (Institut für Sozialforschung), as well as the works of their critics, collaborators, followers, and students are central to major developments in art and political theory, philosophy, sociology, film and media, communication and cultural studies. Dedicated Frankfurt School courses have been a staple of both undergraduate and graduate curricula in German and media studies programs for more than a decade. Nevertheless, while some canonical texts of critical theory continue to be widely assigned, read and featured in media and cultural studies anthologies, the broader contexts of theoretical and historical discussion often remain in the background. Furthermore, especially at the undergraduate course development level, a frequent tendency to engage with only a few representative figures and readings has limited or even prevented a more dynamic understanding of the ideas and theories grouped under the Frankfurt School heading. GERM 207 will make these discussions more visible, by offering a critical survey of the Frankfurt School in an expanded field of current media-theoretical approaches. GERM 207 also answers the demand for a dedicated Frankfurt School media theory course in the Bachelor of Media Studies program (BMS). As part of their program renewal initiative, BMS will offer GERM 207 as a 2nd year disciplinary core course, in preparation for the material taught in the 3rd and 4th years and for electives such as GERM 412.

	The course will count towards the German Studies Minor and offers an alternative to lower-level GERM courses for those students in our German degree programs (German Honours, Major, Minor) who start their studies at UBC with some proficiency of German. We expect the course to have a yearly enrollment of 90+ students (including the BMS cohort of 60) ☐ **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:** School of Information **Faculty Approval Date: Nov. 25, 2021** **Effective Session (W or S):** W **Effective Academic Year:** 2022-2023	**Date:** Received June 15, 2021 **Contact Person:** Eric Meyers **Phone:** 604-827-3945 **Email:** eric.meyers@ubc.ca
Proposed Calendar Entry: **INFO 441 (3) Media Design for Contemporary Childhood** Cultural narratives, values, and practices promoted by media technologies designed for children/youth and the tensions they create. *Prerequisite: second year standing.*	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=INFO **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale for Proposed Change:** INFO 441 is an upper-level elective in the School of Information's Minor in Informatics. The course provides a values-oriented, socio-technical approach to children's media (games, toys, movies, television, online and immersive technologies). It will be useful for students who wish to develop skills in analyzing, designing, and using children's electronic media across a range of disciplines and professional fields. *Note: This proposal is accompanied by a Category 2 proposal to add INFO 441 to the approved list of 'Ideas' courses on the Calendar page for the Minor in Information, from which students select their upper-level courses.* ☐ **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:** Art Dean's Office, Bachelor of Media Studies **Faculty Approval Date:** Nov. 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** April 5, 2021 **Contact Person:** Christine D'Onofrio **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA 150 (3) Media Communities** Media engagement with community partners through data, narrative and visual processes. *Prerequisite:* Restricted to BMS students with 1st year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course. **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program, which is a four-year multidisciplinary program (see accompanying program update proposal for details). This current proposal is for MDIA 150, which will be a required course restricted to BMS students with 1st year standing. Our extensive program evaluation revealed a strong need for students to be able to gain an understanding of different media fields through media community exposure and engagement early in their degree. Therefore, MDIA 150 is designed to introduce students to media making processes across data, narratives, and the visual (i.e., the three Focus Areas of the updated BMS program). Students will actively engage with expertise of these Focus Areas, as well as begin to integrate towards ways that they work together. A second key purpose of MDIA 150 is to introduce students to community engaged pedagogical methods, which are a hallmark of the entire BMS program. As a result, exploring different community partners ranging from news outlets to art galleries will be a part of the learning experience.

	(The course instructors have a long history of teaching course content informed and propelled by community engaged partnerships.) This exposure will contribute to their knowledge of media communities as they begin to build their own student cohort community. We strongly considered whether to enroll students transferring into the BMS program in their 2nd year into this course designed for first year students, or to provide alternatives. At this point, we have chosen to provide carefully-considered alternatives, in order to honour the entire year of undergraduate education they have already completed (which may already include the open-enrollment MDIA 100 course or other accepted alternatives; see program update for others), and to ensure they can still complete their degrees in a timely manner. Exposure to community engaged and collaborative learning practices is embedded in many of the other required courses early in the BMS degree (e.g., INFO 250), providing ample opportunities to succeed. We also have ongoing program review and will revisit this decision in response to student feedback and experience. ☐ **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:** Arts Dean's Office, Bachelor of Media Studies **Faculty Approval Date: Nov. 25, 2021** **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** April 5, 2021 **Contact Person:** Christine D'Onofrio **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA 290 (3) Collaborative Methods** Development and practice of media group production processes. Restricted to BMS students with 2nd year standing or above.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course. **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program, which is a four-year multidisciplinary program (see accompanying program update proposal for details). This current proposal is for MDIA 290, which will be a required course for BMS students in a second-year standing. Our extensive program review revealed a strong need for students in their second year to begin developing and exercising creative collaboration methods, bringing their disciplinary and personal perspective into generative and productive conversations. MDIA 290 provides space in the curriculum to develop these essential practices in media, while deepening their understanding of media content. At the beginning of their second year, students choose a Focus Area (Data, Visual or Narrative) to specialize in. Later that year, in Term 2, students take MDIA 290 where they are required to work with students from other focus areas on collaborative projects. Students will work in teams to practice design thinking and group methodologies while sourcing and analyzing media content. Students will learn about and apply a full process of creative

	project development with a team to develop practices of discovery, knowledge sharing and communication of individual specialty areas. While exploration is key, students will learn and sample best practices of research and development through multidisciplinary team negotiations. The ability to work collaboratively with so many perspectives at the table will prepare students for success throughout their degree and beyond, into professional media fields which expand disciplinary boundaries. ☐ **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:** Art Dean's Office, Bachelor of Media Studies **Faculty Approval Date:** Nov. 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2024	**Date:** April 5, 2021 **Contact Person:** Christine D'Onofrio **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA 300 (3) Approaches to Writing for Media Studies** Interdisciplinary perspectives of thematic topics in contemporary media and related theory with focused attention on writing practices. Restricted to BMS students with 3rd year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course. **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program, which is a four-year multidisciplinary program (see accompanying program update proposal for details). This current proposal is for MDIA 300, a required course restricted to BMS students in 3rd year standing. Our extensive program review revealed a strong need for students to be able to address contemporary critical media issues, and to further expand media perspectives of the program. As a result, MDIA 300 is structured to provide an opportunity to keep current with the ever-changing media landscape. In this course, students will be led through a progression of media topics while focusing on building various writing skills for media purposes. MDIA 300 brings in guest speakers within and beyond the University who hold perspectives from academic disciplines and practices outside of those represented in the BMS program, and will expand insight and exploratory areas for which the BMS can enter the trans-disciplinary reach of media. At the beginning of their second year, students choose a focus area (Data, Visual or Narrative) to specialize in. In their third year, students from all three focus areas will take MDIA 300, where diverse perspectives are brought together in thematic topics of contemporary critical issues in media. It is an opportunity for all

	students to convene in the practice of writing for media forms. ☐ **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's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course	MDIA 300 (3 credits) *Approaches to Writing for Media Studies*	Course Authors	Ilinca Iurascu (CENES) T'ai Smith (AHVA)
Schedule	Fall term of 2025		

Learning Outcomes Once they have completed this course, students will be able to:

- Describe and interpret formal elements of a variety of media objects, both in written and spoken form. (LO1)
- Identify and explain prominent media theories through close readings of texts, and apply concepts to interpret everyday media objects. (LO2)
- Draw connections between media properties and effects to investigate social impacts of media practices. (LO3)
- Differentiate diverse media approaches to critically examine ways in which these perspectives can inform one another. (LO4)

Category: 1 **Faculty:** Arts **Department:** Art Dean's Office, Bachelor of Media Studies **Faculty Approval Date:** Nov 25, 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** April 5, 2021 **Contact Person:** Christine D'Onofrio **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA 350 (3) Media Environments** Collaborative planning and activation of media interfaces for stakeholders informed by multidisciplinary approaches. *Prerequisite:* MDIA 290. Restricted to BMS students with 3rd year standing or higher.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course. **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program, which is a four-year multidisciplinary program (see accompanying program update proposal for details). This current proposal is for MDIA 350 which will be a required course in the program. This course is restricted to 3rd year BMS students. Our extensive program review revealed a strong need for more interdisciplinary connections across courses, engagement opportunities for students, and specifically media targeted courses and skill development. Therefore, MDIA 350 is a practice-based course where students will work in groups to create multidisciplinary media projects alongside community partners for various needs and timely issues. Students will actively engage with the expertise of individual media disciplinary areas, negotiate and integrate them to work together through project vision and facilitation. This course will advance students' training beyond MDIA 290 (3) to further develop their processes and approaches to collaborative projects. MDIA 350 teaches new skills for media production and interaction and builds upon methods needed for collaborative media projects, including; analytical breakdown of individual project properties, media and design strategies, group methodologies, collaboration of including visual, narrative and data perspectives and maker roles, and communication strategies. With the needs of stakeholders as a guide, MDIA 350 will ultimately prepare students for the

	public-facing work they will produce for their capstone course MDIA 450. In this course, engagement and collaboration are at the center and as a result, exploring different community partners ranging from non-profits to academic connections will be a part of the learning experience. The course instructors have a long history of teaching course content informed and propelled by community engaged partnerships. ☐ **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:** Art Dean's Office, Bachelor of Media Studies **Faculty Approval Date:** Nov 25 2021 **Effective Session (W or S):** W **Effective Academic Year:** 2022-23	**Date:** April 5, 2021 **Contact Person:** Christine D'Onofrio **Phone:** (604) 715-7744 **Email:** cdono@mail.ubc.ca
Proposed Calendar Entry: **MDIA 450 (6) Capstone Media Projects** Advanced media works created in collaboration with community partners for public impact. *Prerequisite:* MDIA 350. Restricted to BMS students with 4th year standing.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** Create new course. **Rationale for Proposed Change:** The Faculty of Arts is seeking to update the Bachelor of Media Studies (BMS) program, which is a four-year multidisciplinary program (see accompanying program update proposal for details). This current proposal is for MDIA 450, which will be the Research-Intensive required course in the program. This course is restricted to 4th year BMS students. Our extensive program review revealed a strong need for students to be able to apply their critical skills to an ever-changing media landscape and gain exposure to building media effects through aesthetic, cultural, and technologically advanced, public-facing, media projects. Therefore, MDIA 450 is a practice-based course where students will work in groups to create interactive media projects with UBC and Vancouver community partners for various timely needs and purposes. The projects will be public-facing, and delivery and execution will incorporate all three forms represented in the program: visual, data, and narrative. Students will actively engage with expertise of disciplinary areas as well as integrating them in collaboration in an executed project. Students will apply what they learned in MDIA 350 (3) Media Environments, further developing their methods and approaches to collaborative projects. Students will engage in combinations of various methods needed for media projects. Various research methods will be used for each media project, including scholarly and analytical

	breakdown of individual project properties, design strategies, technological output, community evaluation, user audiences, and expert interviews. Ethical research practices, including scaffolding of Behavioural Research Ethics Board submissions for approval by December/January, are embedded throughout the course. Program leadership and course instructor(s) will consult with BREB in advance and as needed. In this course, innovation and collaboration are at the center. The interactive multimedia projects are a culmination of the degree, integrated into creative scholarly challenges, as a capstone achievement to demonstrate what they have learned while also meaningfully contributing to community needs. The course instructors have a long history of teaching course content informed and propelled by community engaged partnerships. ☐ **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's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course	MDIA 450 (6 credits) "Advanced Media Projects"	Studies Instructors

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Faculty of Forestry **Department:** Dean's Office **Faculty Approval Date:** Nov. 9, 2021 **Effective Session (W or S):** Summer **Effective Academic Year:** 2022	**Date:** October 4, 2021 **Contact Person:** Dr. Carlos Ormond **Phone:** 250-559-7885 ext. 232 **Email:** carlos.ormond@ubc.ca
Proposed Calendar Entry: **HGSE 394 (3) Marine Conservation in British Columbia** Perspectives and methodologies applied to the conservation of marine environments in British Columbia. On-line course. Pre-requisite: 3rd Year Standing	URL: N/A **Present Calendar Entry: None** Type of Action: New course Rationale: This course has been previously offered as a directed studies course, HGSE 320A. Interest in the course was sufficient that a decision was made to create a formal course. This course will form part of the curriculum offered through the Haida Gwaii Institute and will be offered fully on-line.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine **Department:** School of Population and Public Health **Faculty Approval Date:11/09/21** **Effective Session: W 2022** **Effective Academic Year: 2021-2022**	**Date:** July 12, 2021 **Contact Person:** Kaitlyn Shannon **Phone:** 604-822-9548 **Email:** kaitlyn.shannon@ubc.ca
Proposed Calendar Entry: The Master of Public Health (M.P.H.) is a two-year (6 term) non-thesisprogram with a 12-week, full-time practicum. M.P.H students will develop competencies related tothe 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 **There are two entry points into the M.P.H. program. Physicians in UBC's Public Health and Preventive Medicine residency program complete the M.P.H. program over four terms (one year, 42 credits). All other students complete the M.P.H. program over six terms (two years, 60 credits).**	**URL:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tre e=12,204,828,1420#16853 **Present Calendar Entry:** The M.P.H. is a two-year (6 term) non-thesisprogram with a 12-week, full-time practicum. M.P.H students will develop competencies related tothe 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

Admission Requirements Applicants must meet the minimum admission requirements for masters degree programs set by the Faculty of Graduate and Postdoctoral Studies. Preference will be given to applicants who are already working in relevant disciplines. Applicants must demonstrate evidence of ability to manage quantitative curriculum. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in which the applicant has received at least a B+ or higher in an undergraduate or college mathematics or statistics course taken within the past ten years. Alternative test scores may be accepted in lieu of the GRE; please contact our office for more information. Applicants must demonstrate work experience or skills in a field related to public health. **Physicians completing the M.P.H. as a component of the UBC Public Health and Preventive Medicine residency program must complete the M.P.H. program over four terms (one year, 42 credits).** For additional information on eligibility requirements, please visit the MPH website.	**Admission Requirements** Applicants must meet the minimum admission requirements for masters degree programs set bythe Faculty of Graduate and Postdoctoral Studies. Preference will be given to applicants who arealreadyworking in relevant disciplines. Applicants must demonstrate evidence of ability to manage quantitative curriculum. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in whichthe applicant has received at least a B+ or higher inan undergraduate or college mathematics or statistics course taken within the past ten years. Alternative test scores may be accepted in lieu of theGRE; please contact our office for more information. Applicants must demonstrate work experience orskills in a field related to public health. For additional information on eligibility requirements, please visit the MPH website.
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.	**Program Requirements** The M.P.H. is a two-year non-thesis degree consisting of a minimum of 60 credits. Students mustta36 credits of core courses related to the above core themes.

The M.P.H. program identifies courses that satisfythese requirements on its website. 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. **Physicians completing the M.P.H. as a component of the UBC Public Health and Preventive Medicine residency program must complete the 42- credit pathway approved by the MPH and PHPM Program Directors that meets the competencies required of both programs.** Further information about pathways to complete theprogram curriculum is available on the M.P.H. website.	The M.P.H. program identifies courses that satisfythese requirements on its website. 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 theprogram curriculum is available on the M.P.H. website. **Type of Action:** Add new pathway for Public Health and PreventiveMedicine residents to obtain their MPH degree withfewer credits, given the previous competencies, course work and training experience they bring to the program. **Rationale for Proposed Change:** The PHPM Residency program is a 20 term, 5-year postgraduate program offered to students who havecompleted both an undergraduate and a medical degree program. To be accepted into the program, residents must demonstrate previous skill and experience in public health, through academic work,clinical experience, and extracurricular activities. The Royal College of Physicians and Surgeons requires physicians enrolled in UBC's PHPM residency program complete a minimum of 30 credits of academic, graduate level coursework over at least two terms (and a maximum of 12 months) of their training.

	Coursework must include epidemiology and biostatistics, and may include research methodology, public health system/policy, program evaluation and management/leadership. Many residents value the opportunity to complete a Master of Public Health during their residency training. Until September 2021 the UBC MPH program required 42 credits of coursework, allowing PHPM residents to complete the MPH program during the 12 months available to them. As of September 2021, the MPH program requires 60 credits of coursework which cannot be completed in 12 months. This proposed pathway would allow PHPM residents to complete 42 credits of coursework for their MPH program, given the competencies, course work, and training experience they bring on entry to the MPH. These competencies are gained in their undergraduate studies and/or professional post-graduate Medical Doctor (MD) program and are a pre-requisite for entry into the PHPM program. This proposal is based on recommendations provided by Graduate and Postdoctoral Studies. It has the full support of the MPH Program Director, the PHPM Program Director, the Associate Dean of Postgraduate Medical Education, and the Dean of the Faculty of Medicine. This follows precedence set by Social Work (MSW) and Architecture (MA) for students who enter those programs with a pre- or post-professional degree. While there is an anticipated net loss of $9000 per year of income (maximum 3 residents x 2 terms), this is acceptable to SPPH.

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science **Department:** Civil Engineering **Faculty Approval Date: October 21, 2021** **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** **Contact Person:** Barbara Lence **Phone:** 6048229014 **Email:** lence@civil.ubc.ca
Proposed Calendar Entry: **IWME 506 (4) Water Infrastructure Capstone** Delivery of major water infrastructure projects from policies to planning and implementation, including schedule, cost, scope, impacts, performance and risk management, indigenous participation and innovative project financing and delivery approaches. Credit will be granted for only one of: IWME 506 or CIVL 523. *This course is not eligible for Credit/D/Fail grading.* [3-0-1]	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=IWME **Present Calendar Entry:** N/A **Type of Action:** Proposal of a new course – IWME 506: Water Infrastructure Capstone (4) **Rationale:** This course was conceived in response to a year-long consultation process with the MEL in Integrated Water Management (IWME) Industry Advisory Board and the IWME instructor team. Following their advice, the course will provide a required end-of-program project experience that engages local industry leaders with students and addresses the critical management, financial, environmental and social issues arising during the implementation of major water infrastructure projects. The course integrates the material learned in the MEL – IWME pillar and platform courses, builds on their program-level learning objectives, and specifically addresses the following additional objectives that were deemed as beneficial for advancing their leadership potential in the water industry: • Understand community relations and social equity, practice integrated engagement and compose project communications strategies.

	• Understand and evaluate the economic and financial considerations in water management, including societal costs and benefits and commercialization. • Understand, implement and evaluate the circular economy for water systems that employ reuse, shared-resources, repair, remanufacturing and recycling to create integrated closed-loop systems, and minimize the use of resources and the production of waste, pollution and carbon emissions. • Understand water project life cycle phases and implement basic project management, including planning, site investigation, permitting, rights and stakeholder engagement, design and implementation.rights holder and other stakeholder

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Faculty of Medicine **Department:** School of Population and Public Health, **Faculty Approval Date:11/09/21** **Effective Session (W or S):** W **Effective Academic Year:** 2022	**Date:** September 13, 2021 **Contact Person:** Nick Bansback **Phone:** **Email:** nick.bansback@ubc.ca
Proposed Calendar Entry: **SPHA 512 (1.5) Indigenous Health and Cultural Safety** Core concepts of Indigenous-specific racism and human rights, cultural safety and how this relates to the practice of health administrators.	**URL:** **Present Calendar Entry:** n/a **Type of Action:** new course **Rationale for Proposed Change:** This course is no longer a temporary special topics course in the program. Cultural safety and humility and the understanding of the past and present nature of colonialism and impacts on Indigenous peoples' health and wellness is a core subject area for the practice of all health administrators. Over the three years of course development and delivery, further consultations with MHA instructors have led to sustainably adapting other MHA courses to include Indigenous health content within the program. The course is taught by Harmony Johnson, Interim Vice-President, Indigenous Wellness and Reconciliation at Providence, and graduate of the MHA program. Harmony is a graduate of the MHA Program (2017). In consultation with the MHA, Harmony was engaged with a contract for curriculum development across the MHA and specifically to develop a new course (taught as SPHA 580A Special Topics) on Indigenous Health. She made recommendations to meaningfully and sustainably integrate relevant Indigenous health concepts across the program. The resulting learning outcomes and course activities have evolved in the last three years in the following ways:

	• shifting of specific modules in the course to other MHA courses for integration of ~~Indidgenous~~Indigenous content across the program • recognition at UBC of Indigenous ways of knowing, as referenced in the 2020 UBC Indigenous Strategic Plan ,resulting in learning outcomes and assignments to "[create] learning experiences that interweave both Indigenous and Western ways of knowing as recommended by the BC Campus Indigenization Guide. • feedback from students and alumni has shaped the development of the course in the last three years, including demonstrated actions from new graduates on ways they've reflected and engaged with their organizations for Truth and Reconciliation **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. Courses in the MHA Program are not eligibile for Cr/D/F and this is a course for the MHA

MATHEMATICS

Category: (1)

Faculty: Science **Department:** Mathematics **Faculty Approval Date:** November 4, 2021	**Date:** November 4, 2021 **Contact Person:** Norm Hutchinson **Phone:** 604-822-8188 **Email:** norm@cs.ubc.ca
Effective Date for Change: 22S **Proposed Calendar Entry:** MATH 425 (3) Introduction to Modern Differential Geometry **Smooth manifolds, smooth maps, immersions and submersions, vector fields, vector bundles, tangent and cotangent bundles, tensors and differential forms, orientation of manifolds, integration of forms, and selected topics.** [3-0-0] Prerequisites**: One of MATH 221, MATH 223; and one of MATH 227, MATH 217, MATH 254, MATH 264, MATH 317; and one of MATH 319, MATH 320.**	**Present Calendar Entry:** MATH 425 (3) Introduction to Modern Differential Geometry ~~Riemannian manifolds, tensors and differential forms, curvature and geodesics.~~ [3-0-0] Prerequisite: ~~MATH 424.~~ **Action:** Replace description, broaden prerequisites. **Rationale:** The prerequisites currently shown are too restrictive: students need only linear algebra, vector calculus, and analysis to succeed. (These topics line up with the three bundles of alternative prerequisites shown in the proposal.) MATH 425, crosslisted with MATH 525, is a standard undergraduate/introductory graduate course on the theory of smooth manifolds. Its content is actually independent of the "Classical Differential Geometry" taught in MATH 424, and removing the MATH 424 prerequisite will make MATH 425 available to a wider audience. How much wider? Well, over the last decade, the course has been given every year, and enrolment peaked at 9 in 2018W. The current prerequisite, MATH 424, is offered only in alternate years, and therefore enrolment levels in MATH 425 rise and fall with a predictable 2-year period. The proposal

	responsibly adjusts the prerequisites to include courses offered annually: this should stabilize the enrolment in MATH 425 from year to year, and possibly even increase it. (In class, MATH 425 students are joined by MATH 525 students, for a total student count that averages just over 14 for the last decade.) The topics covered in MATH 425 were adjusted in 2006/2007, when the Mathematics Department restructured and expanded its Differential Geometry offerings. Some of the changes made then were not accurately captured in the Calendar at the time. Updating the course description will bring the calendar into line with the way the course has been taught for a number of years. **Supporting Documents: SCI-21-1-MATH 425**

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To: Senate
From: Nominating Committee

a) Appointment to a President's Advisory Committee for the Extension of Appointment of the Vice-Provost International (approval (docket page xx)
b) Amendments to Policy AP 5 – Deans Appointments Policy (approval) (docket pages xx-xx)

Date: 4 February 2022

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a) Appointment to a President's Advisory Committee for the Extension of Appointment of the Vice-Provost International (approval (docket page xx)

The Senate Nominating Committee has considered request from the President for appointment of Senators to the Vice-Provost International extension of appointment committee. A broad call for interest was issued to all senators via email and renewed at the previous meeting of Senate, and the Committee is pleased to make the following recommendations to Senate:

> *That Dr Joanne Fox be appointed to the President's Advisory Committee for the Extension of Appointment of the Vice-Provost International.*

The Committee would note that Dr Fox is a Professor of Teaching in the Department of Microbiology and Immunology and is also Principal of Vantage College. While formally the latter role reports directly to the Vice-President Academic and Provost, operationally the principals reports through the Vice-Provost International. The Committee has considered if this constitutes a conflict of interest or other impediment to her serving on this committee and is of the opinion that it is not. In particular, the Committee notes that often direct reports serve on hiring or extension of appointment committees in the University (this is in fact required in some cases) where they provide valuable input into the roles above them.

b) Amendments to Policy AP 5 – Deans Appointments Policy (approval) (docket pages xx-xx)

Earlier this academic year the Senate approved changes to Policy AP 5- Deans Appointment Policies. At that time, it was noted that were was an unresolved matter regarding faculty forums for decanal candidates that would be brought back to Senate once the respective Board and Senate committees had developed a proposal. The Nominating Committee is pleased to report that following discussions with its counterpart for the Okanagan Senate and with the Employee Relations Committee of the Board of Governors, the following new language is being recommended for approval. The text to be added is in yellow in attached draft, and established a requirement for a forum where members of the

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relevant candidate can meet with and then provide feedback on shortlisted candidates for deans.

The Nominating Committee is pleased to recommend that Senate resolve as follows:

> *That Senate approving the amended Policy AP5 (Deans Appointments Policy) as set out in the attached proposal.*

The University of British Columbia Board of Governors	Policy No.: AP5
Long Title: Appointment of Deans (Joint Board and Senate Policy)	
Short Title: **Deans Appointment Policy**	

Background & Purposes:

Section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for ***Deans***.

1. Governing Principles

1.1 **Purpose:** This Policy is intended to:

1.1.1 comply with section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 and, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the selection and recommendation of candidates for *Deans*; and

1.2 **Method:** To succeed in this purpose this Policy:

1.2.1 must be approved by the UBC Okanagan Senate, the UBC Vancouver Senate, and the Board of Governors, and not be amended without the same approvals; and

1.2.2 will describe the creation of committees advising the President on recruitment and selection of *Deans*, before the President makes a recommendation to the Board of Governors.

2. Definitions and Interpretation Rules: A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

3. Scope

3.1 General:

3.1.1 This Policy applies to all appointments of *Deans*.

3.1.2 The President shall provide advice and recommendations to the Board of Governors on the selection of *Deans*.

3.1.3 *Advisory Committees* are to be established at the call of the President to consider candidates for an appointment as a *Dean* and to advise the President on recommendations to the Board of Governors.

4. Advisory Committees and Search Process

4.1 **President Convenes:** For the selection of candidates for *Deans* the President shall convene an *Advisory Committee* to consider and advise the President on the candidates before the President makes a recommendation to the Board of Governors ("*Advisory Committee*").

4.2 **Search Process:** Before the final selection of a Dean is made, the final candidates for the position of a Dean will be requested to participate in a confidential forum to which the following individuals will be invited:

4.2.1 the faculty members of the applicable Faculty;

4.2.2 the staff members employed within such Faculty;

4.2.3 the undergraduate students registered in a degree program offered by such Faculty;

4.2.4 the graduate students associated with such Faculty; and

4.2.5 the postdoctoral fellows appointed to such Faculty or to any academic units therein.

The *Advisory Committee* may, where it determines that it would be feasible and appropriate, make recordings of the fora available for viewing, with the appropriate safeguards, by individuals listed in sections 4.2.1, 4.2.2, 4.2.3, and 4.2.4. The identity of the finalists will be disclosed to forum participants at the forum. Although forum participants will not be required to sign written confidentiality agreements, they are nonetheless subject to the confidentiality requirements set out in section 4.3 of this Policy.

4.3 **Confidentiality:** In order to protect the integrity and effectiveness of the decanal search process and to ensure compliance with FIPPA, all participants in a decanal search process, including (i) *Advisory Committee* members, and (ii) participants in a forum held pursuant to section 4.2 of this Policy, must respect, safeguard, and maintain the privacy of the candidates, including keeping their identity confidential, in accordance with the requirements of this Policy, FIPPA and any other requirements respecting confidentiality that may be set by the Board of Governors or the President from time to time. Any breach of confidentiality requirements is a breach of this Policy.

5. Deans

5.1 For the selection of the *Dean* of a *UBC Okanagan Faculty*, the *Dean* of a *UBC Vancouver Faculty, or* the *Dean* of the *UBC Okanagan College of Graduate Studies*, the President will convene an *Advisory Committee* with the following membership:

For the selection of a Dean (other than the Dean of the UBC Vancouver Faculty of Graduate and Postdoctoral Studies and the Dean of the UBC Okanagan College of Graduate Studies)			
Position	**#**	**Source/Composition**	**Appointed by:**
Chair	1	Either the Provost and Vice-President, Academic (UBC Vancouver) or the Provost and Vice-President, Academic (UBC Okanagan), as applicable	Ex Officio (See "Chair Designation")
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the Faculty concerned	Election
	4	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the Faculty concerned	Election
	1	Graduate student elected by and from the graduate students associated with the Faculty concerned	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty concerned for each Additional Member appointed by the President	Election
	N/A	One undergraduate student elected by and from the undergraduate students registered in the Faculty for every four Additional Members appointed by the President	Election
	N/A	One graduate student elected by and from the graduate students associated with the Faculty for every four Additional Members appointed by the President	Election

For the selection of the Dean of the UBC Vancouver Faculty of Graduate and Postdoctoral Studies or the Dean of the UBC Okanagan College of Graduate Studies (referred to in this chart as "FGPS" and "COGS", respectively)			
Position	**#**	**Source/Composition**	**Appointed by:**
Chair	1	Either the Provost and Vice-President, Academic (UBC Vancouver) or the Provost and Vice-President, Academic (UBC Okanagan), as applicable	Ex Officio (See "Chair Designation")
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members who are members of FGPS or COGS, as applicable	Election
	4	Persons	President
	1	Graduate student elected by and from the graduate students associated with FGPS or COGS, as applicable	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in FGPS or COGS, as applicable, for each Additional Member appointed by the President	Election

DRAFT

	N/A	Two graduate students elected by and from the graduate students associated with FGPS or COGS, as applicable, for every four Additional Members appointed by the President	Election

5.2 For the selection of the *Dean* of a *Dual-Campus Faculty*, the President will convene an *Advisory Committee* with membership that is generally consistent in balance as that set out for the *Advisory Committees* for the selection of *Deans* of *UBC Okanagan Faculties* and *UBC Vancouver Faculties*, but the President will also consider balance between the *UBC Okanagan Division* of the *Dual-Campus Faculty* and the *UBC Vancouver Division* of the *Dual-Campus Faculty*. The President will normally consult with both the Provost and Vice-President, Academic (UBC Vancouver), and the Provost and Vice-President, Academic (UBC Okanagan), as appropriate. By way of example and without limiting the discretion of the President, the composition of an *Advisory Committee* for the selection of a *Dean* of the Faculty of Applied Science (which became a *Dual-Campus Faculty* effective as at July 1, 2005) could be as follows:

For selection of a Dean of the Faculty of Applied Science			
Position	**#**	**Source/Composition**	**Appointed by:**
Co-Chairs	2	The Provost and Vice-President, Academic (UBC Vancouver) and the Provost and Vice-President, Academic (UBC Okanagan)	Ex Officio
Secretary	*	A member of the administrative staff of one of the Co-Chairs, selected by mutual agreement between the Co-Chairs *(non-voting and not counted in quorum)	Co-Chairs
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the *UBC Vancouver Division* of the Faculty of Applied Science	Election
	1	Faculty member elected by and from the faculty members whose primary appointment is in the *UBC Okanagan Division* of the Faculty of Applied Science	Election
	5	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the *UBC Vancouver Division* of the Faculty of Applied Science	Election
	1	Undergraduate student elected by and from the undergraduate students registered in the *UBC Okanagan Division* of the Faculty of Applied Science	Election
	1	Graduate student elected by and from the graduate students associated with the Faculty of Applied Science	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty of Applied Science for each Additional Member appointed by the President	Election

	N/A	One eligible student elected by and from the eligible students for every four Additional Members appointed by the President (where the eligible students are comprised of the undergraduate students who are registered in the Faculty of Applied Science and the graduate students who are associated with the Faculty of Applied Science)	Election

5.3 **Chair Designation:** The Chair of the *Advisory Committee* shall be:

5.3.1 the Provost and Vice-President, Academic (UBC Vancouver) if the Faculty for which the *Dean* is being selected is a *UBC Vancouver Faculty*;

5.3.2 the Provost and Vice-President, Academic (UBC Okanagan) if the *Dean* is being selected for a *UBC Okanagan Faculty* or the *UBC Okanagan College of Graduate Studies*; or

5.3.3 the Provost and Vice-President, Academic (UBC Vancouver) and the Provost and Vice-President, Academic (UBC Okanagan), acting jointly as Co-Chairs if the Faculty for which the Dean is being selected is a *Dual-Campus Faculty*.

5.4 **Elections:** The Elections Committee of the Council of Senates (the "Elections Committee") or its delegate will determine the procedures and timelines for nominations and elections of student members and faculty members of *Advisory Committees*. For student members, the Elections Committee or its delegate may authorize a student society to conduct the nominations and elections processes set by the Elections Committee or its delegate on behalf of the Elections Committee or its delegate. If no individual is elected by the end of an election process, the Chair of the applicable *Advisory Committee* may appoint the requisite number of members from the applicable constituency.

5.5 **Appointment Term:** A *Dean* may be appointed for up to 5 years per term.

6. Replacement of Advisory Committee Members

6.1 **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work the President may appoint a replacement member in the President's discretion. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the President to replace a member from a stakeholder group with a person from that group. For example, if the member being replaced is a faculty member elected from the Okanagan Division of the Faculty of Applied Science, the replacement member would normally be appointed from the Okanagan Division of the Faculty of Applied Science. If the President does not appoint a replacement member, the *Advisory Committee* may complete its work notwithstanding the vacancy.

6.2 **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the President may permit the student to continue to serve or may appoint a replacement student member at the President's discretion. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the

student being replaced is a graduate student elected by and from the graduate students associated with a specific Faculty, the replacement student will be appointed from the graduate students associated with that Faculty.

7. **Customary Practices**: In making appointments to an *Advisory Committee*, including replacement appointments under Section 6, the President will consider equity and will seek to include a diverse range of perspectives and experiences, such as from various academic disciplines and underrepresented stakeholder communities. The President will normally also consult with representative stakeholder groups and the Chair of the Nominating Committee of the UBC Okanagan Senate or the Chair of the Nominating Committee of the UBC Vancouver Senate, as appropriate.

8. **Procedures Not to Conflict**: Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

DRAFT

Schedule to Deans Appointment Policy

Definitions and Other Interpretation Rules

1. Definitions

In the Deans Appointment Policy, the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

a. ***"Advisory Committee"*** means an advisory committee to the President as defined in section 4.1.

b. ***"Deans"*** means:
   1. the Deans of UBC Okanagan Faculties;
   2. the Dean of the UBC Okanagan College of Graduate Studies;
   3. the Deans of UBC Vancouver Faculties; and
   4. the Deans of *Dual-Campus Faculties*.

c. ***"Dual-Campus Faculty"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2018, the *Dual-Campus Faculties* are the Faculty of Applied Science and the Faculty of Education.]

d. ***"FIPPA"*** means the *Freedom of Information and Protection of Privacy Act* (British Columbia).

e. ***"Responsible Executive"*** means:
   1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
   2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.

f. ***"UBC Okanagan College of Graduate Studies"*** means the College of Graduate Studies as established by resolutions passed by the Board of Governors on January 26, 2006.

g. ***"UBC Okanagan Division"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.

h. ***"UBC Okanagan Faculty"*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2020, the *UBC Okanagan Faculties* were the Faculty of Arts and Social Sciences (also known as the Irving K. Barber Faculty of Arts and Social Sciences), the Faculty of Science (also known as the Irving K. Barber Faculty of Science), the Faculty of Creative and Critical Studies, the Faculty of Health and Social Development, and the Faculty of Management.]

i. ***"UBC Vancouver Division"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.

j. ***"UBC Vancouver Faculty"*** has the same meaning attributed to the term "Faculty of UBC Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2018, the

UBC Vancouver Faculties were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as the Sauder School of Business), the Faculty of Dentistry, the Faculty of Forestry, the Faculty of Graduate and Postdoctoral Studies, the Faculty of Land and Food Systems, the Peter A. Allard School of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

DRAFT

PROCEDURES ASSOCIATED WITH THE DEANS APPOINTMENT POLICY

Pursuant to the Regulatory Framework Policy the President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported to the UBC Board of Governors and the Okanagan Senate and the Vancouver Senate at their next regularly scheduled meetings or as soon thereafter as practicable.

Capitalized terms used in these Procedures that are not otherwise defined herein shall have the meanings given to such terms in the accompanying Policy, being the Deans Appointment Policy.

1. Responsible Executive

1.1 **Appointment**: The individuals assigned by the President to be responsible for the Deans Appointment Policy and these associated Procedures are the Provost and Vice-President, Academic (UBC Vancouver) and the Provost and Vice-President, Academic (UBC Okanagan).

1.2 **Sub-Delegation:** The Responsible Executives are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. Remuneration: The form and amount of remuneration of a *Dean* must be established and documented in writing at or before the effective date of the appointment.

3. Administrative Leaves

3.1 As part of the terms of an appointment, a *Dean* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Dean* during any such administrative leave must be documented in writing at or before the effective date of the appointment.

3.2 Time on administrative leave will not be included in years of service for the purpose of calculating study leave. Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.

DRAFT

THE UNIVERSITY OF BRITISH COLUMBIA
Office of the Senate
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Phone 604 822 5239
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9 February 2022

To: Vancouver Senate

From: Senate Research and Scholarship Committee

Re: Establishment of the Centre for Migration Studies

The Senate Research and Scholarship Committee has reviewed the attached proposal from the Faculty of Arts for the establishment of a Senate-approved Centre for Migration Studies. The existing Centre was approved by the Faculty of Arts in 2020 and has made significant strides in establishing itself since that time. Senate approval is now sought in order to better position the Centre to pursue its aim of becoming a globally recognized leader in the growing field of migration research. The Centre aims to build upon UBC's strengths in the area of migration research and in particular the accomplishments of the Migration Research Excellence Cluster.

The Committee's review of the proposal has encompassed the academic subject matter, the financial viability and sustainability of the proposed centre, administrative rationale, and the proposed governance structure.

Having reviewed and discussed the proposal, the Committee recommends the following:

That Senate approve and recommend to the Board of Governors the establishment of the Centre for Migration Studies within the Faculty of Arts.

Respectfully submitted,

Dr. Guy Faulkner, Chair
Senate Research and Scholarship Committee

Proposal for a UBC Centre for Migration Studies In the Faculty of Arts

1. Rationale and Mandate

The UBC Migration Research Excellence Cluster. The proposed Centre for Migration Studies will build on the foundations of the UBC Migration Research Excellence Cluster (UBC Migration). Since 2018, UBC Migration has promoted collaborations between migration researchers, community partners, and policy makers in order to advance understanding of the drivers and impacts of global migration, and to mobilize knowledge for evidenceinformed policies and community practices. UBC Migration is currently in its third year of Grants for Catalyzing Research Clusters (GCRC) funding: after 2 years of being funded as an "emerging cluster," it now operates as an "established cluster," with a GCRC budget of $230,000 in 2020/21. In the course of just over two years, its membership expanded to over 50 UBC faculty and 40 graduate students across the Social Sciences, Humanities, and Health Sciences, 11 local community partners, 2 institutional partners, and multiple migration scholars beyond UBC.

UBC Migration's programming reflects a commitment to research excellence, graduate training, community outreach, and policy engagement. Over the past two years, multiple interdisciplinary teams of UBC Migration faculty have been successful in receiving grant support for collaborative research, outreach, and teaching, including: a UBC Public Engagement grant, 2 Vancouver Foundation grants, a Killam Connection Award, a SSHRC Connection grant, a SSHRC Partnership Engage grant, and most recently, a SSHRC Partnership Development grant (bringing together a team of 7 UBC Migration faculty and 3 community partners). Preparations for additional collaborative SSHRC applications are currently under way.

UBC Migration has been widely recognized for its collaborations and institution-building momentum. In the most recent GCRC competition, all three reviewers gave the Cluster a perfect overall score of 5 ("exceeds expectations"). Reviewers commented that "[t]his is easily the strongest cluster application I have had the opportunity to review, and I encourage the committee to continue funding this group." "The Cluster … has demonstrated strong capacity to apply for and secure external funding." "The Cluster is very strong in the EDI [Equity, Diversity and Inclusion] area, and its growth in the last two years is most impressive, suggesting that it is increasingly diverse in terms of gender, experience, academic background, and worldview." "This is clearly a thriving group doing outstanding work." In 2019, the Faculty of Arts acknowledged the importance of migration research for the university by creating a President's Excellence Research Chair in Global Migration.

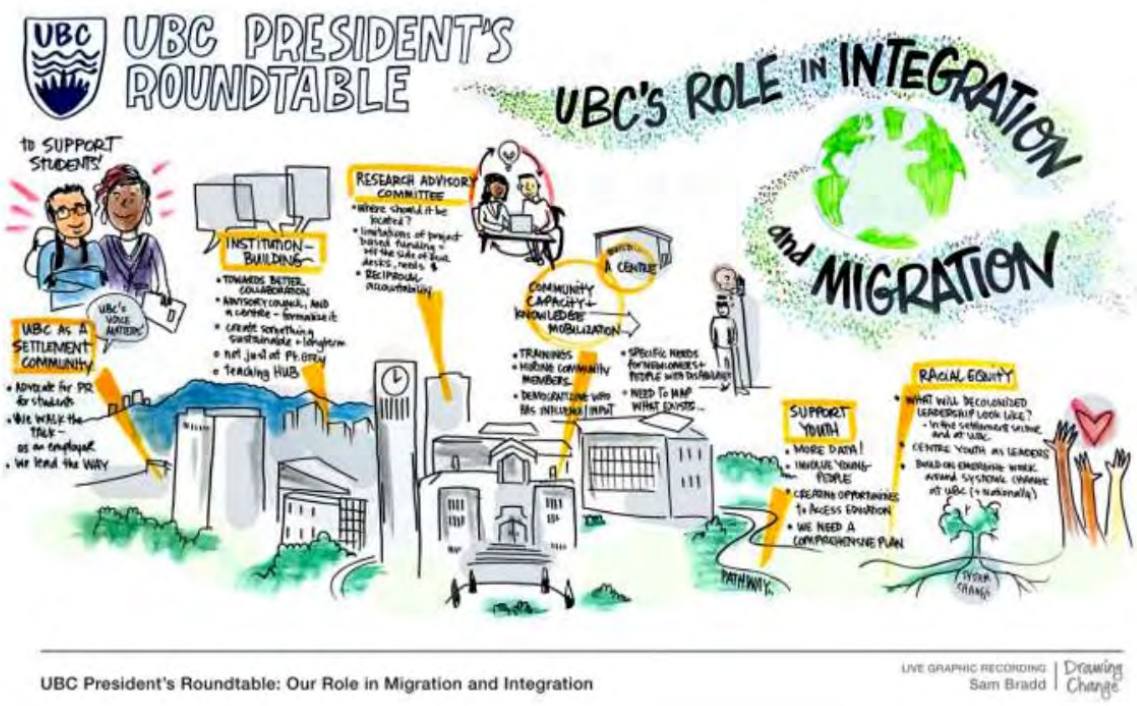
The governance structure of the proposed centre will emulate and build on that of UBC Migration. The Excellence Cluster is currently governed by a team of two Directors (Ellermann, Political Science; Huot, Occupational Science and Occupational Therapy), a Policy Liaison (Hiebert, Geography), a Community Liaison (Lauer, Sociology), and a Steering Committee composed of faculty representing Political Science, Sociology, Anthropology, Geography, Law, French, Hispanic & Italian Studies, Central, Eastern, and Northern European Studies, in addition to two graduate student representatives and two community representatives. UBC Migration's Steering Committee represents all university ranks, ten of its 16 members are women. Its research excellence has been recognized with numerous publication prizes, including the American Political Science Association's Mildred A. Schwartz Lifetime Achievement Award, a Canada Research Chair, a Distinguished University Scholar and Marie Curie Research Fellow, 2 Peter

Wall Early Career Scholars, 2 Green College Leading Scholars, a Killam Research Prize, and a Humboldt Award. In their respective disciplines, steering committee members have served on 13 editorial boards and as editor of the Canadian Review of Sociology, President of the Canadian Sociological Association, President of the Canadian Political Science Association, Co-President of the American Political Science's Migration & Citizenship Organized Section, Executive Board Member of the Canadian Association of Refugee Lawyers, and Chair of the International Society for Occupational Science. Our national- and local-level engagement with policy makers is reflected in memberships on the Advisory Committee for Statistics Canada, the Immigration, Refugees and Citizenship Canada (IRCC) Deputy Minister's Advisory Committee, IRCC Research Advisory Committee, IRCC Migration Experts Group, Global Affairs Canada's Global Compact on Refugees Advisory Committee, and the City of Vancouver Mayor's Working Group on Immigration.

The Steering Committee's work is supported by a full-time Research Coordinator (as of March 2020), and two part-time graduate student positions in Communications and Community Outreach. Because of Ellermann's dual role as Co-Director of UBC Migration and Director of the Institute for European Studies, UBC Migration currently benefits from a staff office and faculty offices made available through the Institute for European Studies in C.K. Choi.

Centre rationale. In November 2019, UBC Migration collaborated with UBC Community Engagement in a President's Roundtable. The Roundtable's theme - Our Role in Migration and Integration – reflected two notable intersections between UBC and immigration: First, UBC is located in a larger community that is a global destination for immigrants - over 40 percent of Metro Vancouver's population are foreign-born. Second, with nearly a quarter of its student body made up of international students, UBC itself is a major settlement community. One of the key commitments emerging from the Roundtable discussion was the need, expressed by both UBC researchers and Vancouver community organizations, for the longer-term institutionalization of migration research at the university. We believe that the Faculty of Arts' new centre model is ideally suited to realize this goal. (For a summary of the roundtable discussions, see graphic recording below.)

We aspire to become a globally recognized leader in migration research. We believe that the institution-building momentum, networks, and collaborations built over the past two years provide a strong foundation from which to realize this goal. Universities are increasingly recognizing the importance of migration as a field of research—a development reflected in the creation of migration centres and teaching programs, as well as in faculty recruitment. Yet, despite the importance of immigration to the region and to UBC itself, there are no migration research centres in Western Canada. Those centres that exist elsewhere in Canada for the most part do not enjoy name recognition abroad. One exception is the Centre for Refugee Studies at York University, which has a narrower focus – refugees – than the proposed UBC migration centre. Our strongest Canadian competitor is the Canada Excellence Research Chair in Migration and Integration at Ryerson University that was established in 2019.



Becoming a global leader in migration research requires institutional sustainability and resources. The resources provided by the GCRC program have provided (and continue to provide) a fantastic opportunity to initiate institution-building. However, the GCRC program is not designed to continue over the long run, nor does it – by itself – allow for long-term planning. We operate on a 12-month funding cycle, with decisions on refunding made only weeks before the beginning of a new funding cycle. The brevity of the funding cycle1 is an obstacle to staff retention, to making credible commitments to institutional partners, and to making plans beyond the immediate future. Becoming a centre under the Faculty of Arts would provide us with the ability to engage in multiple-year strategic planning, to build institutional partnerships across Canada and beyond, to host visiting scholars and postdoctoral fellows, and to invest in sustained graduate training.

In addition to the need for sustainable institutionalization, a second rationale for this application is the interdisciplinary nature of our collaboration. Migration studies is an intrinsically interdisciplinary field, as the disciplinary diversity of our membership attests. UBC Migration began as an interdisciplinary initiative within the social sciences, it then expanded to include the humanities, and we plan on developing collaborations with the applied sciences. We greatly welcome the proposed institutional structure, which would allow a migration centre to be governed by the Faculty of Arts, thus supporting the interdisciplinary nature of our collaboration. Centre mandate. The proposed Centre for Migration Studies will provide an interdisciplinary home for migration research at UBC, promoting cutting-edge research, graduate training, and public outreach on issues of migration. The Centre's primary aims are as follows: 1. Facilitating and supporting research collaborations both among UBC migration researchers and between UBC researchers and other universities and community partners. 2. Providing on-campus migration programming (talks, research presentations, conferences, community luncheons) to nurture intellectual community and networking opportunities for students, postdoctoral fellows, faculty, visiting scholars, and local community partners. 3. Supporting UBC as an institution that engages in immigrant

selection and settlement, through research on immigration policy and outcomes related to international students. 4. Engaging with diverse stakeholders, including immigrant and refugee service providers and policy makers, to address pressing issues of migration and immigrant integration. 5. Providing academic and professional training to graduate students with an interest in migration research and practice. 6. Providing an interdisciplinary infrastructure and home for the President's Excellence Chair in Global Migration. 7. Providing an institutional platform from which to apply for external grant and donor support to ensure long-term financial sustainability, and to promote UBC's global reputation as a centre of migration research excellence.

2. Confirmed Collaborators

The following UBC faculty, all of whom are currently members of UBC Migration, have expressed their support for the creation of a Centre for Migration Studies (in alphabetical order):

1. Anna Casas Aguilar, Assistant Professor, French, Hispanic and Italian Studies
2. Efrat Arbel, Associate Professor, Peter A. Allard School of Law
3. Gage Averill, Professor and Dean, Ethnomusicology
4. Erin Baines, Associate Professor, School of Public Policy and Global Affairs
5. Alexia Bloch, Professor and Head, Anthropology
6. Katherine Bowers, Assistant Professor, Central, Eastern, and Northern European Studies
7. Benjamin Bryce, Assistant Professor (July 1, 2020), History
8. Amanda Cheong, Assistant Professor, Sociology
9. Gillian Creese, Professor and Associate Dean, Faculty & Equity, Sociology
10. John Christopoulos, Assistant Professor, History
11. John Culbert, Sessional Lecturer, English Language and Literatures
12. Franco de Angelis, Professor, Classical, Near Eastern, and Religious Studies
13. Arianna Dagnino, Sessional Lecturer, French, Hispanic & Italian Studies
14. Catherine Dauvergne, Professor and Dean, Peter A. Allard School of Law
15. Antje Ellermann, Associate Professor, Political Science
16. Benjamin Goold, Professor, Peter A. Allard School of Law
17. David Green, Professor, Vancouver School of Economics
18. Markus Hallensleben, Associate Professor, Central, Eastern, and Northern European Studies
19. Bethany Hastie, Assistant Professor, Peter A. Allard School of Law
20. Daniel Hiebert, Professor, Geography
21. Suzanne Huot, Assistant Professor, Occupational Science and Occupational Therapy
22. Mohamed Ibrahim, Assistant Professor, Social Work
23. Richard Johnston, Professor, Political Science
24. Anna Jurkevics, Assistant Professor, Political Science
25. Asha Kaushal, Assistant Professor, Peter A. Allard School of Law
26. Peter Klein, Professor, Journalism
27. Uma Kumar, Lecturer, Central, Eastern, and Northern European Studies
28. Sean Lauer, Associate Professor, Sociology
29. Barbara Lee, Assistant Professor, Social Work
30. Guofang Li, Professor, Language & Literacy Education
31. Minelle Mahtani, Associate Professor, The Social Justice Institute
32. Renisa Mawani, Professor, Sociology
33. Anne Murphy, Associate Professor, Asian Studies
34. Biz Nijdam, Assistant Professor (without review), Central, Eastern, and Northern European Studies

35. Kai Ostwald, Assistant Professor, School of Public Policy and Global Affairs & Political Science
36. Geraldine Pratt, Professor and Head, Geography
37. Alessandra Santos, Associate Professor, French, Hispanic & Italian Studies
38. Marc-David Seidel, Professor, Sauder School of Business
39. Maged Senbel, Professor, School of Community and Regional Planning
40. Hongxia Shan, Associate Professor, Educational Studies
41. Sara Shneiderman, Associate Professor, Anthropology & School of Public Policy and Global Affairs
42. Guy Stecklov, Professor and Head, Sociology
43. Juanita Sundberg, Associate Professor, Geography
44. Heidi Tvorek, Assistant Professor, History
45. Claudio Vellutini, Assistant Professor, Music
46. Shannon Ward, Assistant Professor, Community, Culture and Global Studies (UBC-O)
47. Rima Wilkes, Professor, Sociology
48. Matthew Wright, Assistant Professor, Political Science
49. Miu Chung Yan, Professor, Social Work
50. Christina Yi, Assistant Professor, Asian Studies
51. Henry Yu, Professor, History
52. Gaoheng Zhang, Assistant Professor, French, Hispanic & Italian Studies
53. Yang-Yang Zhou, Assistant Professor, Political Science

Confirmed community partners

AMSSA (Affiliation of Multicultural Societies and Service Agencies of BC) - A provincial association providing resources and support to member agencies who serve newcomers to the region.

ANHBC (Association of Neighbourhood Houses BC) - Aims to build healthy and engaged neighbourhoods by connecting people and strengthening their capacity to create change.

ISSofBC (Immigrant Services Society of BC) - Provider of settlement support services for immigrants and refugees in BC.

MOSAIC BC - A registered charity serving immigrant, newcomer, and refugee communities in Greater Vancouver.

Options Community Services - A non-profit registered charity providing social services primarily in Surrey, Delta, White Rock and Langley.

RIFCB (BC Francophone Immigration Network) - Supports Francophone Immigration to BC by providing settlement support services.

S.U.C.C.E.S.S. - Promotes the well-being of Canadians and immigrants and encourages their full participation in community affairs in the spirit of multiculturalism.

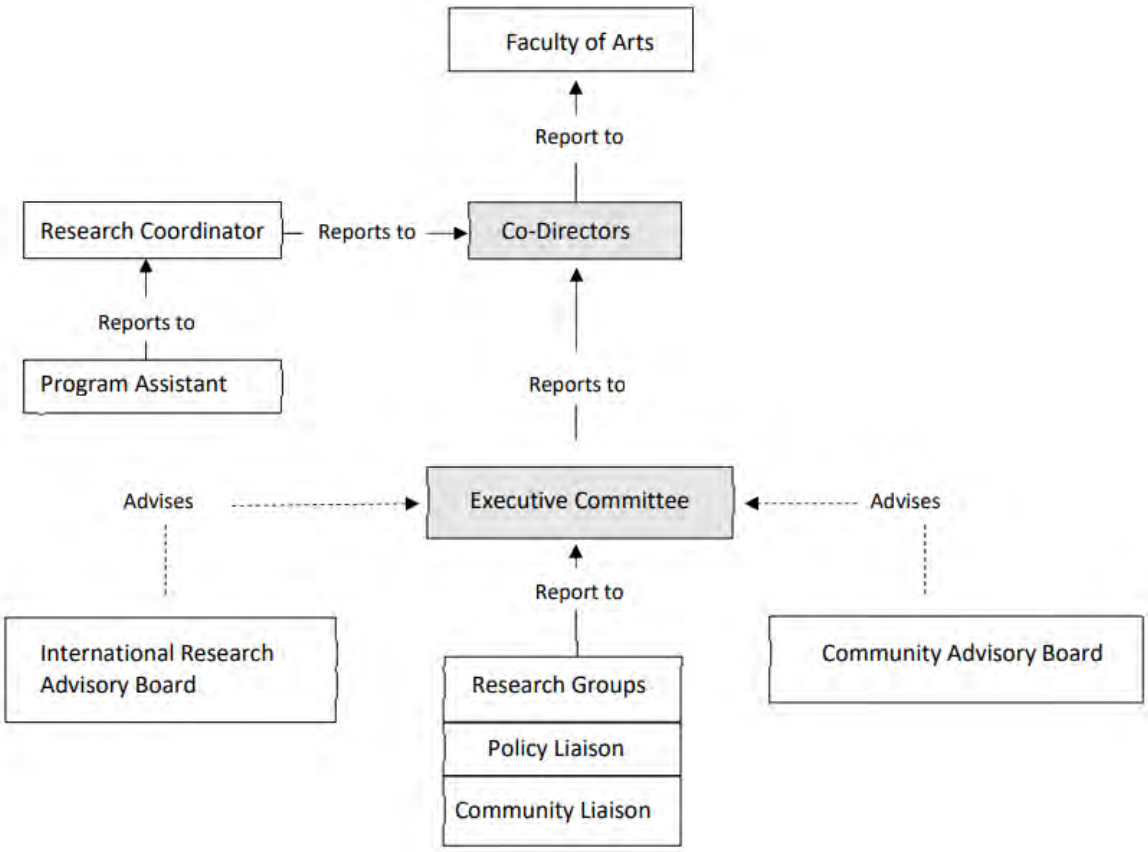
WUSC-UBC (World University Services of Canada) - WUSC-UBC facilitates the arrival of refugee students to UBC

Confirmed university partners

Berkeley Interdisciplinary Migration Initiative - University of California, Berkeley

Centre for the Study of Politics and Immigration (CSPI) - Concordia University

3. Governance Plan



Executive Committee:

The Executive Committee has two primary responsibilities:

(i) Developing and overseeing implementation of the Centre's strategic plan, compatible with the original objectives as stated in this proposal
(ii) Overseeing the allocation of Centre funding and ensuring the on-going operations of the Centre

The Centre's Executive Committee (successor to UBC Migration's Steering Committee) includes the Centre's Co-Directors (both in the Faculty of Arts, including the President's Excellence Chair in Global Migration, serving for 5-year terms), the Research Coordinator (senior staff), the Policy Liaison, the

Community Liaison, the Coordinators of the Centre's Research Groups, a Community representative, two graduate student representatives, and a representative of each of the departments/schools that provide ongoing financial support to the Centre. Decisions on Executive Committee membership will be informed by equity considerations.

The Executive Committee will meet a minimum of 5 times a year.

The role of the Executive Committee's Community Liaison is to build relationships between academic and community partners that bring about new research and other collaborations. To that end, the Community Liaison convenes the Centre faculty research group Community-University Research Partnerships and co-chairs (with a local community partner representative) a Research Advisory Council (RAC) composed of representatives of the provincial immigrant and refugee sector.

The Executive Committee's Policy Liaison supports the Center's policy outreach by forging connections with immigration policy makers at all levels of government.

Community Advisory Board:

The Committee Advisory Board serves as an advisory group, not a decision making body. The purpose of the Community Advisory Board is to:

- Provide the Executive Committee with community feedback on Centre policy and programming
- Facilitate information sharing and dialogue between the Centre and the larger community (Metro Vancouver)
- Promote public awareness of the Centre
- Identify additional funding opportunities for the Centre's work The Community Advisory Board is composed of representatives of the settlement sector (immigrant and refugee serving organizations) and other local community leaders. It meets annually.

International Research Advisory Board:

The International Research Advisory Board serves as an advisory group, not a decision making body. The purpose of the International Academic Advisory Board is to:

- Provide feedback on the Centre's research trajectory
- Facilitate the development of partnerships between the UBC Centre for Migration Studies and other migration centres, including grant and research collaborations and visiting scholar exchanges
- Raise awareness of the Centre's work among universities globally
- Share information about funding opportunities for research

The International Research Advisory Board is composed of approximately 7 directors of academic migration centres, both in Canada and abroad. It includes, but is not limited to, representation of those centres who have submitted letters of support as part of this application. It will also have representation of Immigration, Refugees, and Citizenship Canada's (IRCC) Research & Evaluation branch. The International Academic Advisory Board will meet annually. Meetings will alternate between meetings at UBC and remote meetings.

4. Outline of Anticipated Activities

Our activities fall into 3 categories: (1) Catalyzing research; (2) mobilizing knowledge & community outreach, and (3) enhancing interdisciplinary and policy-engaged teaching and learning. The below program of activities reflects our plan for 2020/21 and is representative of the kind of activities and amount of programming we plan to continue in future.

Beyond 2020/21, in the first term of a Centre for Migration Studies we will pursue the following priorities:

1. Enactment of five-year strategic plan and its research targets
2. Institutional integration of President's Excellence Chair in Global Migration with Centre for Migration Studies
3. Work with Development Office to attract donor funding
4. Establish a Migration Studies graduate certificate2 for MA and PhD students

<u>Short term planning: Activities planned for 2020/21</u>

N.B.: Covid-19 has required us to make multiple adjustments to our planned activities. Most activities that cannot take place in person will be moved to virtual format. Some activities will be canceled (as noted below). Savings will be redirected to fund graduate students to provide support for virtual programming in addition to offer new Covid-focused programming, such as the new UBC Migration podcast series Global Migration: COVID-19 and Beyond.

Catalyzing Research. UBC Migration will engage in the following activities with the aim of supporting the global visibility, funding sustainability, and institutionalization of the cluster.

- Developing a five-year strategic research plan. The Team will participate in a full day retreat to develop a fiveyear plan that will map the research trajectory of UBC Migration, including concrete targets for collaborative research.
- Facilitating new research collaborations. We will provide matching (as required for SSHRC Connection) and seed funding for cluster faculty members who commit to developing new research collaborations.
- Enhancing networking. Given the continuing expansion of the Cluster, we will organize monthly Community Luncheons to bring together faculty, postdocs, graduate students and community members to network and identify common research interests. [We are exploring the possibility of holding small-scale and physically distanced luncheons in the community for the fall of 2020 and hope to return to UBC-based luncheons in 2021.]
- Continuing Cluster-University dialogue about UBC's role in immigrant selection and settlement.
- Enhancing capacity to attract funding. We will hire a full time research coordinator to build capacity for external funding applications by providing grants facilitation and management support, in addition to ensuring the ongoing administration of cluster programming and activities. [Completed]
- Enacting SSHRC Partnership Development Grant (PDG) entitled Belonging in Unceded Territories. This partnership consists of an interdisciplinary team of 7 UBC Migration members (PI Ellermann), in partnership with AMSSA, ISSofBC, and Mount Pleasant Neighbourhood House.

- Mobilities research group (coordinated by Gaoheng Zhang, French, Hispanic, & Italian Studies). The group will: 1) host a full day conference 2) host a graduate student roundtable 3) participate in lecture series in conjunction with the Public Humanities Hub.
- Borders research group (coordinated by Asha Kaushal, Law). Will meet regularly to present research inprogress.
- Migration & Indigeneity research group (coordinated by Antje Ellermann, Political Science). Will meet regularly to continue to explore the intersection of migration and Indigeneity, and to advance the Indigenization of migration studies through research, teaching, and engaging in dialogue with scholars and activists.

Mobilizing Knowledge & Community Outreach. *UBC Migration* aims to mobilize knowledge and to promote strong partnerships between academic and community members.

• Community-University Partnerships working group (coordinated by Sean Lauer, Sociology). This group will a) further develop the University-Community Partnership Memorandum of Understanding developed in 2019 by exploring the creation of an institutional body to guide community-university research partnerships in an equitable manner; b) conduct a survey to assess the research capacity, activities, needs and priorities of settlement agencies in BC; c) convene a Research Advisory Council (co-led with AMSSA) to drive forward a research agenda in the sector and host a forum that builds community-university collaboration around research priorities; d) build on existing outreach activities of UBC Migration in the community. Specifically, this group will: 1) organize 3 workshops: Evaluation research; Knowledge mobilization strategies for communityuniversity partnerships; Training graduate students in community-based research; 2) publish profiles highlighting successful collaborative research projects between UBC Migration faculty and community partners; 3) build on existing collaborations with the Refugee and Migration Working Group (comprising varied UBC-based and community partners) to create a video/podcast campaign about refugee youth. • Public Lecture Series. Invited talks by 6 external and 4 cluster member speakers. Lectures will be recorded and posted on our website to enhance visibility and accessibility.
• Professional development and networking. Four faculty and four graduate students listed as first authors will be funded to attend a national interdisciplinary migration conference. [On hold]
• Hiring Communications Developer. Will keep our growing cluster better engaged and informed by creating a quarterly newsletter, launching a social media presence, & updating website more frequently. [Completed]

Enhancing Interdisciplinary and Policy-Engaged Teaching & Learning. Building on graduate training over the past two years – the Migration Research Methods Summer School (2018), the Graduate Student Conference and the Professional Development Workshops (2019) - UBC Migration will embark on new teaching and training initiatives with the goal of establishing a Migration Studies graduate certificate within the next five years.

- UBC Migration obtained a Killam Connection Award in 2019 (Primary Applicant: Dan Hiebert, Geography) to offer an interdisciplinary graduate course on migration in Fall 2020. This course, offered jointly through the Geography and School of Public Policy and Global Affairs programs, will be leveraged to host 2 world-renowned policy experts, Demetri Papademetriou and Margie McHugh and to develop a sustainability strategy for ongoing interdisciplinary teaching and

learning beyond the term of the Killam award. Demetri created the Migration Policy Institute (MPI) and established/convenes the Transatlantic Council on Migration. Margie is a leader in the field of education policy relating to immigrant integration. In this new interdisciplinary graduate course, they will teach 3 classes each, alongside guest lecturers from UBC Migration. Immigration, Refugees, and Citizenship Canada's Research and Evaluation Branch has agreed to review and comment on students' policy briefs. Demetri and Margie will also contribute to our Public lecture series as well as other cluster activities occurring during their three-month stay. [Note: Because the course was premised on having Papademetriou and McHugh in residence at UBC, in addition to in-person visits by Canadian policy makers, we have made the difficult decision not to proceed with this course at this time. Moving the course on-line would not allow us to achieve the networking and dialogue gains that motivated its creation. We are currently exploring the possibility of offering this course in the fall of 2021 instead.]

- Implement our partnership with the newly created Faculty of Arts Impact Scholars initiative, which provides paid internships for late-stage graduate student (funded by the Ministry of Advanced Education). We will work with our community partners to create internship opportunities in the immigrant and refugee settlement sector.
- In collaboration with our institutional partner, the Berkeley Interdisciplinary Migration Initiative, we will organize a full-day Migration and Citizenship pre-conference at the American Political Science Association's (APSA) annual meeting in San Francisco (Sept. 2020). A pre-conference at this largest political science conference worldwide not only will facilitate networking among graduate students and faculty and presentation of research, but also enhance UBC Migration's reputation abroad. [Note: APSA has canceled its 2020 in-person meeting. We will apply to VPRI to carry over the funds to September 2021 to run the pre-conference at the Association's annual meeting in 2021].

5. Resources Required and Budget Estimate

Space requirements

The Centre of Migration Studies will require space in order to operate effectively. We realize that space is a scarce commodity on campus. Our shared use of the facilities of the Institute for European Studies (IES) over the past two years, however, has made clear to us the critical importance of faculty in-residence as a catalyst for institution-building and collaboration, the benefits of housing visiting scholars, as well as the daily challenges of not having our own dedicated meeting space (the IES does not have meeting space). We realize that securing permanent and sufficient space for a Centre as we envisage it will likely require additional resources. We plan to work with Arts Development and Alumni Engagement and/or the UBC Development Office to solicit donor funding for physical space. Immigrants are well-represented in Vancouver's philanthropic sector, and we are optimistic that we will Ellermann, June 22, 2020 Final 12 identify a donor with a personal investment in migration research, teaching, and outreach. In the meantime, we ask to explore options for temporary space for the Centre's first term.

<u>Faculty offices</u>

Seven offices for

1. Centre Co-Directors (including PEC in Global Migration) (2 offices)
2. an interdisciplinary core of Centre faculty-in-residence to maintain interdisciplinary institutionbuilding and cohesion (3 offices). These offices would have term-limits attached to allow for faculty rotation over time.
3. non-UBC researchers: postdoctoral fellows, visiting scholars, and other researchers without faculty offices (2 shared offices).

Staff offices

Offices for the Research Coordinator and Program Assistant.

Graduate student office space

One large room to provide shared space for graduate students employed by the Centre, graduate student affiliates, visiting graduate students, and community partner affiliates.

Meeting room

This room should be able to accommodate 20 people to allow use by the Centre's Executive Committee and Centre research groups.

Administrative support

UBC Migration currently employs a full-time Research Coordinator (Level A Research & Facilitation) and receives additional administrative support from the Assistant to the Director of the IES. To maintain current levels of programming and research development, two staff positions are needed:

1. Research Coordinator (100%) (Level A Research & Facilitation). Tasked with strategic planning, program management, grant management, budget management, communications.
2. Administrative and program Assistant (60%) (CUPE 2950): Tasked with event planning and coordination, expense processing and documentation, marketing support, physical infrastructure support.

Other

Course buy-outs for the Centre's Co-Directors.

Annual Budget Estimate

Staff and Student Salaries	**144,662**
Research coordinator (Level A Research & Facilitation, Salary Grade 5) 100%, incl. benefits	80,853
Administrative and program assistant incl. benefits (CUPE 2950) 60%	34,804
Graduate student community liaison support incl. benefits (267h, $30/h)	8,554
Graduate student communications support incl. benefits (528h, $30/h)	17,107
Work-Learn student incl. benefits (300 hours at 10$/h)	3,344
Programming	**40,700**
Public lecture series - external speakers. (6 speakers, $1,800 travel & accommodation/speaker, $500 catering/talk, $750 livestreaming/talk for 4 talks)	16,800
Public lecture series - UBC speakers. (4 speakers, $500 catering/talk)	2,000
Community luncheons (8 luncheons, $300/luncheon)	2,400
Community Programming (e.g., workshops, community dialogues and roundtables) (incl. UBC Robson Square space rental)	6,000
Graduate student programming: full-day graduate student conference ($1,500 catering) and best paper award ($500), graduate student research colloquia	3,500
Research group programming (conferences, research colloquia)	9,000
Biennial Centre conference (to coincide with International Academic Advisory Board meeting) ($2,000/event)	1,000
Research Seed Funding	**40,000**
Workshop funding for new research collaborations preparing for grant applications	25,000
Matching funds for SSHRC Connection grants	15,000
Governance	**14,200**
Executive Committee meetings (lunch for 6 meetings)	1,400
Executive Committee Community Representative honorarium	2,500
Biennial Executive Committee retreat ($3,800 venue rental & catering/retreat)	1,900
International Academic Advisory Board meeting, held biennially at UBC ($16,000 per meeting for travel, accommodation, catering)	8,000
Community Advisory Board meeting (catering)	400
Centre Postdoctoral Fellowship	**45,000**
International competition for a postdoctoral fellowship to be held at Centre, funding equivalent to SSHRC postdoc. The competition will be open to applicants from disciplines represented by the departments/schools financially supporting the Centre.	
Networking	**17,000**
Migration conference travel stipends for graduate students, postdocs, faculty without access to professional development funds	15,000
Hosting of visitors	2,000
Office	**5,750**
Office supplies	2,000
Xerox printing costs	2,000
Space maintenance/repairs	1,000
Website maintenance fee	750
Incidentals	**5,000**
TOTAL	**312,312**

6. Statements of Financial and In-kind support

The following UBC Departments and Schools have committed to financial and in-kind support of the proposed Centre. Their letters of support are attached to this application.

	Financial Support (5 Year Commitment)	In-kind Support
Department of Political Science	$15,000/year	Teaching release for faculty in leadership positions
Department of Sociology	$10,000/year	
Department of Geography	$8,000/year	
Department of Anthropology	$5,000/year	Shared office space for postdoctoral fellows/visiting researchers
Peter A. Allard School of Law	FY 2020/21: $5,000 2021/2022 (and subsequent years, for duration of Dauvergne's deanship): $3,000	
TOTAL	**$41,000-43,000/year** **$207,000 total**	

7. Statement of Financial or On-kind Contributions from External Sources

Grants Catalyzing Research Clusters, UBC VPRI Since 2018, the work of UBC Migration has been funded by the GCRC program. As a Centre for Migration Studies, we will continue to apply for GCRC Established Cluster funding until the VPRI introduces a sunset clause. Currently, the maximum amount of annual funding we can apply for is $200,000, in addition to a $30,000 graduate trainee stipend. Note: Our current GCRC funding expires in March 2021.

8. List of letters of Support

UBC

Department of Political Science (incl. financial commitment)
Department of Sociology (incl. financial commitment)
Department of Anthropology (incl. financial commitment)
Department of Geography (incl. financial commitment)
Peter A. Allard School of Law (incl. financial commitment)
School of Public Policy and Global Affairs

Migration Centres

Max Planck Institute for the Study of Religious & Ethnic Diversity, Göttingen
Berkeley Interdisciplinary Migration Initiative
Canada Excellence Research Chair in Migration & Integration, Ryerson University

Community

AMSSA (representing the immigrant and refugee sector in B.C.)
ISSofBC

Government

Immigration, Refugees, and Citizenship Canada (IRCC)