



## Vancouver Senate

THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE  
FOR THE 2023/2024 ACADEMIC YEAR**WEDNESDAY, 21 FEBRUARY 2024****6:00 P.M.****LSC 1003 AND VIA ZOOM**

1. Call to Order and Territorial Acknowledgement – Dr Benoit-Antoine Bacon (information)
2. Senate Membership – Dr Rella Ng
  - a) New Members:  
Dr Michael Hunt, Dean *Pro Tem.* of the Faculty of Graduate and Postdoctoral Studies, to replace Dr Susan Porter (end of term)  
Dr Mark MacLachlan, Dean *Pro Tem.* of the Faculty of Science, to replace Dr Meigan Aronson (end of term)
  - b) Vacancy:  
Faculty Member for the Faculty of Science, to replace Dr Mark MacLachlan (resigned) until 31 August 2026 and thereafter until replaced.
  - c) Senate Nominating Committee:  
Vacancy:  
One (1) non-student member, to replace Dr Meigan Aronson until 31 August 2026 and thereafter until replaced. Nominations are Due 6 March 2024 to [vancouver.senate@ubc.ca](mailto:vancouver.senate@ubc.ca). If there is more than one nominee, in accordance with the Rules and Procedures of Senate, an election will occur at the March meeting.
3. Minutes of the Meeting of 13 December 2023 – Dr Benoit-Antoine Bacon (approval) (docket pages 4-16)
4. Business Arising from the Minutes – Dr Benoit-Antoine Bacon (information)
5. Remarks from the Chair and Related Questions – Dr Benoit-Antoine Bacon (information)
6. Candidate for Degree – Dr Benoit-Antoine Bacon (approval)  
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 a degree as recommended by the Faculty of Applied Science be granted the degree for which they were recommended, effective February 2024, 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 adjustments. (2/3 majority required).*

7. Report from the Registrar – Dr Rella Ng

2023 Enrolment Report (information) (docket page 17-82)

8. Joint Report of the Admission and Curriculum Committee – Drs Joanne Fox and Catherine Rawn

- a) New Program: Master of Global Health (approval) (docket page 83-126)
- b) New Program: Graduate Certificate in Migration Studies (approval) (docket pages 83-84, 127-149)

9. Academic Policy Committee – Dr Kin Lo

- a) Changes to 2023-2024 Academic Year to allow for an August Degree Conferral Due to Workday Student Implementation (approval) (docket pages 150-154)
- b) Revisions to Standings for Implementation of Workday Student (approval) (docket pages 155-156)
- c) Revisions to Academic Regulations for the Bachelor of Applied Science (approval) (docket pages 157-163)

10. Admissions Committee – Dr Joanne Fox

- a) 2024-2025 Enrolment Targets (approval) (docket pages 164-177)
- b) Extension of 2024W Application Deadline (ratification) (docket pages 164, 178-179)

11. Agenda Committee – Kami Kanji

Call for Topics of Broad Academic Interest (Information) (docket page 180)

12. Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket pages 181-193x)

13. Curriculum Committee – Dr Catherine Rawn

Curriculum Proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies, and Science (approval) (docket pages 194-274)



14. Nominating Committee – Dr Paul Harrison

- a) Committee Appointments (approval) (docket page 275)
- b) Discharge of the Ad Hoc Labour Disruption Preparedness Committee (approval) (docket page 275)

15. Tributes Committee – Dr John Gilbert

Emeritus Appointments (approval) (docket pages 276-277)

16. Reports from the Provost – Dr Gage Averill

- a) Academic Futures Report (information) (docket pages 278-301)
- b) 2022-2023 Annual Report on the Emeritus College (information) (docket page 302-317)

17. Report from the Registrar – Dr Rella Ng

- a) 2024-2025 Academic Year (information) (docket pages 318-319)
- b) Confirmation of Email Approval of the Following Resolutions (information) (docket page 320)
  - i. Candidates for Degrees
  - ii. Emeritus Appointments

18. Report from the Faculty of Medicine – Dr Dermot Kelleher

Delegation of Authority to the Faculty of Science (approval) (docket pages 321-322)

19. Other Business

## MINUTES OF 13 DECEMBER 2023

**DRAFT****Attendance**

**Present:** B.-A. Bacon (Chair), C. Eaton (Acting Secretary), M. Adshade, H. Amin, F. Andrew, G. Averill, E. Baniassad, S. Bredin, B. Britton, L. Burr, I. Caguait, J. Cool, C. Crowston, A. d'Entremont, A. Esteves, N. Ford, B Forster, S. Forwell, J. Fox, S. Grayston, J. Hare, P. Harrison, K. Hassib, C. Hendricks, M. Ho, E. Jenkins, X. Xiang, K. Kanji, R. Kozak, F. Lalji, S. Lavalee, K. Lo, M. MacLachlan, G. Markman, S. McGillivray, C. Menzies, W. Norman, J. Olson, S. Parker, S. Pelech, J. Phelps, N. Pindell, S. Porter, A. Pratap-Singh, I. Price, M. Prost, D. Qi, C. Rawn, S. Razia, K. Rogers, S. Rout, L. Shpeller, S. Singh, K. Smith, R. Spencer, J. Stewart, R. Topping, G. Turcotte, G. Tsiakos, A. Uzama, H. von Bergmann, A. Wang, R. Yada.

**Regrets:** J. Al Rahmani, M. Aronson, B. Bhandar, D. Dahl, C. Dai, K. Doering, A. Dulay, P. Englezos, G. Faulkner, K. Feng, A. Fisher, J. Gilbert, C. Godwin, B. Goold, S. Gopalakrishnan, J. Greenman, A. Ivanov, D. Kelleher, S. Kenston, R. Kim, D. Li, L. Lynd, C. Marshall, A. Mitchell, C. Overall, S. Point, R. Ng (Secretary).

**Call to Order**

The Chair of Senate, Professor Benoit-Antoine Bacon called the fourth meeting of the Senate for the 2023/2024 academic year to order at 6:02 pm.

**Minutes of Previous Meeting**

Mathew Ho  
Susan Forwell

*That the minutes of the meeting of 15 November  
be approved as corrected:  
Corrections: Attendance*

Approved

**Business Arising from the Minutes**

In response to a question at a previous meeting, a memorandum was distributed with the meeting materials from the Vice-President, Students, outlining why the University had changed its approach to student mental health support.

**Remarks from the Chair**

The President noted that he was now six weeks into his term and had had many notable experiences, including the fall Congregation ceremonies to award thousands of degrees to UBC's newest graduates. Dr Bacon said that he was in awe at the size, scope, talent, impact, and quality of UBC, but acknowledged that this was not an easy year for the campus or society more broadly. He thanked everyone for their hard work and compassion. The President closed his remarks by suggesting that people rest and recharged over the Winter break as much as possible.



The President said that he would follow up with the Vice-President and ask him to provide additional information to the senator.

### **Admissions Committee**

The Chair of the Senate Admissions Committee, Dr Joanne Fox, presented.

#### **BACHELOR OF KINESIOLOGY – ADMISSION REQUIREMENTS**

Joanne Fox  
Karim Hassib

*That Senate approve the revised admission requirements for applicants to the Bachelor of Kinesiology program, effective for entry to the 2024 Winter Session and thereafter.*

Dr Fox noted that the Committee had requested several changes for clarification, all of which were acceptable to the proponents.

Senator Adshade noted that the requirements said that the rigor of the academic program in secondary school would be considered; she asked if this would disadvantage some students.

The Acting Registrar, Mr Christopher Eaton, noted that this was typical language and spoke to students choosing to take more challenging courses when available to them without penalizing students from rural areas or smaller schools areas where they do not have those options.

Senator Hare noted that the Langara transfer program was often stated but she was curious about other indigenous admission programs and how those were represented.

Mr Eaton said that the indigenous admissions policy still applied universally; in the case of this proposal it was just a case of updating diction to replace aboriginal with indigenous.

Approved

### **Awards Committee**

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

#### **NEW AND REVISED AWARDS**

*Appendix A: Awards Report*

Dr Burr announced ten new and revised awards for Senate's consideration.

Approved

## Curriculum Committee

### DECEMBER CURRICULUM REPORT

*See Appendix B: Curriculum Report*

Catherine Rawn  
Gage Averill

*That the Senate approve the new courses brought forward by Faculties of Arts, Graduate and Postdoctoral Studies (Science), and Land and Food Systems.*

Senator Rawn commented on the breadth of teaching and learning at UBC as shown by the diversity of courses proposed.

Senator Menzies noted that Anthropology was proposing a course on immobility with (im) in parenthesis. He asked if that was still how that idea should be expressed.

Senator Rawn said that the Curriculum Committee deferred to the discipline on that phrasing.

Approved

Senator Rawn thanked the Curriculum Committee's subcommittees and staff for their work over the past year.

## Nominating Committee

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

### DEPUTY PROVOST COUNCIL OF SEANTES

Paul Harrison  
Wendy Norman

*That Bruce Forster, Jenny Phelps, Kamil Kanji and Catherine Rawn be appointed to a President's Advisory Committee for the Selection of a Deputy Provost;*

*That Robert Kozak, John Gilbert, Susan Forwell, Ben Britton, Bruce Forster and*

*That Kareem Hassib, Kamil Kanji and Laia  
Shpeller be elected to the Council of  
Senates until 31 March 2024 and thereafter until  
replaced.*

Senator Harrison noted that the Deputy Provost search members were previously for a vice-provost search; however, that position was discontinued in favour of a broader deputy provost role which assumed many of its responsibilities. With respect to the Council of Senates members, he noted that the Council recommendations were being made now as the ex officio members were known.

Approved

#### **INTERIM REPORT ON SENATE STANDING COMMITTEES' ENGAGEMENT WITH THE INDIGENOUS STRATEGIC PLAN**

Senator Harrison made reference to the distributed report which advised that many Senate committees required more time to accomplish their work and the original deadline of January was too ambitious. The Nominating Committee will continue to encourage all Senate committees to continue their discussions and will report back to Senate in due course.

#### **Research and Scholarship Committee**

**The Committee Chair, Dr Wendy Norman, presented.**

#### **NEW POLICY V-5: RESEARCH CENTRES AND INSTITUTES**

Wendy Norman  
Paul Harrison

*That Senate approve Policy V-5: Research  
Centres & Research Institutes, and that the  
previous policy entitled Status of Institutes and  
Centres cease to be in effect, both effective as of  
1 February 2024.*

Senator Norman advised that the current policy from 2001 was only focused on a subset of institutes of centres and did not provide clear or sufficient guidance on their establishment or governance. She noted that the Okanagan Senate had a similar policy numbered O-5. This work built on and work started five years ago by the Academic Policy Committee and had been informed by broad consultation across the University. She also noted that there were mechanisms built in for exceptions if needed.

Senator Lo noted that most other Senate policies were single digits; he asked what system was used for their allocation.

Senator Norman and the Acting Registrar said that originally it was to be in the 300 range as a research-focused policy but it was adjusted to a single digit as it was more related to the organization of the University.

## Report from the President

The president introduced Dr Gail Murphy, Vice-President Research and Innovation.

### ANNUAL REPORT OF THE VICE-PRESIDENT RESEARCH AND INNOVATION FOR 2022-2023

Dr Murphy said that her portfolio supported the work of UBC faculty, students, and staff, and to provide an environment where they could excel. She highlighted a number of examples of recent UBC research: a form of oral insulin, reviews of fire management practices in BC, social and economic success and its relationship to cross-racial friendships, water purity, and literature to engage children on climate change. She noted that UBC had \$747 million in research funding with 9675 research projects and 309 patents.

Dr Murphy noted how UBC worked to enable research collaboration, including research excellence clusters and institutes, collaborative research mobility awards, public humanities hubs, and the Canada immune-engineering and biomanufacturing hub.

Dr Murphy set out for senate the ways in which UBC was approaching the strategic plan in research areas. She noted that one strategic was to strength shared research infrastructure and resources. In the past academic year, they had developed a new model with faculties to support new shared platforms. The Vice-president said that UBC was working for foster student research, including “Plug Yourself into UBC Research” and the Program for Undergraduate Research Experience (PURE) project report on how its pilot went. Dr Murphy noted that UBC was working to enable knowledge exchange, including the research to impact series, the KxM scholars project, and the partnering in research conference. UBC was also working to enhance UBC’s research culture with activities such as the UBC Dimensions Action Plan for EDI, the Research Data Management, the UBC Open Access Fund for Humanities and Social Sciences, and research security initiatives. With respect to engagement with indigenous partners, Dr Murphy noted the IRSI consultations, RavenSpace, and the CUES projects.

Looking forward to next year, her office was working to further Shaping UBC’s Next Century (UBC’s strategic plan) and UBC’s Indigenous Strategic Plan.

Senator Rawn asked if there was a plan to share indigenous research metrics with units, as they were also trying to broaden their understanding and recognition of indigenous research.

Dr Murphy said that the relevant report was public and could be shared with units.

Senator Britton drew Senate’s attention to strategy eight in the report regarding student funding. He noted that funding was a challenge and asked how we were working with government to ensure students had the funding available.

Dr Murphy said that this was our first priority with government. We spoke with a unified voice with Universities Canada and the U15 to the federal government. We have had some progress with the provincial government but the message had to be continued to enhance grants and student funding.

The President noted the significance of this issue.

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Senator Singh said that he was concerned around access to undergraduate research experience, which was severely limited during the COVID-19 pandemic. He noted that we did not have the capacity to accommodate interests. Dr Singh said that the PURE program as a pilot helped but more was needed to prepare undergraduate students to be successful graduate students.

Dr Murphy said that her office was working with the Alma Mater Society on their ideas as well as with the Provost and the Vice-President, Students, offices on student funding and access.

Senator Kanji asked why UBC's research rankings were decreasing.

Dr Murphy said that ranking methodology changes frequently and we had a good understanding of why we moved up and down and this tended to be because of changes in the ranking system rather than in UBC's activities.

The President said that some jurisdictions were increasing research support versus Canada.

The Provost said that one long-term pressure on rankings was the movement of universities, especially in Asia, up in rankings with the support of a lot of government funding.

Senator Pelech said that there was a frustration with the federal government with regarding to funding. He noted that the CIHR funding over the past three years (and projected over the next two) was a reduction of around 18% in real dollars without even considering inflation. Overall, between 2020 and 2025 this was a reduction by ¼.

Dr Murphy said that we were working with government and looking for new avenues for funding from government and beyond.

Senator Ho noted that UBC licensed a lot of technology and patents, he asked what monetary benefits that provided UBC.

Dr Murphy said that there were policies and agreements that governed how that money was shared between inventors, faculties, and the central university.

## **Report from the Provost**

### **2022/2023 ANNUAL REPORT ON EXTERNAL REVIEWS**

The Provost, Dr Gage Averill, introduced the report. He noted that these reports were a quality assurance mechanism, with the faculties reviewing their units, and his office reviewing the faculties. He thanked Moura Quayle, Vice-Provost Academic Affairs, the faculties, and to everyone who participated in them. Presented to senate were excerpts of reviews and progress reports. Dr Averill said that overall reviewers were noting increases in quality across the institution.

Senator Hassib noted that in the Faculty of Science review, graduate student support was referenced as a challenge with only 4-years of funding guaranteed for doctoral students but most students

Dr Averill said that the 4-year packages were just one funding source available to students and these were often combined with departmental and external funding.

Senator Porter noted that UBC was doing many things to support students and faculty in being better graduate supervisors, and had a number of processes in place to deal with problematic issues reported by students and the ombudsperson. With respect to PhD funding, she said that the federal standing committee on science and research had recently recommended increasing both the amount and funding of federal graduate support by 50%.

Senator Pratap-Singh asked if there was any movement on increasing funding for post-doctoral fellows, noting that the amount had not changed in many years.

Dr Porter said that they were just finishing a report on this topic. UBC's stipends were similar to the rest of Canada but were too low given our costs of living. We were exploring how to ameliorate that.

Senator Ho noted the struggles faced with the Department of Theatre and Film which were noted as continuing in the most recent review.

The Provost noted that part of the issue was that the department was spread across seven buildings some of which were inadequate for its needs, although it did have access to significant physical resources as well such as the Chan Centre and Freddie Wood Theatre. Enrolment in humanities programs had been decreasing across North America since the 1970s and BFA spaces in particular were limited and costly.

The Dean of Arts, Clare Crowston, echoed the Provost's comments on the physical space concerns. She noted that Arts was exploring new spaces for the department. She noted that the department had come together to address the concerns noted in the external review and the program was doing well with a bright future.

Senator Kanji noted that UBC's PHD minimum funding at \$22 000 a year was below our peers.

Dr Porter said an increase was planned to be considered tomorrow. We had planned to increase this gradually each year but without extra funding increasing the minimum will mean fewer students. She noted that very few students were near that minimum and the average was \$38 000.

Senator Menzies noted the high attrition rates from the Bachelor of Applied Science program and suggested that he had heard from colleagues in the faculty students were more successful when they weren't directly-admitted to the program and had to do a year in science first.

The Dean of Applied Science, James Olson, said that he shared concerns around student success. The fundamental issue with the program was that it was between 148 and 172 credits and was mandated to do that within four years. Prior to 1986 it was a five-year program with the same credits. Every Canadian engineering program was asked to remove a year. At the same time, our regulator in accreditation the Association of Professional Engineers and Geoscientists, demands at least 148 credits still. As a result, students have a

tremendous amount of stress with at least six courses a term. He noted that he had led the Canadian engineering deans to advocate for a change in accreditation. He opined that it was this challenger rather than the first year in Science. The dean noted that 80% of students completed first year without issues and a further 10% did so with additional work.

## **Other Business**

Senator Averill noted that this would be the last Senate meeting for Deans Porter and Aronson and thanked them for their work.

## **IN CAMERA – Tributes Committee**

### **CANDIDATES FOR HONORARY DEGREES**

## **Adjournment**

Seeing no other business, the meeting was adjourned at 7:55 pm.

**C. Fipke Award in Field Studies**

Awards totalling \$2,600 have been made available through an endowment established by the Charles E. Fipke Foundation for undergraduate students in the Department of Earth, Ocean and Atmospheric Sciences who are participating in a field geology course at the UBC-Teck Geological Field Station. The recipients will be chosen based on their academic performance and passion for geological field work during field school. Charles “Chuck” E. Fipke, CM (B.Sc. (Hons.) 1973) is a geologist and prospector from Edmonton, AB, whose passion for exploration led him to discovering diamond deposits near Lac de Gras in Canada’s Northwest Territories. Beyond his achievements in the field of geology, Chuck is also recognized for his philanthropic contributions and his support of several initiatives at UBC, including the Charles E. Fipke Integrated Neuroimaging Suite and the Charles Fipke Centre for Innovative Research at the UBC Okanagan campus. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available for the 2024/2025 winter session).

**MacLaurin Team Spirit Award**

Awards totalling \$2,500 have been made available through an endowment established by the QuadReal Property Group, in honour of Susan MacLaurin, for second-year Bachelor of Commerce students who, in their previous year of study, have demonstrated an exceptional commitment to inclusivity, collaboration and team spirit. Susan joined QuadReal in 2016 as one of the company’s founding leaders. As Chief Communications Officer, Susan has made a significant and lasting contribution to QuadReal’s culture of collaboration, teamwork and inclusivity. She has been a role model and source of inspiration for QuadReal employees globally. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

**NEW AWARDS – ANNUAL****Arrow Group Award in Sustainable Business**

Awards totalling \$2,000 have been made available annually through a gift from Arrow Transportation Inc. for second- or third-year Bachelor of Commerce students who demonstrate outstanding academic achievement, an interest in sustainable business practices, and leadership in extra-curricular community projects, volunteering, or sports. Currently expanding their presence throughout North America, Arrow Transportation is a group of companies with over 100 years in business that specializes in distribution and materials-handling and focuses on delivering service-focused solutions for customers. Arrow has 56 divisions and almost 1,500 employees, and was recognized as one of BC’s Top Employers in 2023 for the fifth year in a row. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

**Caritas Bursary**

Bursaries totalling \$16,000 have been made available annually through a gift from Gerald Ma (B.Com. 1990) for students in the Bachelor of Commerce program. Gerald, a third-generation Chinese Canadian and proud UBC Sauder School of Business alum, is pleased to support UBC students through their education. He has over 30 years of experience in finance, investment, portfolio management, real estate development, marketing, and overseeing IT-related enterprises



### **NAIOP Award in Commercial Real Estate**

Awards totalling \$4,000 have been made available annually through a gift from the NAIOP's Vancouver Chapter for Bachelor of Commerce students in the Real Estate option who demonstrate an interest in commercial real estate and an involvement in their community through volunteering. Founded in 1967, NAIOP, North America's Commercial Real Estate Development Association, provides advocacy, education and networking opportunities for its members. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

### **Scotiabank Award in Family Practice for Indigenous Students**

Awards totalling \$5,000 have been made available annually through a gift from Scotiabank for fourth-year M.D. students who are First Nations, Inuit or Métis of Canada and demonstrate a sustained interest in the field of family medicine. As part of their commitment to promoting diversity and inclusivity within the medical profession, Scotiabank has established this award to provide support and encouragement to talented Indigenous M.D. students aspiring to pursue a career in family medicine. The awards are made on the recommendation of the Department of Family Practice. (First award available for the 2023/2024 winter session).

### **Scotiabank Award for Community Advocacy in Family Practice**

A \$2,500 award has been made available annually through a gift from Scotiabank for a third- or fourth-year M.D. student who demonstrates impactful outreach with individuals or communities who have experienced inadequate access or treatment within the primary healthcare system. Preference will be given to students who are from communities that have been historically, persistently and systemically marginalized. This award seeks to recognize and empower trailblazers who embody the vibrant diversity of future generations of primary care physicians, encouraging them to shape a more inclusive and equitable healthcare landscape. The award is made on the recommendation of the Department of Family Practice. (First award available for the 2023/2024 winter session).

### **Wheaton Precious Metals Equity, Diversity and Inclusion Award in Mining**

A \$2,500 award has been made available annually through a gift from Wheaton Precious Metals for an undergraduate student in the Faculty of Science who demonstrates financial need and is from a community that has been historically, persistently and systemically marginalized. Preference will be given to a student taking courses related to mining and to a student who identifies as Black. Wheaton Precious Metals is a precious metals streaming company based in Vancouver, BC. Committed to community, Wheaton dedicates a portion of net income to charitable organizations and initiatives through its Community Investment Program, with the goal of improving and strengthening communities both locally and internationally. The award is made on the recommendation of the Faculty of Science. (First award available for the 2023/2024 winter session).

## **Endowed Awards**

### **6326 – C. D. Howe Graduate Fellowship in Public Policy**

#### **Rationale for Proposed Changes**

Amendments have been made to the award description to allow for multiple fellowships to be given out in one year. According to GPS, recipients often complete their program early or win other higher funding which reduces the amount of the award that can be given out. The ability to assign multiple fellowships in one year would help reduce the carry-forward in the endowment.

#### **Current Award Description**

A \$15,800 fellowship has been endowed by The C.D. Howe Memorial Foundation and The University of British Columbia. The award is offered to a graduate student in public policy and is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Description**

A fellowship Fellowships totalling \$23,700 has have been endowed by The C.D. Howe Memorial Foundation and The University of British Columbia. The awards is are offered to a graduate students in public policy and is are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

**2308 - Malcolm Knapp Spring Camp Prize****Rationale for Proposed Changes**

The donor has requested that the award benefit more students. Revisions have been made to allow for more than one award to be disbursed, changing from one award to multiples. As well, changes have been made to bring the award description in line with our current writing practices.

**Current Award Description**

A \$1,550 prize, endowed by friends and relatives in memory of Prof. F. Malcolm Knapp, who was instrumental in the establishment of the Malcolm Knapp Research Forest, is awarded to the outstanding student at Spring Camp. It is awarded on the recommendation of the Faculty of Forestry based on leadership, participation and academic excellence.

**Proposed Award Description**

A Prizes totalling \$5,000 \$1,550 prize, endowed have been made available through an endowment established by friends and relatives in memory of Professor F. Malcolm Knapp (1897–1989) who was instrumental in the establishment of the Malcolm Knapp Research Forest, is awarded to the for outstanding students at Spring Camp, based on leadership, participation and/or academic excellence. Professor Knapp was instrumental in the establishment of the Malcom Knapp Research Forest. It is The awardsed on are made on the recommendation of the Faculty of Forestry, based on leadership, participation and academic excellence.



## **Appendix B: Curriculum Report**

### **FACULTY OF ARTS**

#### *New courses*

**ANTH 375 (3)** Refugees, Resistance, and Activism;  
**ANTH 475 (3)** Racial and Sexual Politics of (Im)mobility;  
**CENS 203 (3)** Arctic Art and Activism;  
**CHIN 200 (1-3)** Topics in Chinese Language Basic Skills;  
**CHIN 300 (1-3)** Topics in Chinese Language Intermediate Skills;  
**CHIN400 (1-3)** Topics in Chinese Language Advanced Skills;  
**CHIN 440 (3-9)** Special Topics in Advanced Chinese Language;  
**CHIN 460 (3-9)** Special Topics in Critical Chinese Studies;  
**GEOG 355 (3)** Geographies of Urban Indigeneity;  
**MUSC 448 (3)** Historical Performance  
**RGST 160 (3)** Introduction to Religions: Judaism, Christianity, Islam

### **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

#### **Science**

##### *New courses*

**CHEM 509 (3)** Astrochemistry;  
**EOSC 551 (3)** Streamflow Generation Mechanisms

### **FACULTY OF LAND AND FOOD SYSTEMS**

#### *New course*

**APBI 475 (3)** Indigenous Ecologies





# The University of British Columbia

## Annual Enrolment Report

### 2023/24



Dr. Rehan Sadiq  
Provost and Vice-President Academic, UBC Okanagan

Dr. Gage Averill  
Provost and Vice-President Academic, UBC Vancouver

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## PREFACE

### THE 2023/24 ACADEMIC YEAR

UBC welcomed nearly 73 thousand new and returning students this year. Although we are no longer in a global health emergency, the ongoing impacts of the COVID-19 pandemic have affected the recruitment and enrolment of students, particularly international students. Pre-pandemic, international students joining UBC from both high schools and colleges within Canada, specifically from within BC, constituted the largest group of incoming international undergraduate students. International enrolment at BC high schools and colleges dropped dramatically during the pandemic and is now only slowly rebounding.

Institutions worldwide are seeking to restore enrolment shortfalls experienced as a result of the pandemic. Many of the top post-secondary institutions in Canada and around the world are engaging more heavily and increasing their efforts to recruit and retain international students, even those that previously didn't, resulting in significant competition for excellent students.

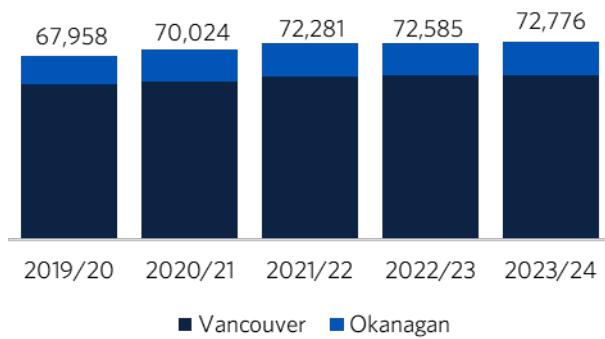
Geo-political instability in many parts of the world, as well as student affordability, are key factors this year in affecting student mobility. The negative economic impact of the pandemic on many family household incomes combined with the increased cost of living and housing crisis in Canada has made post-secondary education less affordable for far more students than in the past.

While domestic enrolment remained stable, the aforementioned challenges have contributed to an overall decline in international student enrolment this year. While many external factors impacting enrolment are not within the university's control, UBC remains steadfast and agile in its ability to navigate unforeseen circumstances. UBC continues to focus on developing and executing highly effective recruitment and admissions strategies, as well as initiatives that will support enrolment and retention of a diverse student body. With the launch of the Student Diversity Census this year, this initiative will help UBC better understand the diversity of our student community and their experiences. Demographically representative student data will guide the university's continued efforts in effectively supporting student inclusion and success.

UBC's commitment to world class education and research, truth and reconciliation, and advancement of equity, diversity and inclusion will continue to serve the university in attracting and enrolling a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world.

# EXECUTIVE SUMMARY

## Total UBC Enrolment (Headcount)



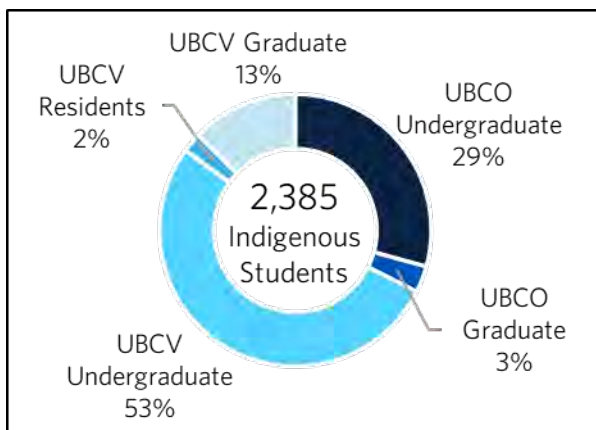
## First Year Undergraduate Retention

### First Year Undergraduate Retention Rates

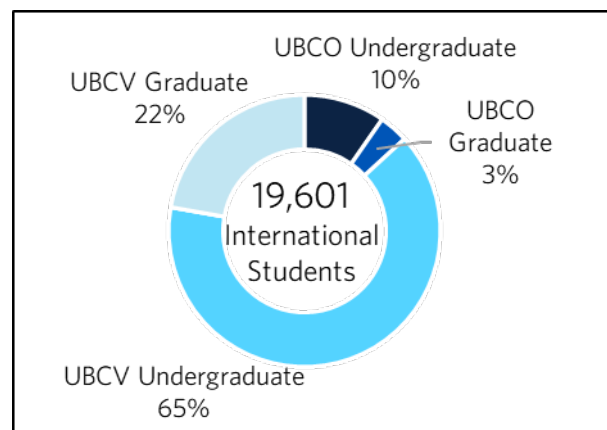


Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies.

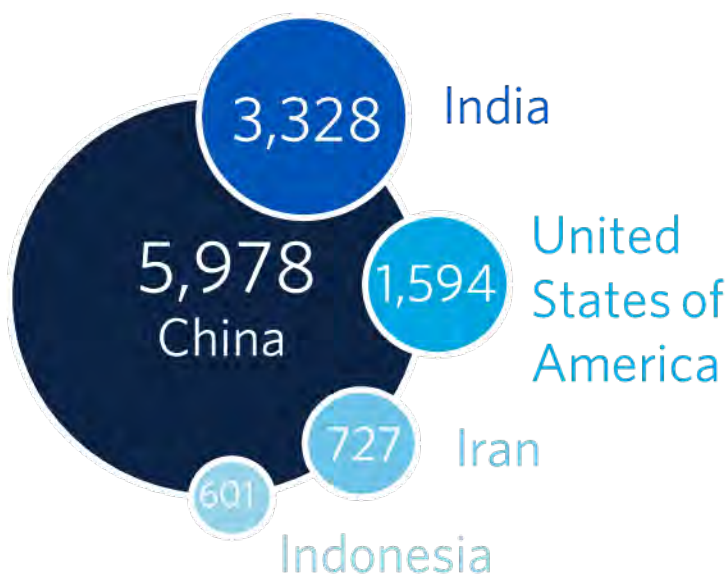
## Indigenous Students



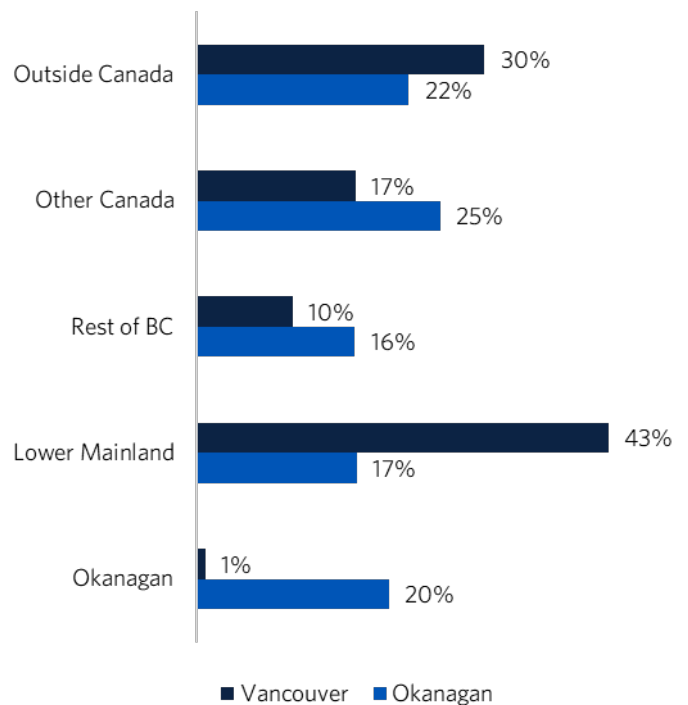
## International Students



## Direct-Entry Baccalaureate Student Origins



## Direct-Entry Baccalaureate Student Origins



## INTRODUCTION

The UBC Annual Enrolment Report (2023/24) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

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

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 who 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.

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.

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<sup>1</sup> 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.

The B.C. Ministry of Post-Secondary Education and Future Skills 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 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 2023/24 fiscal year (April 1, 2023 to March 31, 2024), UBC was government-funded for a total of 43,655 FTEs, 291 more than the previous year; 7,255 FTEs were allocated to the Okanagan campus and 36,400 FTEs were allocated to the Vancouver campus. Overall, 37,508 FTEs were funded undergraduate domestic student spaces and 6,147 were funded graduate student spaces. There were an additional 203 FTEs for the 2023/24 year directed to the Bachelor of Science in Nursing, Speech Pathology program, Genetic Counselling program, Occupational Therapy program – North and Surrey programs, Physiotherapy Therapy — Fraser program, Midwifery program, Medical School, Microbiology and Immunology Degree, and the Early Childhood Education program on the Vancouver Campus. On the Okanagan campus, the additional 88 FTE were directed to the Bachelor of Science in Nursing, Master of Social Work, and Bachelor of Science in Data Science.

## 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 qualified 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 2019/20 through 2023/24. Undergraduate students may apply to two programs, ranked

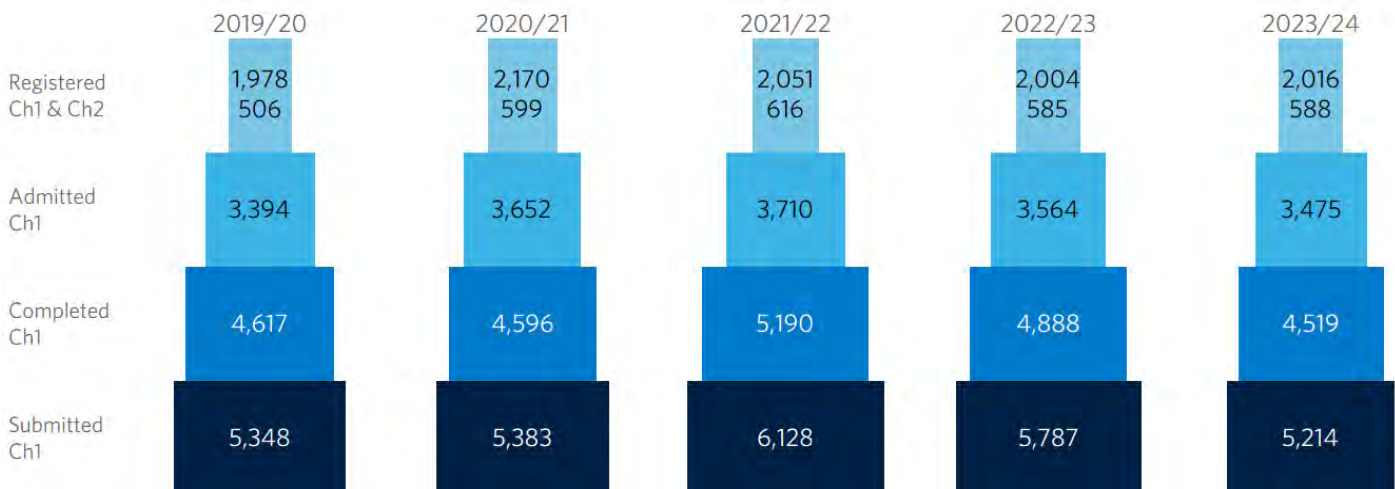
in order of choice, offered by one or both campuses. The application pyramids report the students’ first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number 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 2019/20 through 2023/24. 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 2023/24, the total Choice 1 applicant pool (with completed applications) for the Okanagan campus decreased over the number received in 2022/23. The size of the domestic undergraduate applicant pool decreased by 8% compared to 2022/23 (see Figure 1), and the international undergraduate applicant pool remained consistent (see Figure 2).

For the Vancouver campus, the total Choice 1 applicant pool (with completed applications) decreased by 7% over 2022/23. The domestic applicant pool decreased by 6%, over 2022/23 (see Figure 3), and the international applicant pool decreased by 8% (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

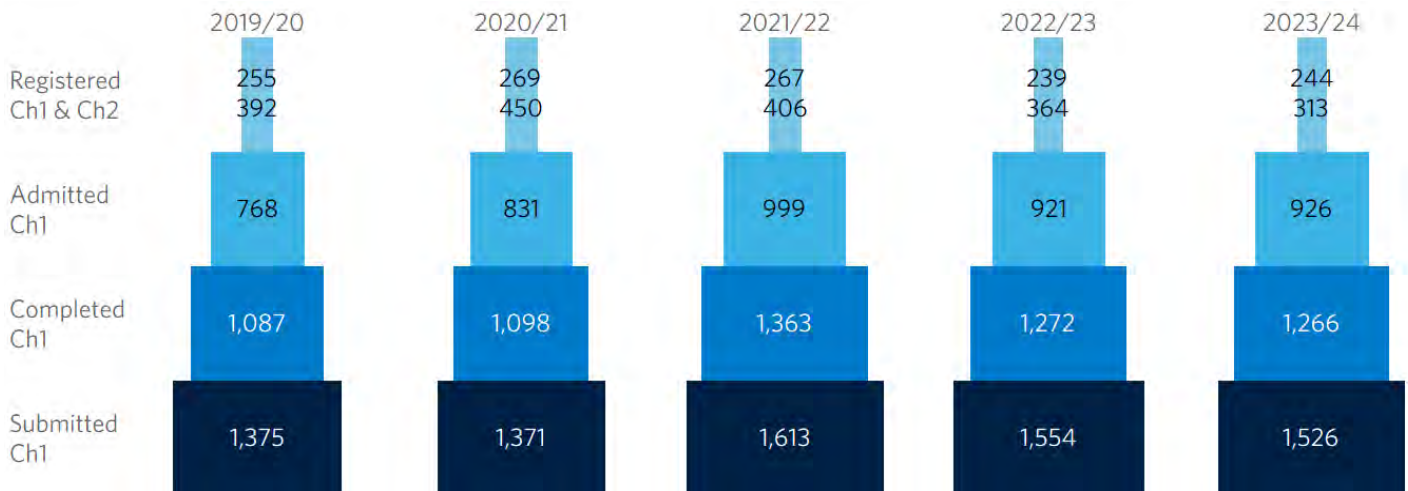


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

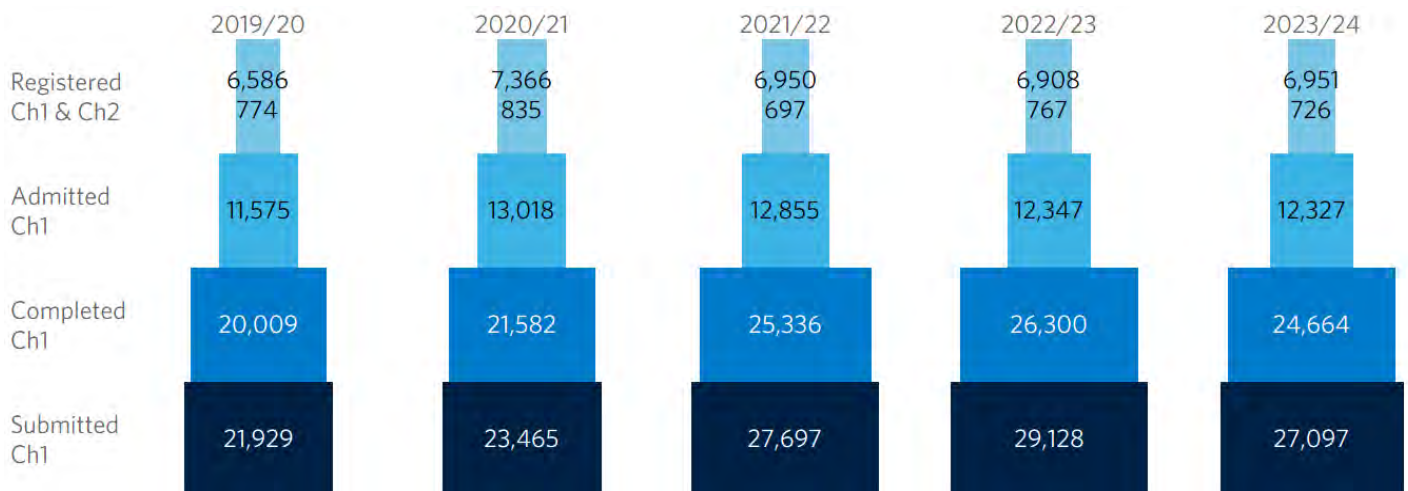
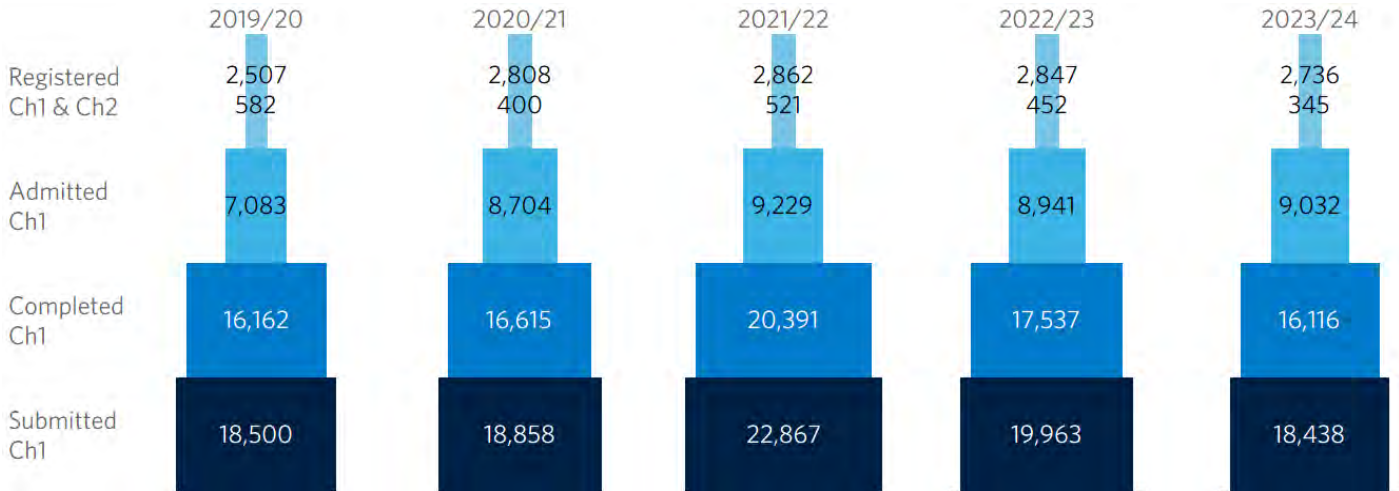




FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



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		2019/20	2020/21	2021/22	2022/23	2023/24	
Okanagan	Domestic	Admit Rate	74%	79%	71%	73%	77%	
		Yield Rate	58%	59%	55%	56%	58%	
	International	Admit Rate	71%	76%	73%	72%	73%	
		Yield Rate	33%	32%	27%	26%	26%	
	<b>Okanagan Total</b>		<b>Admit Rate</b>	<b>73%</b>	<b>79%</b>	<b>72%</b>	<b>73%</b>	<b>76%</b>
			<b>Yield Rate</b>	<b>54%</b>	<b>54%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>
Vancouver	Domestic	Admit Rate	58%	60%	51%	47%	50%	
		Yield Rate	57%	57%	54%	56%	56%	
	International	Admit Rate	44%	52%	45%	51%	56%	
		Yield Rate	35%	32%	31%	32%	30%	
	<b>Vancouver Total</b>		<b>Admit Rate</b>	<b>52%</b>	<b>57%</b>	<b>48%</b>	<b>49%</b>	<b>52%</b>
			<b>Yield Rate</b>	<b>49%</b>	<b>47%</b>	<b>44%</b>	<b>46%</b>	<b>45%</b>

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 2023/24, 44% 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, 12% did not register and attend classes in September. Last year, 46% of these students accepted their offer of admission and 13% 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 2019/20 through 2023/24. The years 2019/20 through 2022/23 contain intake data as of March 1st, whereas the 2023/24 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2023. As such, registration counts for 2023/24 will still change. 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.

In 2023/24, the number of graduate student applications for the Okanagan campus decreased by 1% over 2022/23. The domestic application pool decreased by 15% over 2022/23 (see Figure 5), and the international application pool increased by 4% (see Figure 6). 2022/23 saw a large increase in applications over 2021/22, and while 2023/24 is a decrease over the previous year, it's an increase of 47% compared to 2021/22.

For the Vancouver campus, the number of graduate student applications decreased by 5% over 2022/23. The domestic application pool decreased by 10%, over 2022/23 (see Figure 7), and the international application pool decreased by 3% (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

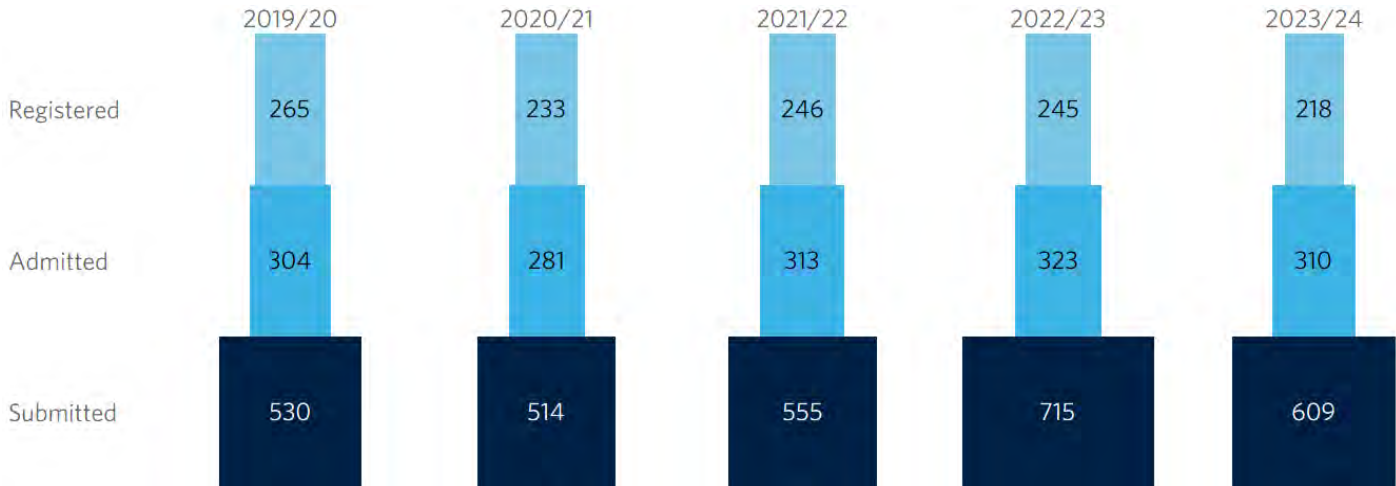


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

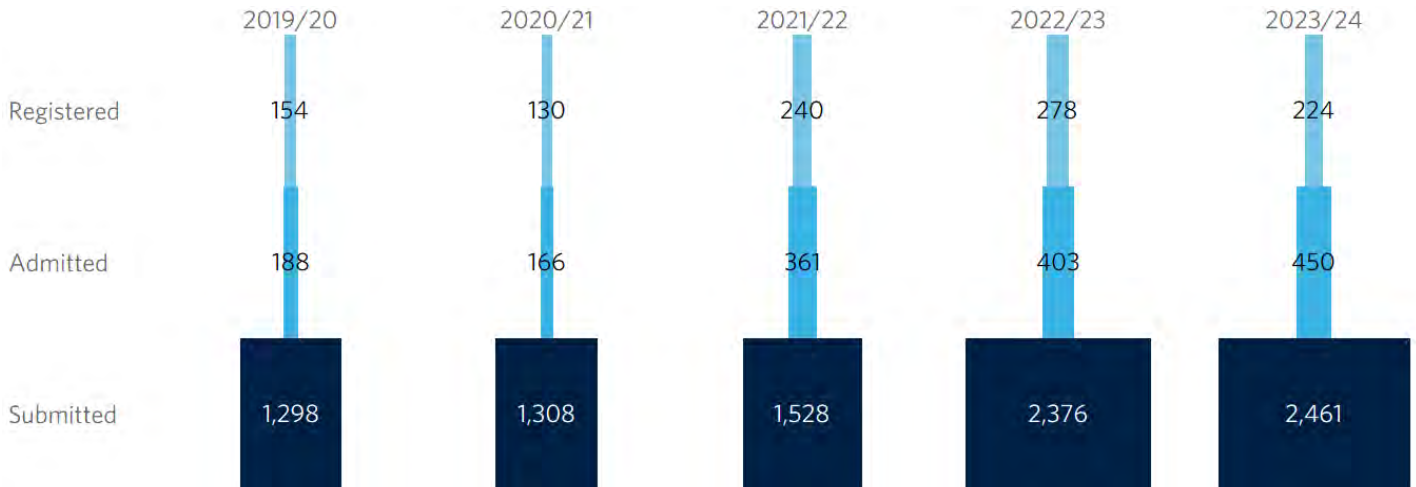


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

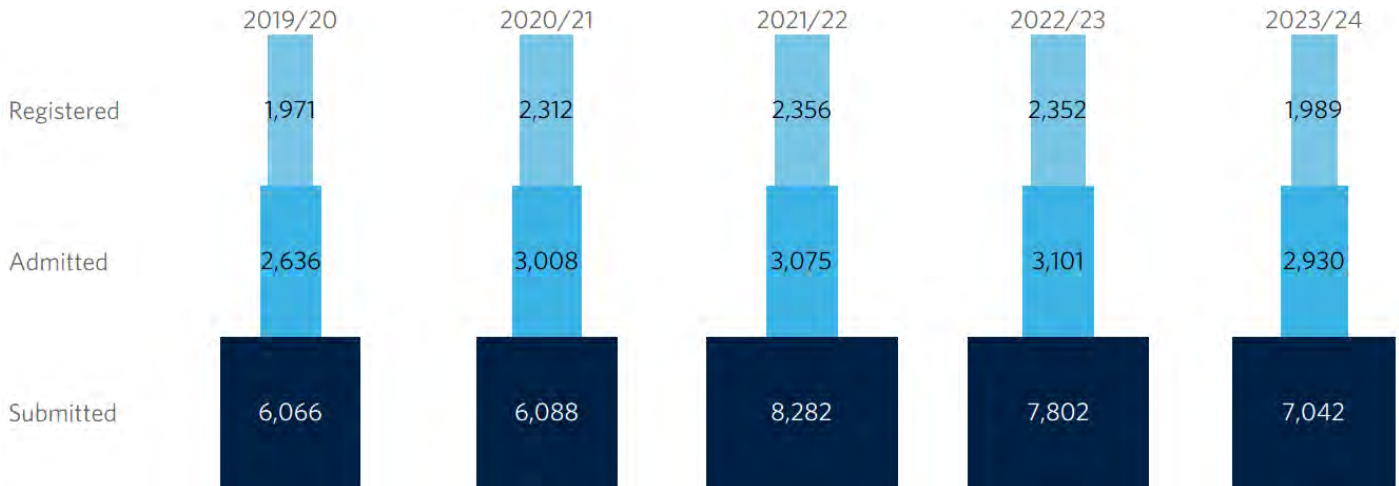


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

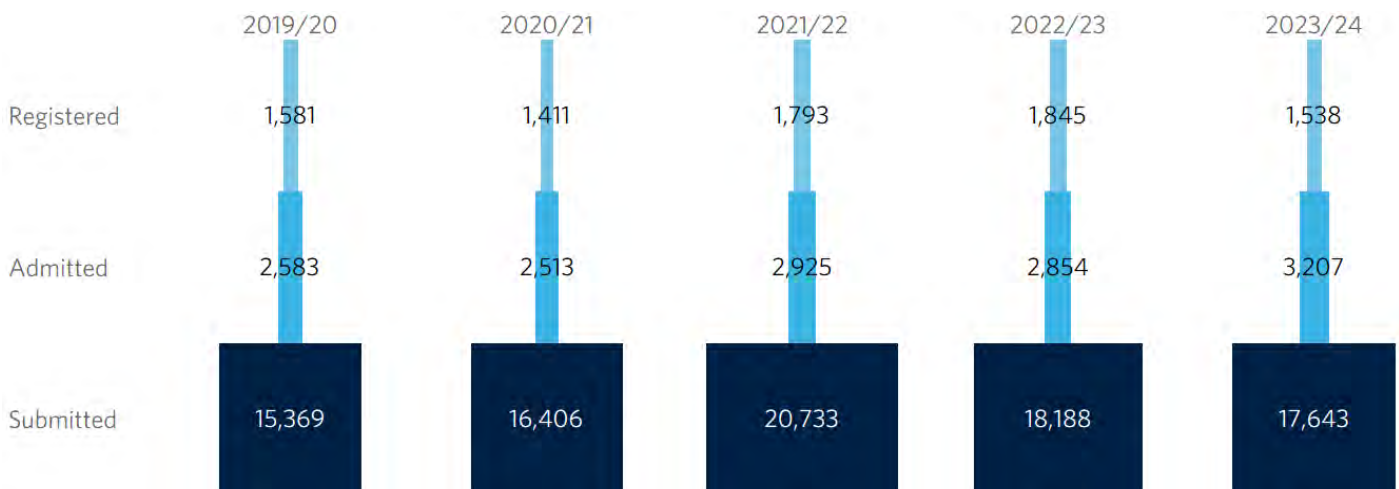


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2019/20	2020/21	2021/22	2022/23	2023/24	
Okanagan	Domestic	Admit Rate	57%	54%	56%	45%	51%	
		Yield Rate	87%	81%	79%	75%	70%	
	International	Admit Rate	14%	13%	24%	18%	18%	
		Yield Rate	82%	64%	66%	69%	50%	
	<b>Okanagan Total</b>		<b>Admit Rate</b>	<b>27%</b>	<b>24%</b>	<b>32%</b>	<b>24%</b>	<b>25%</b>
			<b>Yield Rate</b>	<b>85%</b>	<b>75%</b>	<b>72%</b>	<b>71%</b>	<b>58%</b>
Vancouver	Domestic	Admit Rate	43%	42%	37%	40%	42%	
		Yield Rate	75%	69%	77%	76%	68%	
	International	Admit Rate	17%	16%	14%	17%	18%	
		Yield Rate	61%	46%	61%	66%	48%	
	<b>Vancouver Total</b>		<b>Admit Rate</b>	<b>24%</b>	<b>24%</b>	<b>21%</b>	<b>23%</b>	<b>25%</b>
			<b>Yield Rate</b>	<b>68%</b>	<b>58%</b>	<b>69%</b>	<b>71%</b>	<b>57%</b>

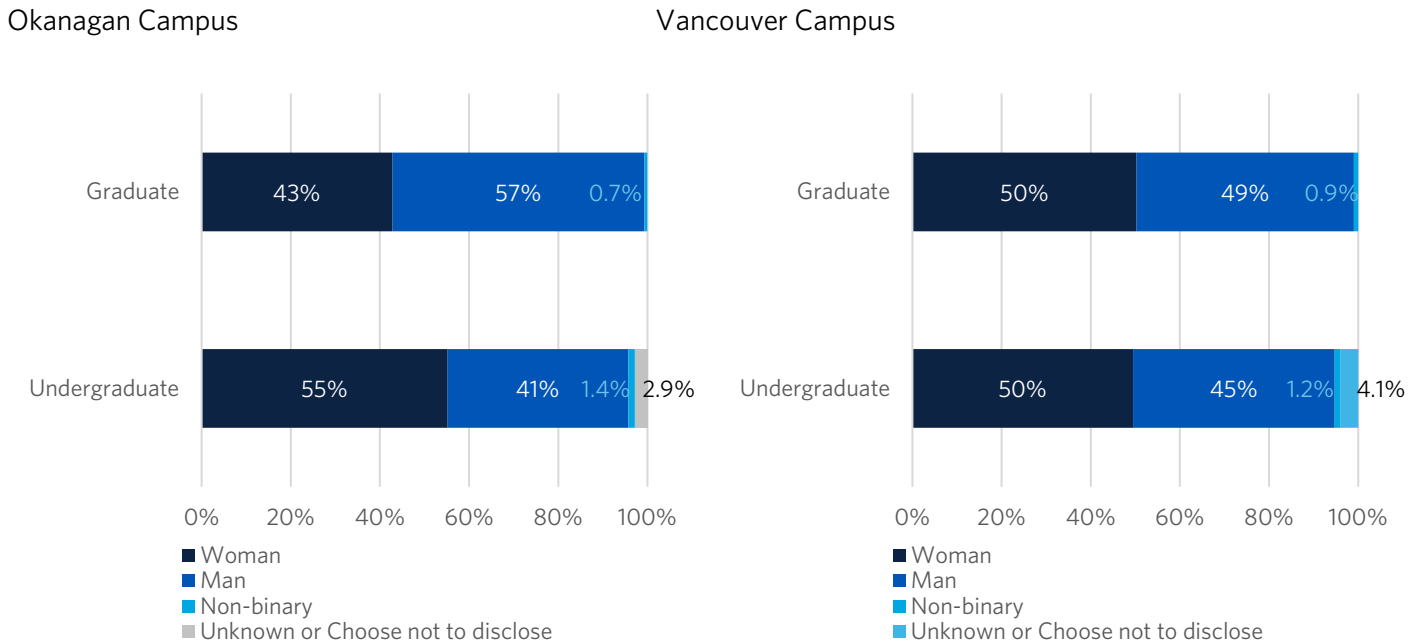
Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.

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

## WHAT IS THE GENDER DEMOGRAPHIC OF UBC'S APPLICANTS?

UBC undergraduate and graduate applicants are provided gender marker options to which they can self-identify, including women, man, non-binary gender, as well as the option to prefer not to answer/unknown. The gender distribution of Choice 1 undergraduate applicants on the Okanagan campus saw women applicants representing a small majority while graduate applicants in the Okanagan saw a majority of men applicants. Both undergraduate Choice 1 and graduate applicants on the Vancouver campus were comprised 50% of women applicants. There were a total of 915 applicants who identified as being non-binary on their applications to UBC (117 Okanagan applicants, and 798 Vancouver applicants). There were 192 applicants on the Okanagan campus and 1,870 Vancouver applicants with 'no declared gender' for the 2023/24 year. Full distributions can be seen for the Okanagan and Vancouver campuses in Figure 9.

FIGURE 9: APPLICANT GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24



## 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).

General outreach initiatives continue to be very popular with prospective students such as an Applicant Guide eBook that assists applicants through the application process. It has been downloaded over 53,000 times over the last 12 months. Virtual outreach events are very well attended (over 22,000 registrations from 140 different countries for 40 events) and G+PS has been collaborating with programs, faculties, and partner universities in hosting a variety of information and admissions advice sessions. A monthly newsletter for prospective students exceeds 60,000 subscribers and web traffic continues to show high demand with the G+PS main website serving 2.48 million users and 14 million pageviews between November 20 in 2022 and 2023.

Supportive onboarding of newly admitted graduate students remains a key priority for UBC and includes an extensive email campaign, interactive checklist, pre-arrival webinars, and social and academic support events as part of a year-long orientation. Materials have been updated and new ones are under development to guide new students with regard to budget planning and settling in Vancouver, given the affordability and housing challenges.

Additional activities included hosting the second Indigenous Graduate Student Summer Institute, co-hosting Pathways to Graduate School sessions for Indigenous applicants, and collaborating with faculty members on initiatives such as application advice videos, featuring advice for applicants from equity-seeking groups.

Given the decentralized nature of graduate-level recruitment, G+PS offers extensive support to both faculty members and programs to enhance the graduate recruitment ecosystem at UBC. This includes conducting training sessions on formulating program recruitment plans, offering online resources and guidance through a recruitment services catalog, assisting in organizing recruitment events, and creating recruitment content. Additionally, G+PS provides consulting services and collaborates with programs upon request.

Despite a challenging international environment, international applications only moderately decreased overall and stayed 7.5% above the 2020/21 levels. While domestic applications exceed 2020/21 levels by 16%, these have seen continuous declines since the unusual peak in 2021/22. Enrolment continues to be relatively stable though, drawing from a strong overall applicant pool.

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 marketing activities for graduate student recruitment, including attendance at selected recruitment fairs, and digital marketing campaigns. Working with University Relations, faculties undertake digital marketing campaigns (including Google advertising and social media advertising) to promote priority programs.

University Relations and the College of Graduate Studies have collaborated to deliver a digital marketing campaign designed to introduce prospective graduate students to the Okanagan campus. This campaign centres on Google Search advertising and is complemented by Google Display and social media placements.

UBCO's Indigenous Graduate Advisor position reports jointly to Indigenous Programs and Services and the College of Graduate Studies and 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 leads Indigenous Graduate Student Orientation, workshops, and an Indigenous Pathways program that supports the transition of Indigenous undergraduate students to graduate studies.

To reduce barriers and support the recruitment of Indigenous graduate students, the College of Graduate Studies offers application fee waivers for Indigenous applicants. Graduate student applicants who self-identify as Indigenous (i.e. First Nation, Métis, or Inuit), and whose traditional territory resides primarily within Canada, are eligible for an application fee waiver.

## 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 meaningfully 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 themselves as evidenced by the volume of academic courses completed or the 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 84-86% 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 2023/24, over 82,000 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 12% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

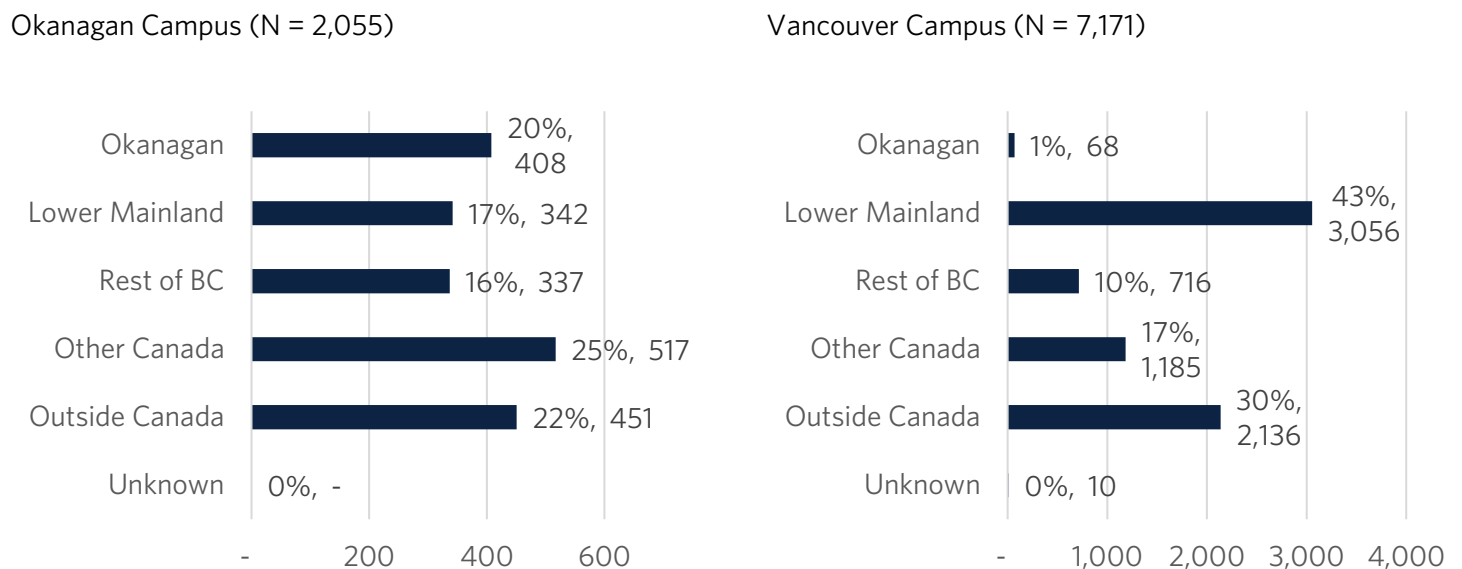
### WHERE DID UBC’S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

Figure 10 displays, for each campus, where 2023/24’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 2023/24, 76% of the new-to-UBC undergraduate students (N = 2,055) on the Okanagan campus entered directly from secondary school. Of those students originating from a B.C. secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vancouver school districts.

In 2023/24, 7,279 new direct-entry students, who comprised 77% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 43% (N = 3,056) had previously studied at an institution in the Lower Mainland, 11% had studied elsewhere in B.C. (N = 784) including the Okanagan, and 30% had studied outside of Canada (N = 2,136).

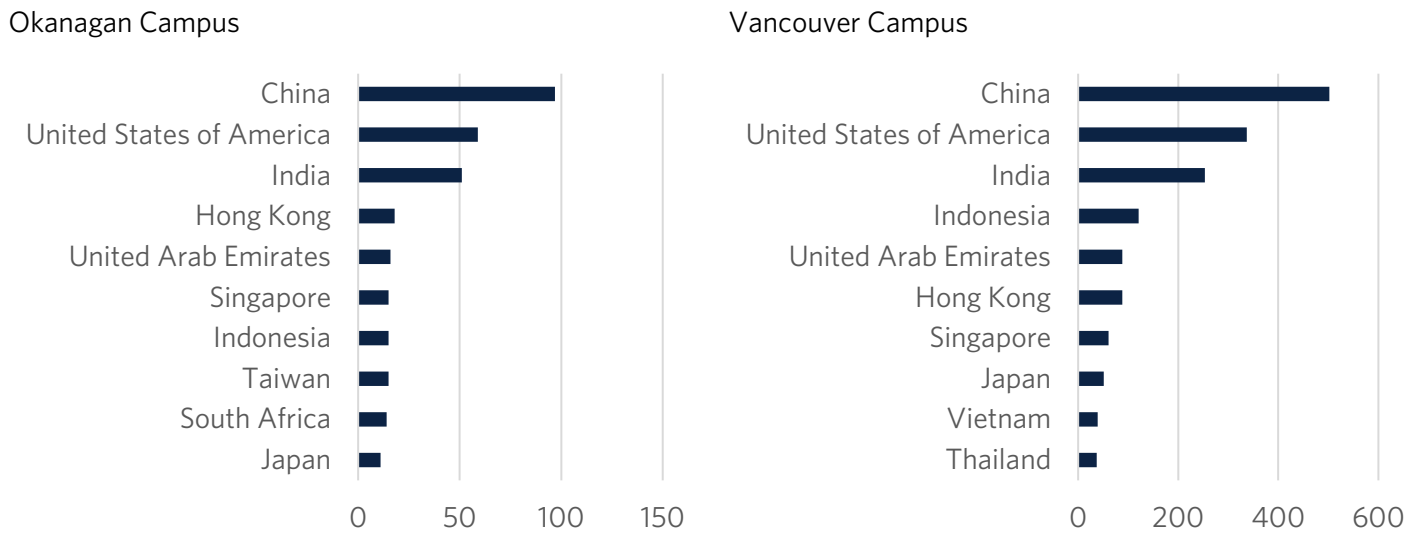
FIGURE 10: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2023/24, BY CAMPUS



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 102 countries and territories. The most common countries and territories, outside of Canada, for each campus, are shown in Figure 11.



FIGURE 11: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2023/24, BY CAMPUS



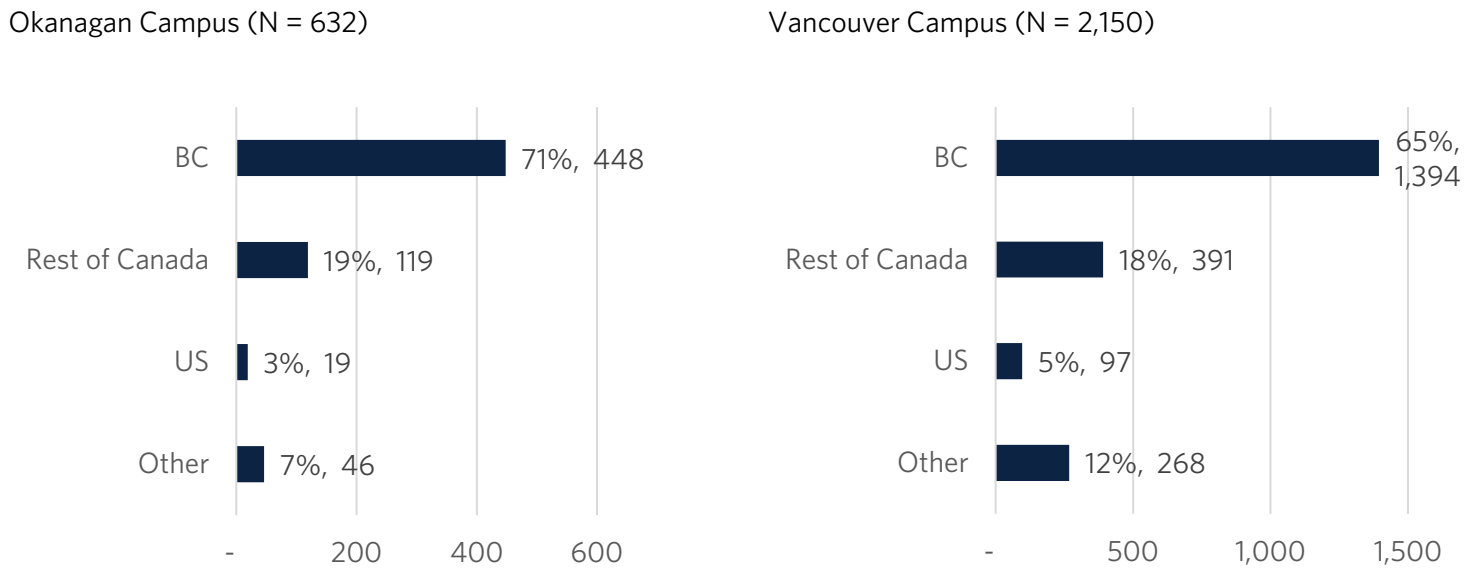
### WHERE DID UBC’S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

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 12 illustrates the location of the previous institution attended by new transfer students to each of UBC’s campuses in 2023/24.

In 2023/24, 632 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 12 shows that 448 students (or 71% of all the post-secondary transfer students) previously attended a post-secondary institution in B.C.

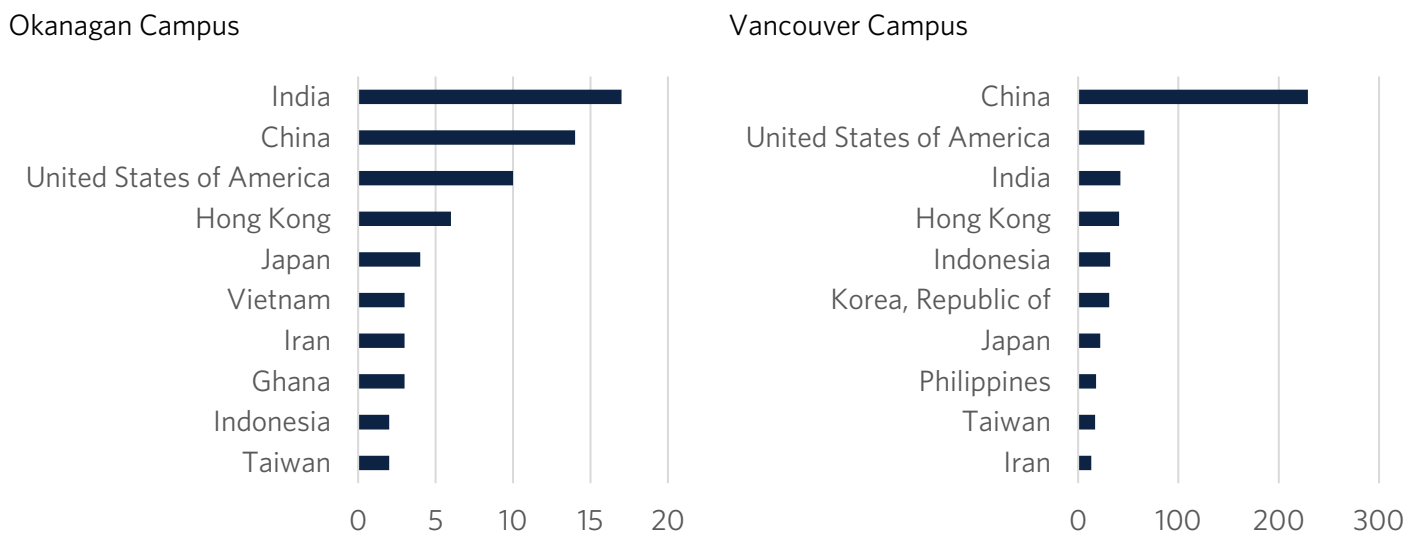
In 2023/24, UBC Vancouver registered 2,150 post-secondary transfer students, who comprised 23% of all the new-to-UBC students on the Vancouver campus. Most of these students (65%) transferred from a post-secondary institution in B.C.

FIGURE 12: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2023/24, BY CAMPUS



The 2023/24 new transfer students attended post-secondary institutions in over 60 countries and territories before enrolling at UBC. The most common countries or territories, other than Canada, are shown in Figure 13.

FIGURE 13: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2023/24



### 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 14 identifies the previous institution provinces for Okanagan students (N = 728) and Figure 15 for Vancouver students (N = 1,405).

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

Campus	Student Level	Institution Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Secondary School	370	426	448	413	419
		Technical Institute	11	9	15	19	10
		College	116	144	152	172	183
		University	50	54	58	42	46
		Unknown	56	28	24	23	41
		<b>Undergraduate Total</b>	<b>603</b>	<b>661</b>	<b>697</b>	<b>669</b>	<b>699</b>
	Graduate	Secondary School	7	8	9	18	15
		Technical Institute		1	1		1
		College	17	18	18	27	30
		University	17	20	27	23	23
		Unknown	5	4	6	8	6
		<b>Graduate Total</b>	<b>46</b>	<b>51</b>	<b>61</b>	<b>76</b>	<b>75</b>
		<b>Okanagan Total</b>	<b>649</b>	<b>712</b>	<b>758</b>	<b>745</b>	<b>774</b>
	Vancouver	Undergraduate	Secondary School	518	585	701	764
Technical Institute			9	11	14	16	15
College			189	185	167	200	188
University			129	129	158	147	137
Unknown			107	111	99	97	129
		<b>Undergraduate Total</b>	<b>952</b>	<b>1,021</b>	<b>1,139</b>	<b>1,224</b>	<b>1,254</b>
Graduate		Secondary School	24	26	36	42	46
		Technical Institute	9	11	7	6	10
		College	58	77	48	74	75
		University	119	143	160	146	148
		Unknown	11	19	17	23	24
		<b>Graduate Total</b>	<b>221</b>	<b>276</b>	<b>268</b>	<b>291</b>	<b>303</b>
		<b>Vancouver Total</b>	<b>1,173</b>	<b>1,297</b>	<b>1,407</b>	<b>1,515</b>	<b>1,557</b>
<b>Grand Total</b>			<b>1,822</b>	<b>2,009</b>	<b>2,165</b>	<b>2,260</b>	<b>2,331</b>

Note: Indigenous students take a number of pathways to UBC, including Aboriginal Access Studies and attending classes as “undeclared” students, where admissions is not dependent on submitting an application including a full academic record

FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2023/24, OKANAGAN CAMPUS  
(IF IN CANADA)

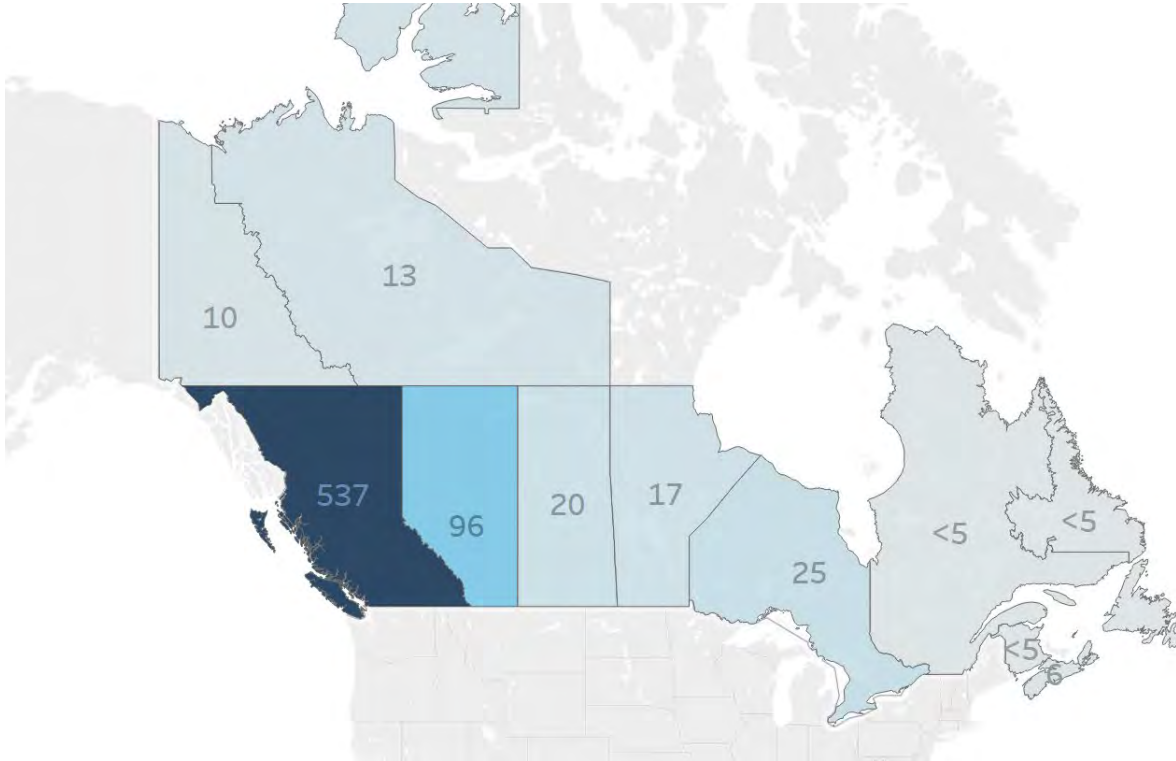
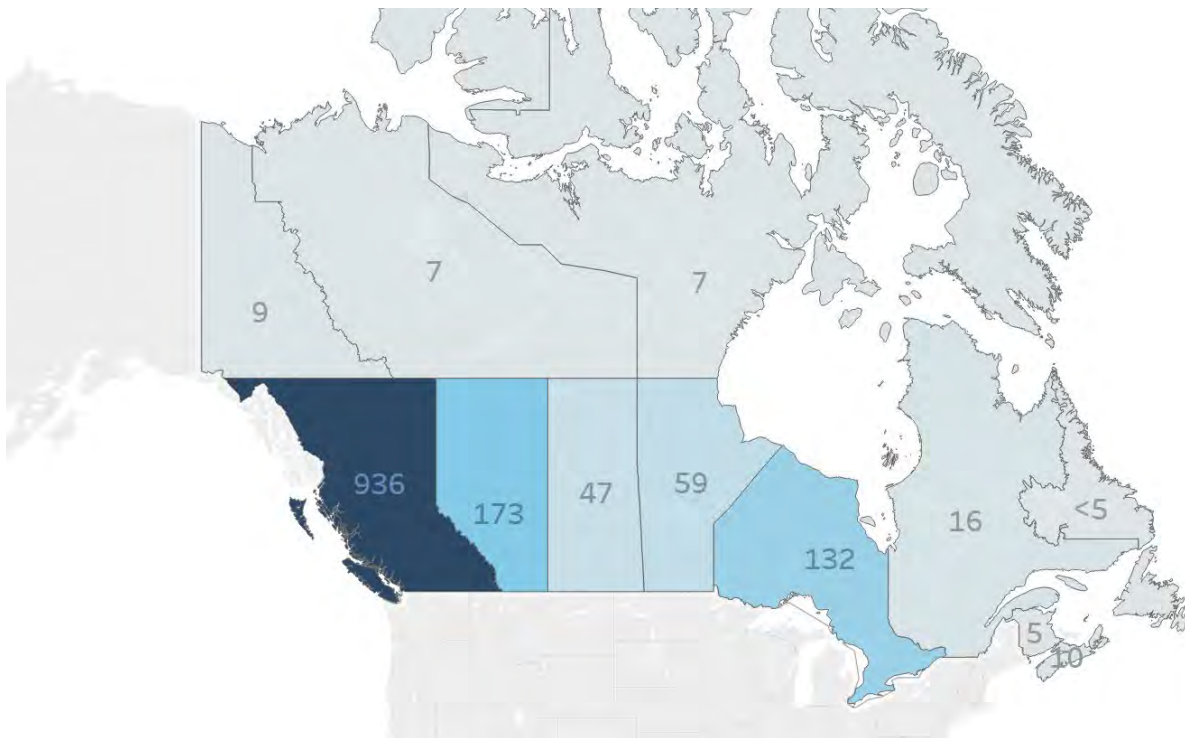


FIGURE 15: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2023/24, VANCOUVER CAMPUS  
(IF IN CANADA)



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

Figures 16 (N = 2,155) and 17 (N = 7,121) are maps of where UBC's 2023/24 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit, issued by the Government of Canada, before registering at UBC. For the Okanagan campus, the majority of new students had studied in B.C. or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada. For Vancouver, the majority of new students had studied in B.C., Ontario, and Alberta.

FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS (IF IN CANADA)

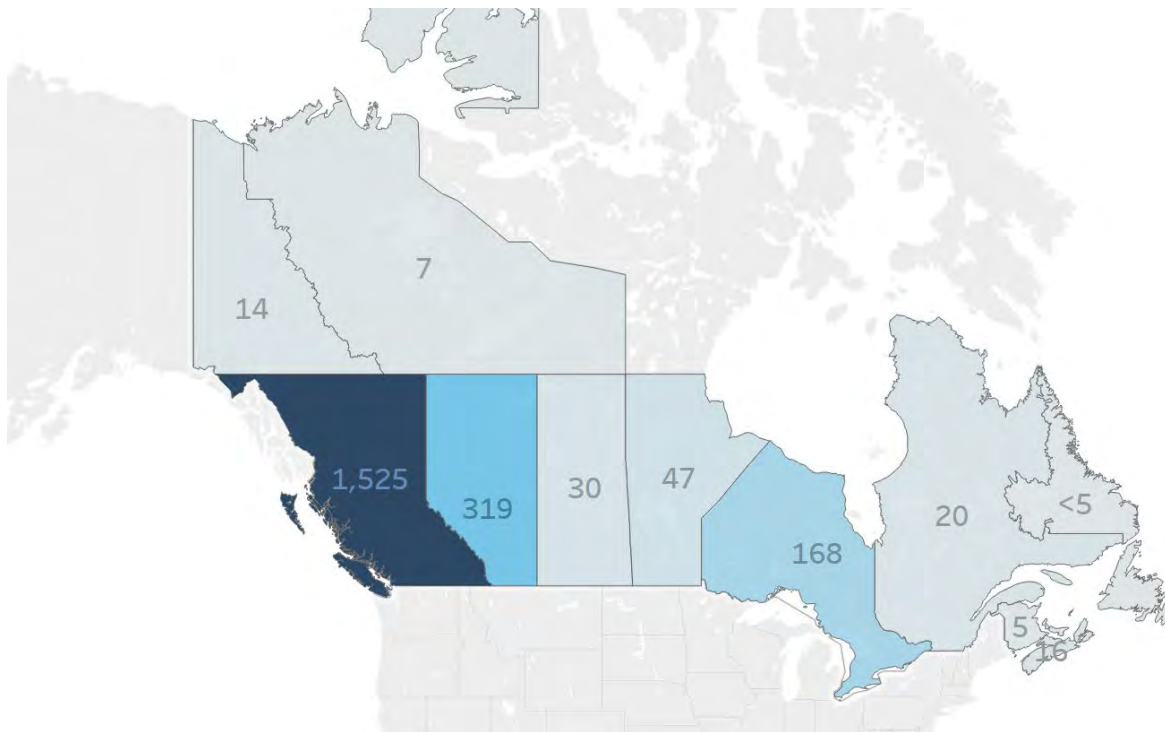
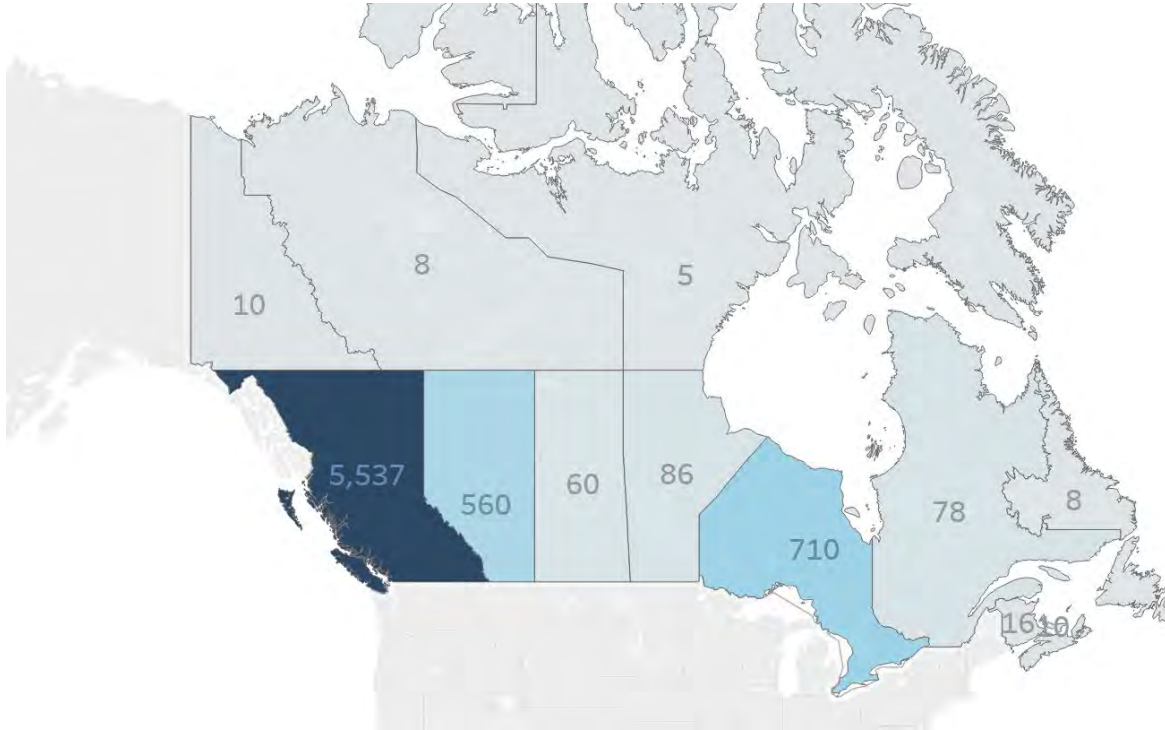


FIGURE 17: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS (IF IN CANADA)



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

In 2023/24, new-to-UBC international undergraduate students came from many countries or territories (see Figure 18, N = 491 and Figure 19, N = 2,590). For both the Okanagan and Vancouver students, Canada, followed by China, India and the U.S.A. were the top 3 places of previous study, with several other European and Asian countries contributing to large numbers of students.



FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

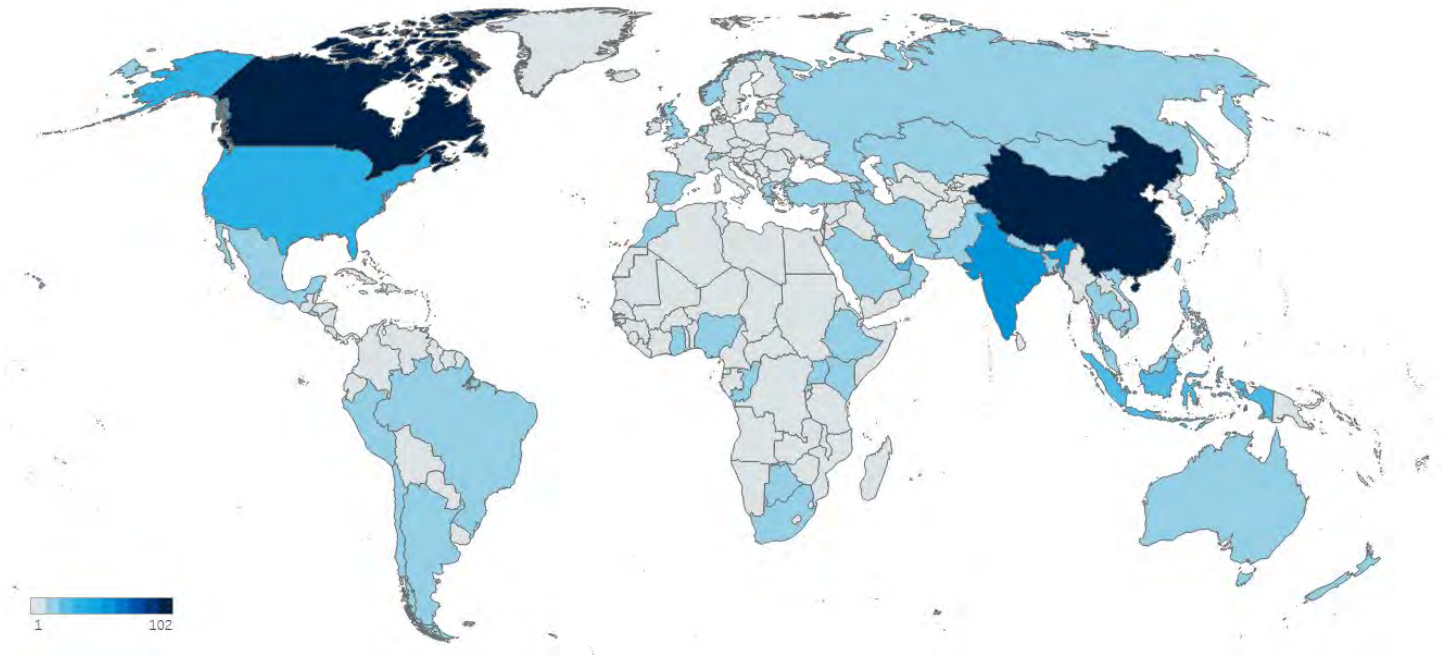
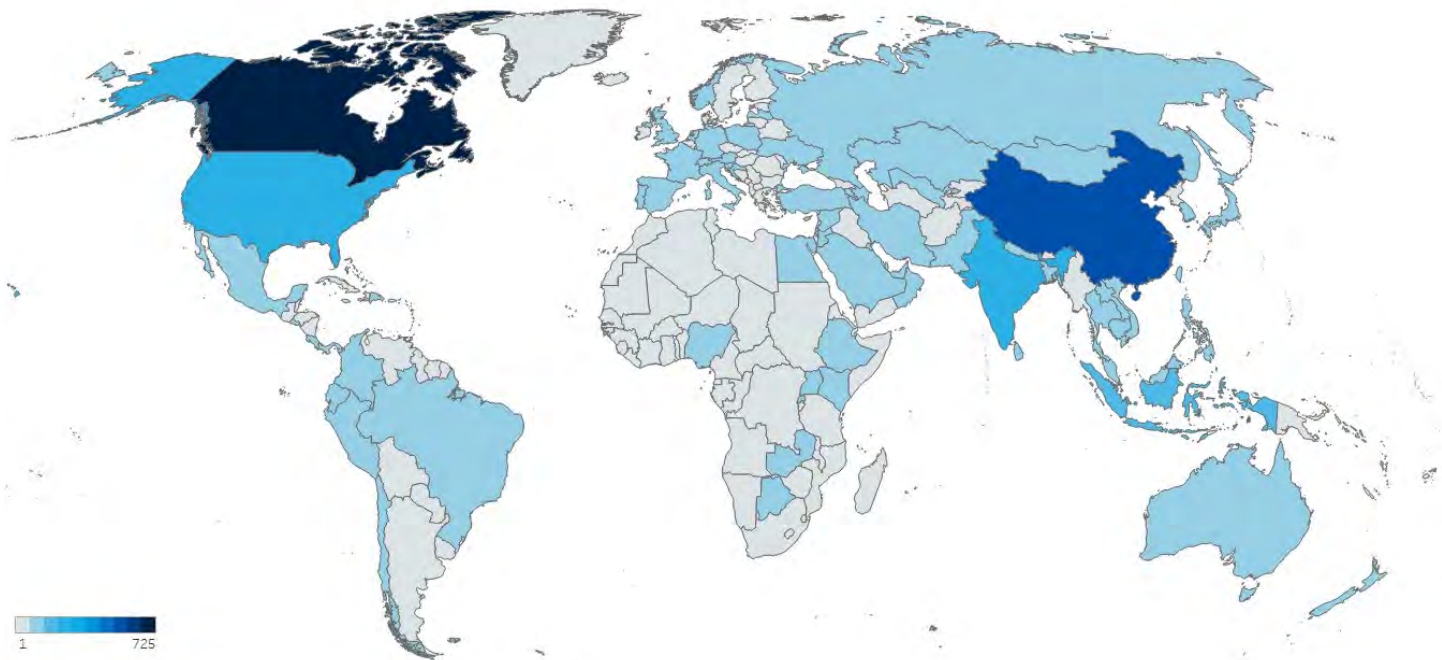


FIGURE 19: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS



## WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 20 (N = 221) and 21 (N = 1,525) are maps of where UBC's 2023/24 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.

Note: These figures exclude students attending professional programs at the Sauder School of Business at the Vancouver campus as these programs use a different system for applications.

FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

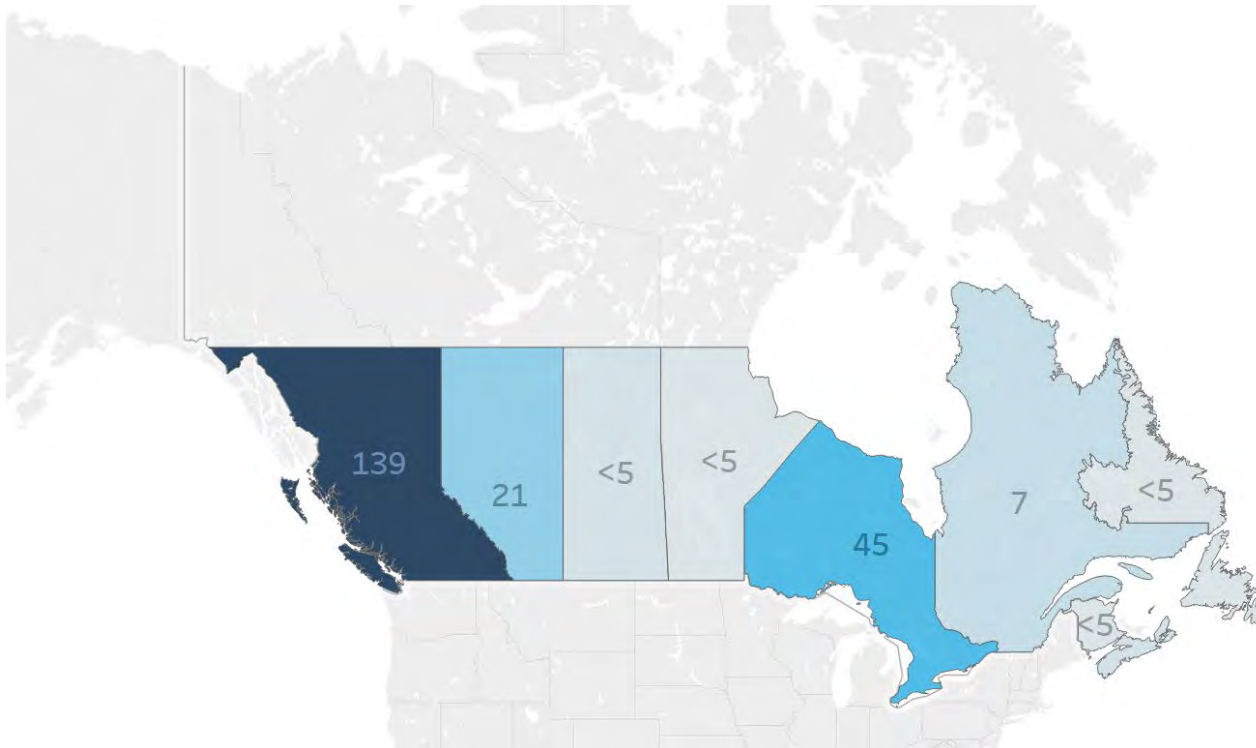
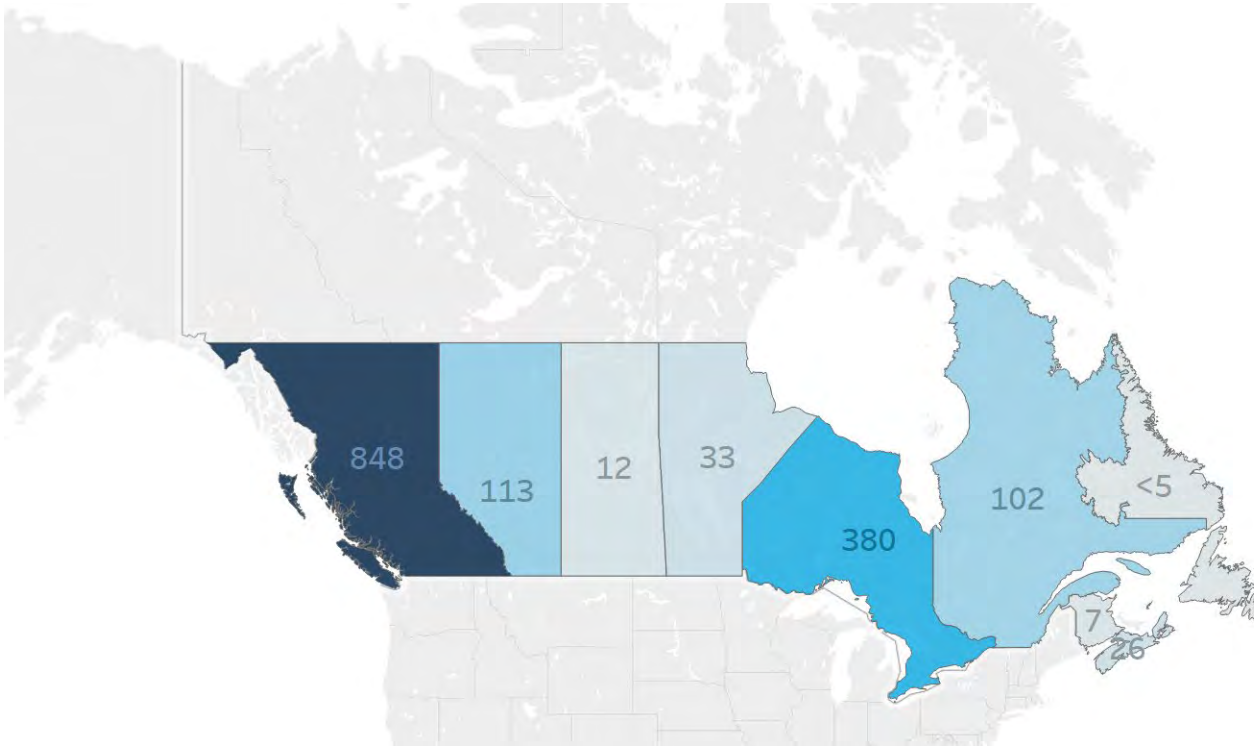




FIGURE 21: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS



The 2023/24 new-to-UBC international graduate students came from many countries or territories (see Figure 22, N = 418 and Figure 23, N = 2,641). For the Okanagan student, the top 3 places of previous study were Canada, India, and Iran. For Vancouver students the top 3 locations were Canada, the United States, and India.

FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

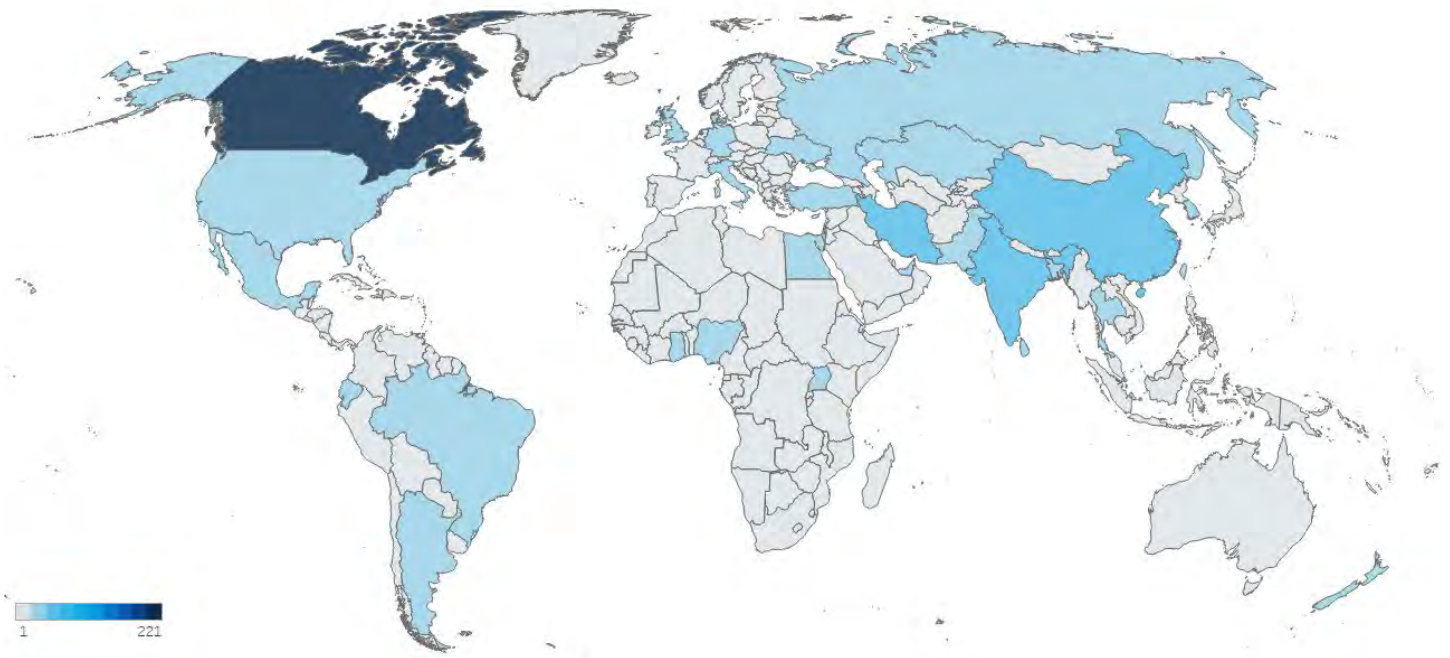
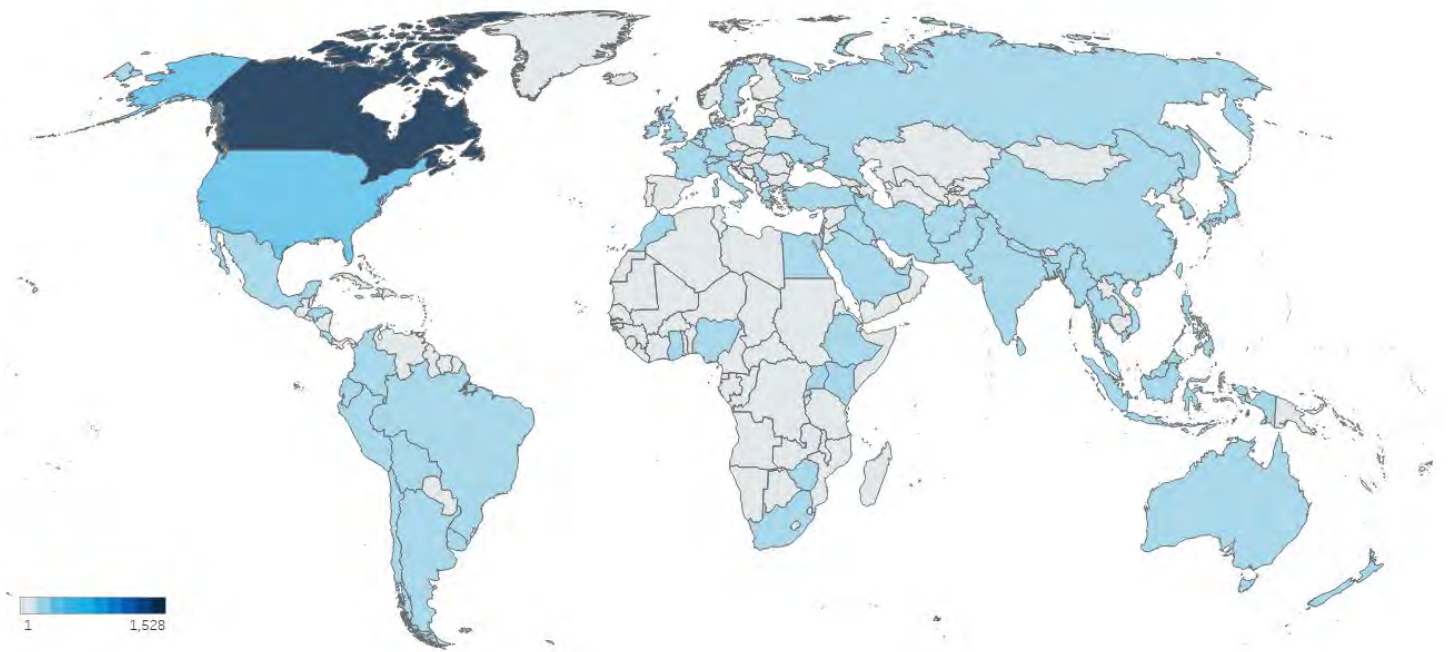


FIGURE 23: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS



# UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

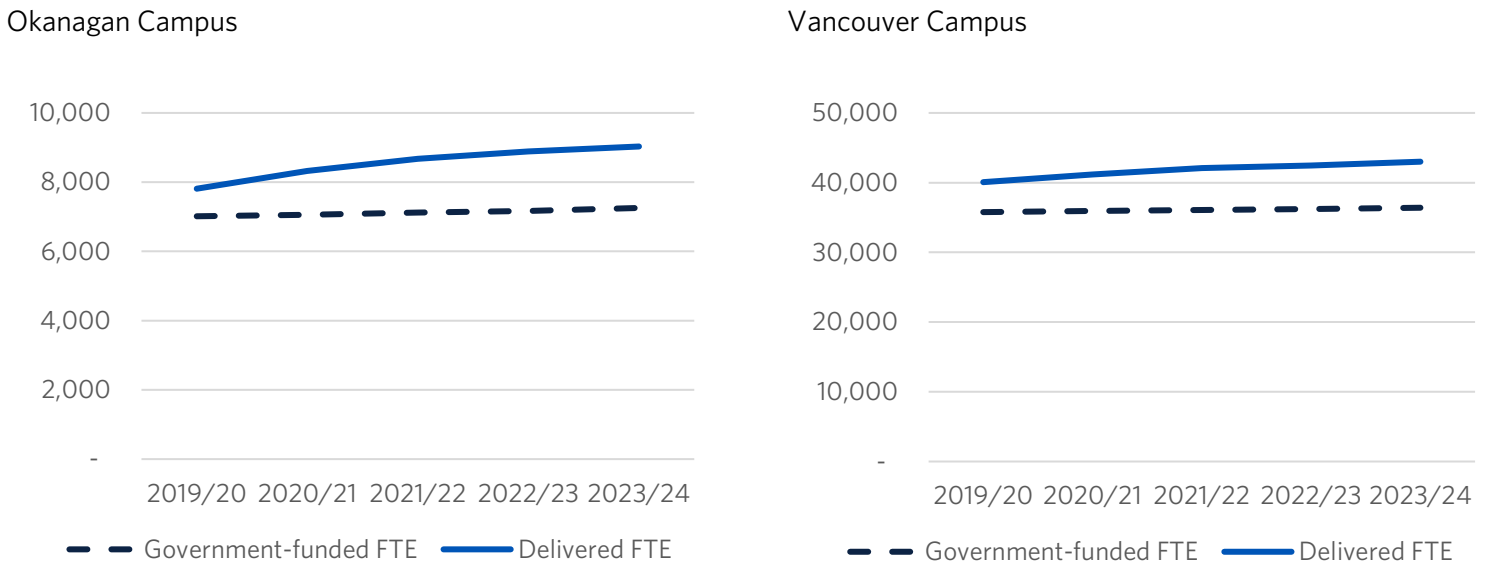
Figure 24 illustrates the historical and 2023/24 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

UBC Okanagan was funded for 7,255 domestic undergraduate and graduate student FTEs for 2023/24 and delivered over the FTE target. As of November 1, 2023, the actual FTE total enrolment was estimated to be 9,030, an increase of 145 FTEs over the previous year, representing a utilization rate of 124% (about 122% estimated for the official reporting date of March 1, 2024, accounting for attrition from the fall to winter terms). As of November, UBC Okanagan had an undergraduate utilization rate of 110% and graduate FTE utilization rate of 774%.

UBC Vancouver was funded for 36,400 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 43,005 FTEs as of November 1, representing a utilization rate of 118% (about 117.7% estimated for the official reporting date of March 1, 2024, accounting for attrition from the fall to winter terms). As of November, UBC Vancouver had an undergraduate utilization rate of 112% and graduate FTE utilization rate of 151%.

Combining both campuses, government-funded domestic FTEs for 2023/24 were 43,655 and actual enrolment was 52,035 FTEs, which results in a 119% utilization rate. There were 41,782 undergraduate domestic student FTEs enrolled representing a utilization rate of 111%, and 10,253 graduate student FTEs enrolled representing a utilization rate of 167%.

FIGURE 24: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS



## HOW MANY STUDENTS DID UBC ENROL IN 2023/24?

In 2023/24, 71,201 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 0.2% over the previous year. The number of undergraduate students was 58,663 and graduate students was 12,538 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2023/24, 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 11,913 undergraduate and graduate students enrolled in 2023/24, a 1% decrease over the previous year. Since being established in 2005/06, headcount enrolment has increased by 239% (N = 3,511). Undergraduate student enrolment decreased by 1% over the previous year and graduate student enrolment increased by 2%. Further, 2023/24 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,399). Approximately 26% of all Okanagan students enrolled in 2023/24 were new-to-UBC students (N = 3,102).<sup>2</sup>

The Vancouver campus 2023/24 total enrolment grew to 60,863, remaining constant when compared to 2022/23. 2023/24 was UBC Vancouver's largest undergraduate student enrolment to date (N = 48,149) with over 41,000 students enrolled in the Baccalaureate Degree program.

Table 4: Overall Student Headcount, by Year, by Campus

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	19	18	17	13	20
		Baccalaureate Degree	9,160	10,074	10,382	10,193	10,088
		Post-Baccalaureate Degree	237	235	220	238	232
		Non-Degree	227	132	187	166	174
		<b>Undergraduate Total</b>	<b>9,643</b>	<b>10,459</b>	<b>10,806</b>	<b>10,610</b>	<b>10,514</b>
	Graduate	Master's Degree	702	711	760	913	932
		Doctoral Degree	363	392	423	455	467
		<b>Graduate Total</b>	<b>1,065</b>	<b>1,103</b>	<b>1,183</b>	<b>1,368</b>	<b>1,399</b>
		<b>Okanagan Total</b>	<b>10,708</b>	<b>11,562</b>	<b>11,989</b>	<b>11,978</b>	<b>11,913</b>
	Vancouver	Undergraduate	Diploma & Certificate	2,362	2,439	2,603	2,301
Baccalaureate Degree			37,859	39,462	40,088	40,438	41,023
Post-Baccalaureate Degree			2,864	2,868	2,813	2,832	2,835
Non-Degree			2,431	1,553	1,896	2,041	1,918
		<b>Undergraduate Total</b>	<b>45,516</b>	<b>46,322</b>	<b>47,400</b>	<b>47,612</b>	<b>48,149</b>
Residents		<b>Residents Total</b>	<b>1,448</b>	<b>1,526</b>	<b>1,524</b>	<b>1,551</b>	<b>1,575</b>
Graduate		Master's Degree	6,687	6,977	7,586	7,594	7,253
		Doctoral Degree	3,599	3,637	3,782	3,850	3,886
		<b>Graduate Total</b>	<b>10,286</b>	<b>10,614</b>	<b>11,368</b>	<b>11,444</b>	<b>11,139</b>
		<b>Vancouver Total</b>	<b>57,250</b>	<b>58,462</b>	<b>60,292</b>	<b>60,607</b>	<b>60,863</b>
<b>Grand Total</b>			<b>67,958</b>	<b>70,024</b>	<b>72,281</b>	<b>72,585</b>	<b>72,776</b>

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

<sup>2</sup> New-to-UBC students are new students who have not studied previously at UBC.

## HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2023/24?

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 remained constant in 2023/24 (N = 8,590 in 2022/23), while domestic graduate student enrolment decreased by 1% (N = 716 in 2022/23). Domestic new-to-UBC undergraduate student enrolment in 2023/24 (N = 2,261) remained constant when compared with the previous year (N = 2,266 in 2022/23) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2023/24 (N = 42,271) increased compared to 2022/23 (N = 41,815). Domestic new-to-UBC undergraduate student enrolment saw a negligible decrease between 2022/23 (N = 7,941) and 2023/24 (N = 7,900).

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

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	19	18	17	13	20
		Baccalaureate Degree	7,440	8,066	8,299	8,233	8,231
		Post-Baccalaureate Degree	237	235	220	237	232
		Non-Degree	148	122	131	107	132
		<b>Undergraduate Total</b>	<b>7,844</b>	<b>8,441</b>	<b>8,667</b>	<b>8,590</b>	<b>8,615</b>
	Graduate	Master's Degree	498	503	486	493	486
		Doctoral Degree	181	204	227	229	230
		<b>Graduate Total</b>	<b>679</b>	<b>707</b>	<b>713</b>	<b>722</b>	<b>716</b>
		<b>Okanagan Total</b>	<b>8,523</b>	<b>9,148</b>	<b>9,380</b>	<b>9,312</b>	<b>9,331</b>
Vancouver	Undergraduate	Diploma & Certificate	2,169	2,166	2,299	1,960	1,950
		Baccalaureate Degree	27,091	28,333	28,748	29,075	29,764
		Post-Baccalaureate Degree	2,840	2,841	2,769	2,790	2,791
		Non-Degree	1,201	1,380	1,121	971	980
		<b>Undergraduate Total</b>	<b>33,301</b>	<b>34,720</b>	<b>34,937</b>	<b>34,796</b>	<b>35,485</b>
	Residents	Residents Total	1,448	1,526	1,520	1,549	1,573
	Graduate	Master's Degree	4,421	4,778	5,076	5,027	4,740
		Doctoral Degree	1,982	1,934	1,955	1,992	2,046
		<b>Graduate Total</b>	<b>6,403</b>	<b>6,712</b>	<b>7,031</b>	<b>7,019</b>	<b>6,786</b>
	<b>Vancouver Total</b>	<b>41,152</b>	<b>42,958</b>	<b>43,488</b>	<b>43,364</b>	<b>43,844</b>	
<b>Grand Total</b>			<b>49,675</b>	<b>52,106</b>	<b>52,868</b>	<b>52,676</b>	<b>53,175</b>

## HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2023/24?

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 affiliation is gleaned from several sources: Indigenous students are asked to identify themselves as part of the admissions process, or they may identify themselves within their Student Service Centre account at any time after initial admission. Additionally, it is important to note that for various reasons, some students may not feel comfortable providing their self-identification and others may have rescinded their self-identification which would affect the accuracy of the



enrolment data of Indigenous students at UBC. Thus, the numbers of Indigenous students shown in Tables 3 and 6 are an approximation of the actual number of students enrolled.

Reporting is based on the number of Indigenous students of Canada - in accordance with the *BC Declaration on the Rights of Indigenous Peoples Act (DRIPA)*, which defines "Indigenous peoples" as Aboriginal peoples under section 35 (2) of the *Constitution Act, 1982*. 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 2023/24, 6.6% of students enrolled on the Okanagan campus self-identified as Indigenous (N = 774), constituting 8.1% of all domestic students. About 2.6% of all students on the Vancouver campus identified as Indigenous, constituting 3.7% of all domestic students.

In 2023/24, 284 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 45 new-to-UBC Indigenous students started a graduate program; 41 in master's programs and 4 in a doctoral program. On the Okanagan campus in 2023/24, 168 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program. An additional 3 Indigenous new-to-UBC students started a graduate program: one student entered doctoral studies and 2 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 and graduate admissions and recruitment teams. Under the guidance of the UBC Indigenous Strategic Plan, these roles actively advance initiatives and services in support of Indigenous students throughout their UBC experience. Examples of such initiatives and services include Indigenous student yield and orientation programming, a range of workshops and events (i.e., wellness events, tutoring sessions) offered in partnership with First Nations House of Learning and Supporting Aboriginal Graduate Enhancement (SAGE).

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

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate		1			1
		Baccalaureate Degree	524	600	644	607	636
		Post-Baccalaureate Degree	16	19	21	27	26
		Non-Degree	63	41	32	35	36
		<b>Undergraduate Total</b>	<b>603</b>	<b>661</b>	<b>697</b>	<b>669</b>	<b>699</b>
	Graduate	Master's Degree	37	39	42	49	46
		Doctoral Degree	9	12	19	27	29
		<b>Graduate Total</b>	<b>46</b>	<b>51</b>	<b>61</b>	<b>76</b>	<b>75</b>
		<b>Okanagan Total</b>	<b>649</b>	<b>712</b>	<b>758</b>	<b>745</b>	<b>774</b>
	Vancouver	Undergraduate	Diploma & Certificate	29	33	31	31
Baccalaureate Degree			687	739	856	939	961
Post-Baccalaureate Degree			208	224	216	226	233
Non-Degree			28	25	36	28	31
		<b>Undergraduate Total</b>	<b>952</b>	<b>1,021</b>	<b>1,139</b>	<b>1,224</b>	<b>1,254</b>
Residents		<b>Residents Total</b>	<b>34</b>	<b>33</b>	<b>39</b>	<b>43</b>	<b>54</b>
Graduate		Master's Degree	142	202	186	199	207
		Doctoral Degree	79	74	82	92	96
		<b>Graduate Total</b>	<b>221</b>	<b>276</b>	<b>268</b>	<b>291</b>	<b>303</b>
		<b>Vancouver Total</b>	<b>1,207</b>	<b>1,330</b>	<b>1,446</b>	<b>1,558</b>	<b>1,611</b>
<b>Grand Total</b>			<b>1,856</b>	<b>2,042</b>	<b>2,204</b>	<b>2,303</b>	<b>2,385</b>

## HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2023/24?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.<sup>3</sup> Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2019/20 through 2023/24, 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 (49 on the Okanagan campus and 357 on the Vancouver campus).

In 2023/24, 2,582 international students were enrolled on the Okanagan campus, representing a 3% decrease over the previous year (N = 2,666). International students represented 22% of the total student population. In 2023/24, 727 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment decreased by 8% (N = 537) over the previous year (N = 586) (not shown in the Table). International students made up 18% of all undergraduate students and 49% of all graduate students. Since 2013/14, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 7%.

<sup>3</sup> Permits are issued by Immigration, Refugees and Citizenship Canada.



In 2023/24, 17,019 international students were enrolled on the Vancouver campus, which represents a 1% decrease over the previous year. The proportion of international students was greater at the graduate level, where they comprised 39% 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	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,720	2,008	2,083	1,960	1,857
		Post-Baccalaureate Degree				1	
		Non-Degree	79	10	56	59	42
		<b>Undergraduate Total</b>	<b>1,799</b>	<b>2,018</b>	<b>2,139</b>	<b>2,020</b>	<b>1,899</b>
	Graduate	Master's Degree	204	208	274	420	446
		Doctoral Degree	182	188	196	226	237
		<b>Graduate Total</b>	<b>386</b>	<b>396</b>	<b>470</b>	<b>646</b>	<b>683</b>
	<b>Okanagan Total</b>	<b>2,185</b>	<b>2,414</b>	<b>2,609</b>	<b>2,666</b>	<b>2,582</b>	
Vancouver	Undergraduate	Diploma & Certificate	193	273	304	341	423
		Baccalaureate Degree	10,768	11,129	11,340	11,363	11,259
		Post-Baccalaureate Degree	24	27	44	42	44
		Non-Degree	1,230	173	775	1,070	938
		<b>Undergraduate Total</b>	<b>12,215</b>	<b>11,602</b>	<b>12,463</b>	<b>12,816</b>	<b>12,664</b>
	Residents	<b>Residents Total</b>			<b>4</b>	<b>2</b>	<b>2</b>
	Graduate	Master's Degree	2,266	2,199	2,510	2,567	2,513
		Doctoral Degree	1,617	1,703	1,827	1,858	1,840
		<b>Graduate Total</b>	<b>3,883</b>	<b>3,902</b>	<b>4,337</b>	<b>4,425</b>	<b>4,353</b>
		<b>Vancouver Total</b>	<b>16,098</b>	<b>15,504</b>	<b>16,804</b>	<b>17,243</b>	<b>17,019</b>
<b>Grand Total</b>			<b>18,283</b>	<b>17,918</b>	<b>19,413</b>	<b>19,909</b>	<b>19,601</b>

## HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2023/24?

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 25 identifies that 2,253 new-to-UBC transfer students enrolled in Vancouver and 661 enrolled in an Okanagan program. In addition, 1,356 students transferred internally between UBC programs in Vancouver and 475 in the Okanagan. The Vancouver campus enrolled 543 international new-to-UBC transfer students and 64 enrolled in the Okanagan.

FIGURE 25: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2023/24

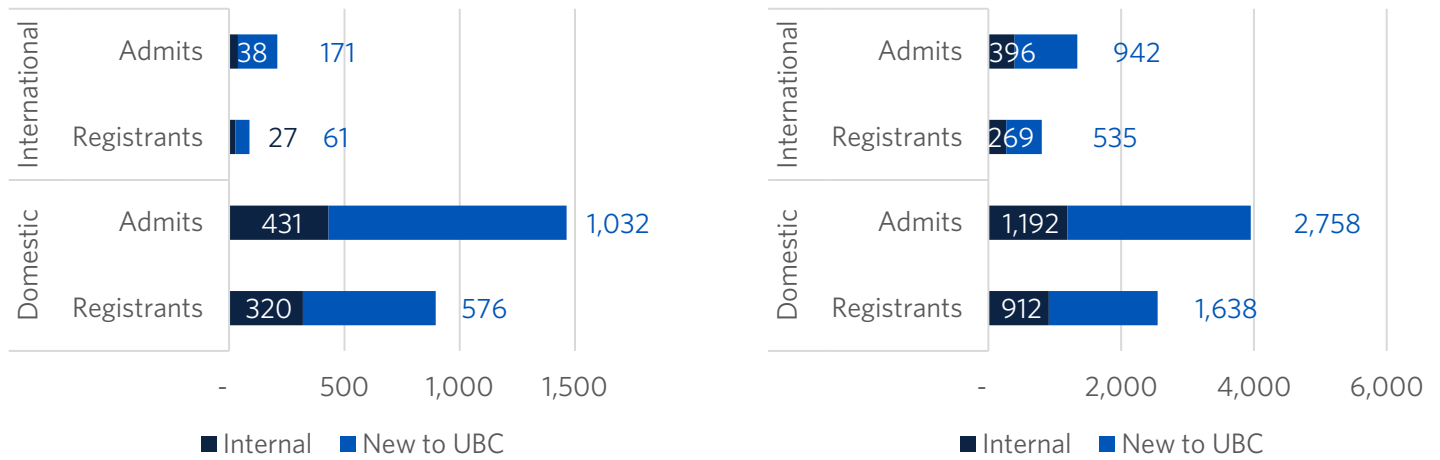
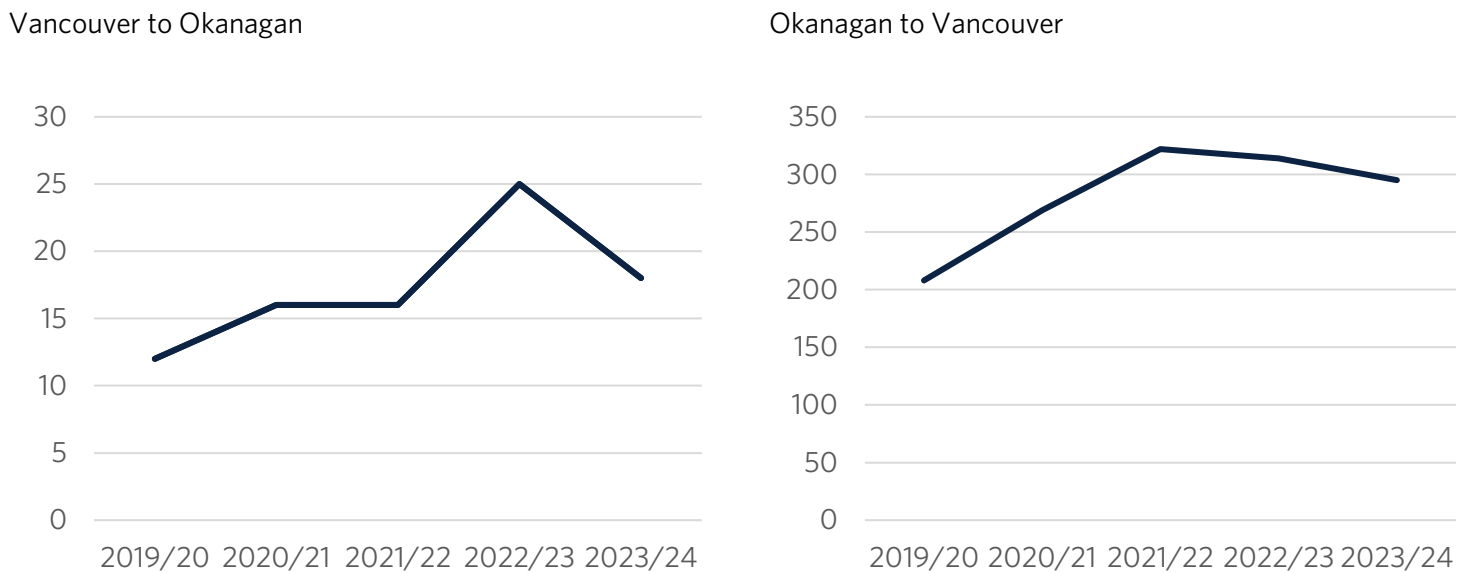


Figure 26 focuses on UBC students who transferred between programs on different campuses. In 2023/24 this included a total of 313 undergraduate students. Eighteen students transferred to the Okanagan campus from a Vancouver program, and 295 students transferred to Vancouver from the Okanagan campus.

FIGURE 26: 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 2023/24, students transitioned into: Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver

campus). The headcounts for 2023/24 Vantage College students are: 42 students in the Applied Science stream, and 94 in the Science stream.

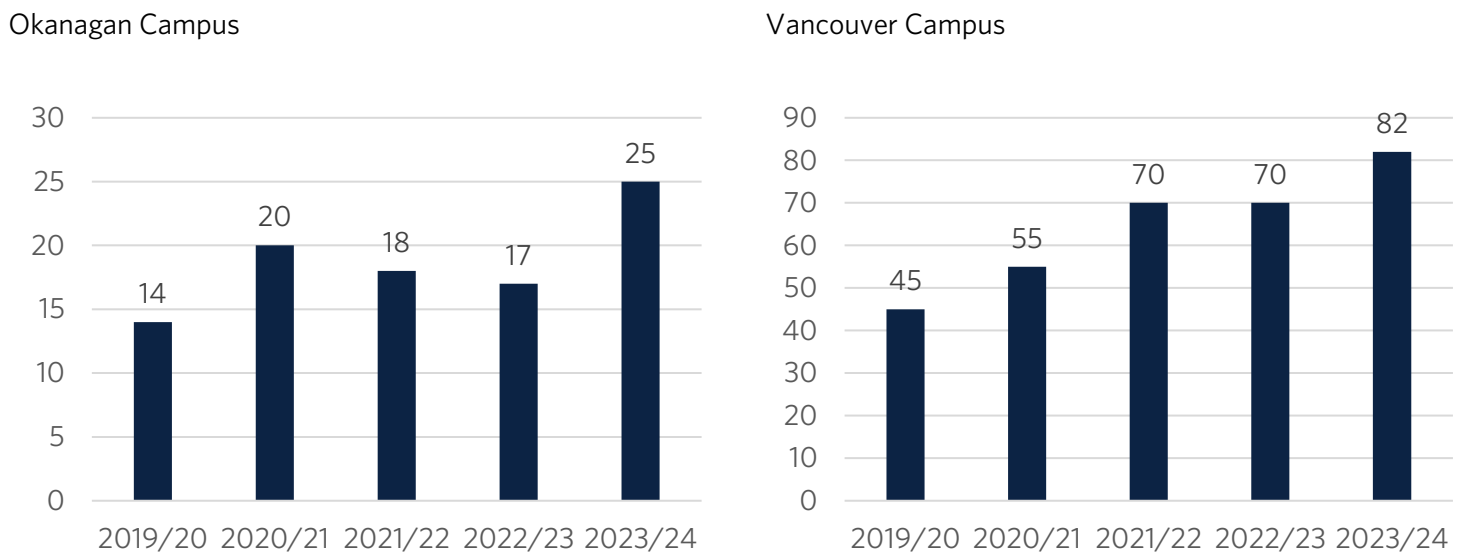
## HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

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 to: help students navigate the application and admission process; navigate the services and resources available to them at UBC and in the broader community; and provide social and developmental programming for students with lived experience in care.

Undergraduate, unclassified, and second-degree students with lived experience in care are eligible for a tuition waiver at UBC. The age limit for UBC tuition waiver eligibility was lifted effective 2021/22, recognizing and expanding access to students whose journey to post-secondary was delayed after “aging out” of care.

Since the inception of the Provincial Tuition Waiver in 2017/18, the number of registered students at UBC who were “post-care” has more than doubled. Following the elimination of the age limit effective August 1, 2023, we expect further growth in this demographic. There are currently 107 former youth in care studying at UBC on either a Provincial or UBC tuition waiver, a 23% increase from 87 students in 2022/23. Since the inception of the program in 2013, 68 former youth in care students have graduated from UBC with undergraduate degrees. Figure 27 shows that in 2023/24 tuition waiver initiatives are providing support to 107 students who were formerly in government care.

FIGURE 27: 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-

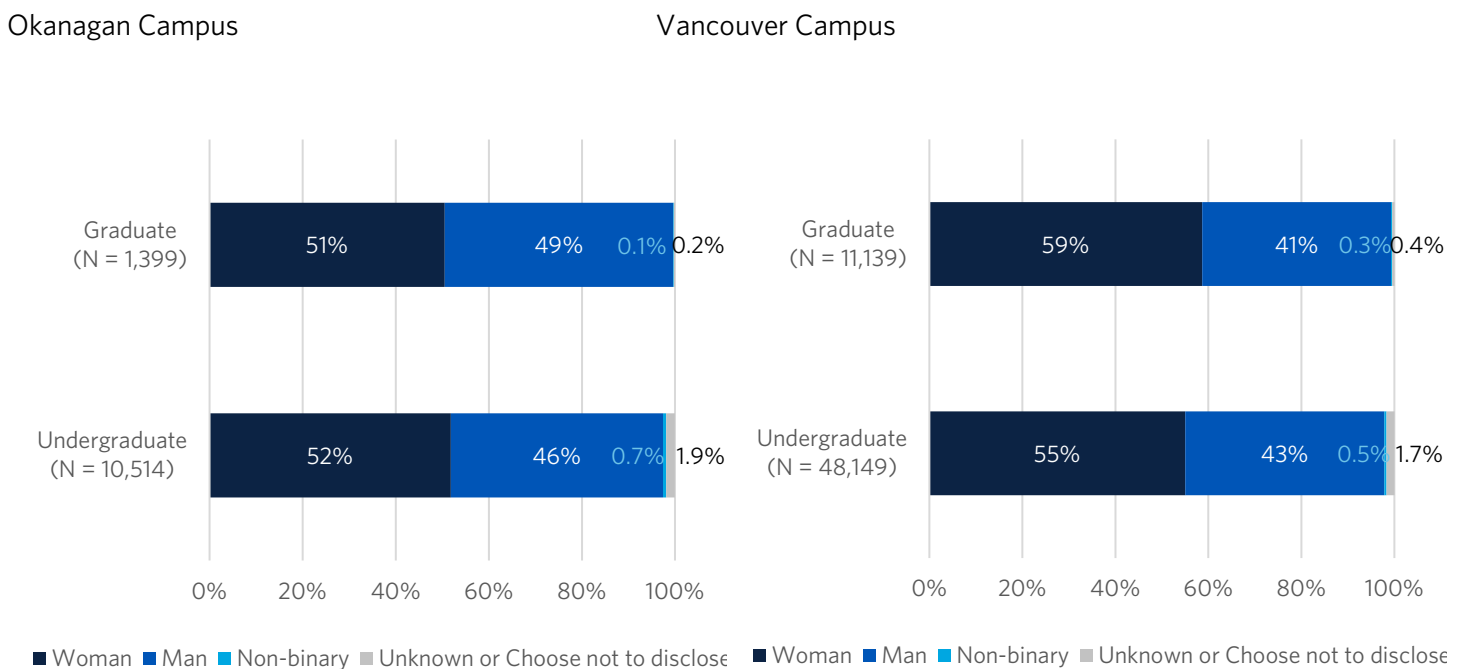
UBC students enrolled in 2023/24. In all, there are 40 WUSC students enrolled at UBC. Together, UBC’s student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students’ tuition, book fees, and partial housing and living expenses.

## WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC’S STUDENTS?

In addition to the gender values denoting woman and man, undergraduate students applying to UBC via EducationPlannerBC (EPBC) are provided with the additional marker choices of non-binary and choose not to disclose. These additional values result in two gender data sets as continuing students do not have access to these additional gender marker choices in the current student system. This issue will be resolved and all students will have access to the updated gender marker choices with the upgrade and modernization of UBC’s student information system to Workday Student this spring.

The gender distribution of students enrolled at UBC in 2023/24 was generally consistent across both campuses, with women students representing a small majority on both campuses (see Figure 28). There are 201 students on the Okanagan campus and 870 students on the Vancouver campus with ‘no declared gender’ for 2023/24.

FIGURE 28: STUDENTS’ GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24

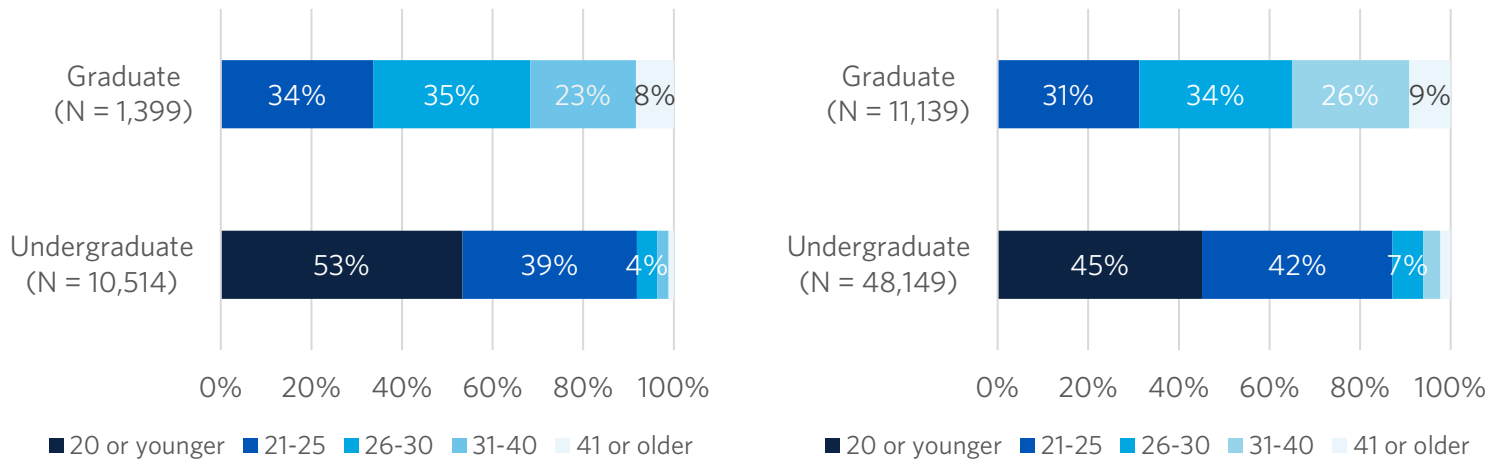


The majority of undergraduate students, in 2023/24, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 29). On the Okanagan campus, the undergraduate students’ average age, in 2023/24, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (35%), followed by the 21-25-year age group (34%); 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 21-25-year age group (31%); the graduate students’ average age was 30 years.

FIGURE 29: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24

Okanagan Campus

Vancouver Campus



### WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2023/24, UBC's international students, at both campuses combined, were citizens of over 160 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 30 (N = 2,582) and 31 (N = 17,010) provide maps of the countries or territories of citizenship for undergraduate and graduate students at each campus. About one third (31%) of UBC's international students held Chinese citizenship in 2023/24 (N = 6,126). Following China, the most common countries of citizenship were India, the U.S.A., and Iran.

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 2023/24, 110 countries and territories were represented by 2,582 students.

A total of 157 countries were represented by 17,010 international students on the Vancouver campus in 2023/24 as seen in Figure 31 (N = 17,017 with 7 Unknown). Thirty-two percent of these international students held Chinese citizenship (N = 5,433). Since 2013/14, the number of international students with Indian citizenship has increased by 567%.

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

Student Level	Citizenship	2019/20	2020/21	2021/22	2022/23	2023/24	Change from 2019/20
Undergraduate	India	255	358	453	468	429	68%
	China	536	574	486	446	424	-21%
	United States of America	83	101	107	90	94	13%
	Indonesia	37	47	48	69	76	105%
	Hong Kong	46	48	63	53	59	28%
	Japan	41	42	50	49	45	10%
	Mexico	30	42	40	44	39	30%
	Korea, South	43	48	44	44	38	-12%
	Brazil	33	43	40	36	33	0%
	Malaysia	29	26	34	35	32	10%
	Other	666 (94)	689 (96)	774 (105)	686 (101)	630 (96)	-5%
		<b>Undergraduate Total</b>	<b>1,799</b>	<b>2,018</b>	<b>2,139</b>	<b>2,020</b>	<b>1,899</b>
Graduate	Iran	81	98	113	137	149	84%
	India	78	65	97	134	126	62%
	China	62	58	73	100	121	95%
	Bangladesh	30	28	30	42	44	47%
	United States of America	23	24	24	30	26	13%
	Sri Lanka	7	9	8	18	19	171%
	Pakistan	11	12	17	20	18	64%
	Nigeria	5	*	6	12	16	275%
	Egypt	8	9	9	15	14	75%
	Mexico	5	6	5	10	12	450%
	Other	76 (44)	84 (41)	88 (43)	128 (46)	138 (48)	36%
		<b>Graduate Total</b>	<b>386</b>	<b>396</b>	<b>470</b>	<b>646</b>	<b>683</b>
<b>Grand Total</b>		<b>2,185</b>	<b>2,414</b>	<b>2,609</b>	<b>2,666</b>	<b>2,582</b>	<b>18%</b>

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	2019/20	2020/21	2021/22	2022/23	2023/24	Change from 2019/20
Undergraduate	China	4,997	4,936	4,729	4,453	4,223	-15%
	India	1,211	1,575	1,977	2,297	2,230	84%
	United States of America	981	902	891	871	902	-8%
	Indonesia	265	290	349	436	500	89%
	Korea, South	446	439	446	453	447	0%
	Hong Kong	271	266	309	371	396	46%
	Japan	294	192	250	323	359	22%
	Vietnam	119	148	175	211	231	94%
	Taiwan	167	180	185	181	205	23%
	Bangladesh	129	137	163	162	168	30%
	Other	3,335 (134)	2,537 (130)	2,989 (134)	3,058 (134)	3,003 (137)	-10%
	<b>Undergraduate Total</b>	<b>12,215</b>	<b>11,602</b>	<b>12,463</b>	<b>12,816</b>	<b>12,664</b>	<b>4%</b>
Graduate	China	959	1,060	1,097	1,134	1,210	26%
	United States of America	637	608	634	605	572	-10%
	India	494	459	535	596	543	10%
	Iran	261	298	371	402	426	63%
	Hong Kong	29	45	110	129	125	331%
	Mexico	92	89	124	104	96	4%
	Nigeria	71	72	82	78	79	11%
	Brazil	87	89	91	86	76	-13%
	United Kingdom - British citizen	90	86	95	90	72	-20%
	Bangladesh	40	45	52	54	69	73%
	Other	1,123 (110)	1,051 (108)	1,146 (108)	1,147 (112)	1,085 (109)	-3%
	<b>Graduate Total</b>	<b>3,883</b>	<b>3,902</b>	<b>4,337</b>	<b>4,425</b>	<b>4,353</b>	<b>12%</b>
<b>Grand Total</b>		<b>16,098</b>	<b>15,504</b>	<b>16,800</b>	<b>17,241</b>	<b>17,017</b>	<b>6%</b>

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



FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2023/24, OKANAGAN CAMPUS

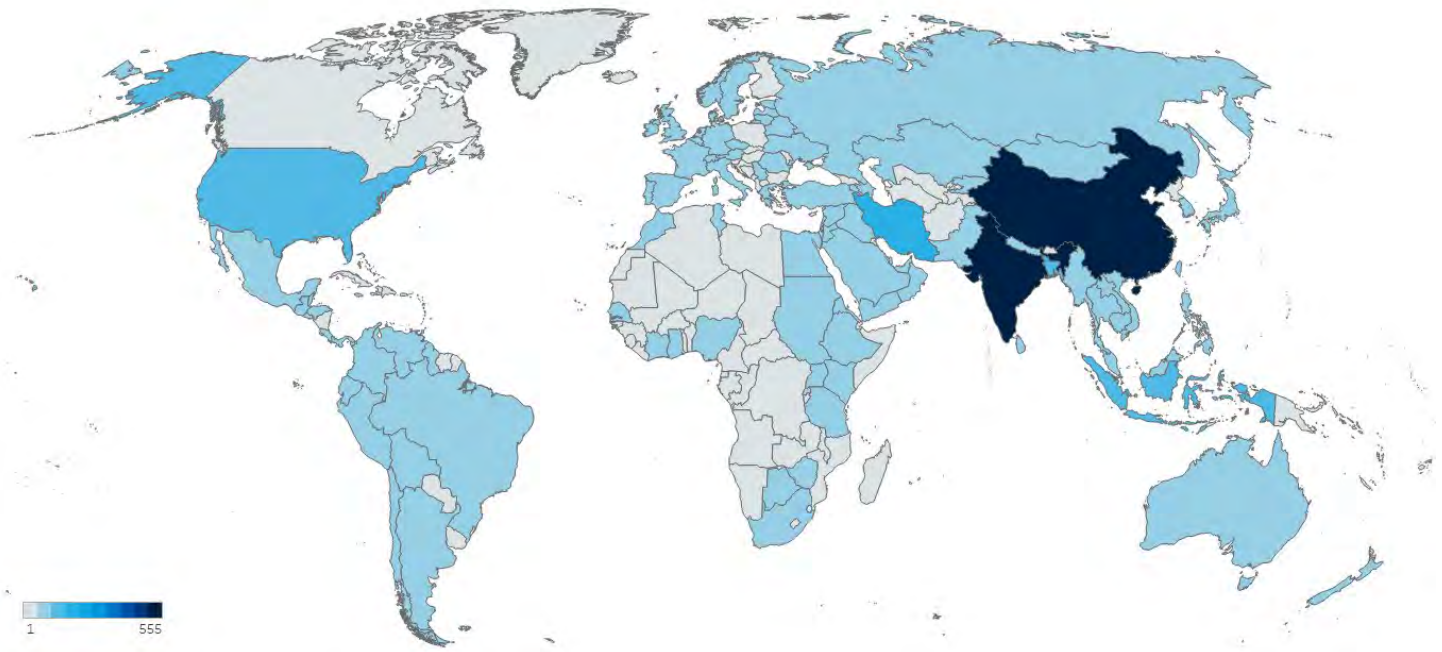
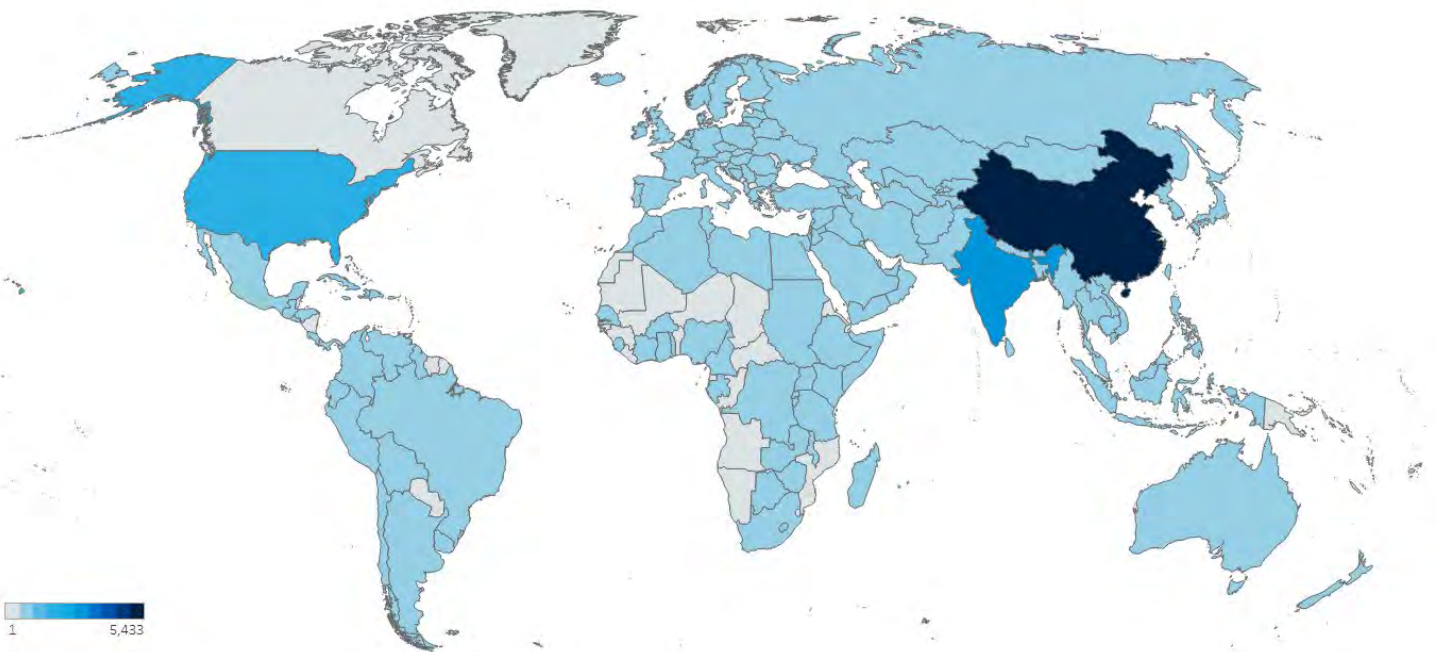


FIGURE 31: INTERNATIONAL STUDENTS' CITIZENSHIP, 2023/24, VANCOUVER CAMPUS



## RETENTION AND COMPLETION RATES

### 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 (June). Credentials are reported by calendar year. Table 10 shows the credentials awarded over the past five calendar years. A total of 2,325 credentials were awarded to Okanagan campus graduates in 2023. Since 2005, over 26,600 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 6% growth in the number of credentials awarded annually between 2019 and 2023. Nearly 13,500 credentials were awarded to students on the Vancouver campus in 2023.

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

Campus	Program Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,233	1,326	1,501	1,511	1,476
		Post-Baccalaureate Degree	86	105	119	110	103
		<i>International</i>					
		Baccalaureate Degree	161	207	287	374	359
		<b>Undergraduate Total</b>	<b>1,480</b>	<b>1,638</b>	<b>1,907</b>	<b>1,995</b>	<b>1,938</b>
	Graduate	<i>Domestic</i>					
		Master's Degree	185	206	201	196	185
		Doctoral Degree	30	26	37	42	29
		<i>International</i>					
		Master's Degree	78	81	101	81	140
		Doctoral Degree	15	22	24	23	33
		<b>Graduate Total</b>	<b>308</b>	<b>335</b>	<b>363</b>	<b>342</b>	<b>387</b>
<b>Okanagan Total</b>	<b>1,788</b>	<b>1,973</b>	<b>2,270</b>	<b>2,337</b>	<b>2,325</b>		
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	556	502	537	542	514
		Baccalaureate Degree	5,580	5,655	5,722	5,399	5,495
		Post-Baccalaureate Degree	1,200	1,242	1,239	1,204	1,194
		<i>International</i>					
		Diploma & Certificate	52	65	101	99	123
	Baccalaureate Degree	2,052	2,292	2,398	2,310	2,321	
	Post-Baccalaureate Degree	15	8	6	15	15	
	<b>Undergraduate Total</b>	<b>9,455</b>	<b>9,764</b>	<b>10,003</b>	<b>9,569</b>	<b>9,662</b>	
	Graduate	<i>Domestic</i>					
		Master's Degree	1,797	1,673	1,903	1,966	2,028
		Doctoral Degree	305	348	297	316	310
		<i>International</i>					
Master's Degree		907	1,011	1,071	1,043	1,247	
Doctoral Degree		189	175	176	178	207	
<b>Graduate Total</b>		<b>3,198</b>	<b>3,207</b>	<b>3,447</b>	<b>3,503</b>	<b>3,792</b>	
<b>Vancouver Total</b>	<b>12,653</b>	<b>12,971</b>	<b>13,450</b>	<b>13,072</b>	<b>13,454</b>		
<b>Grand Total</b>	<b>14,441</b>	<b>14,944</b>	<b>15,720</b>	<b>15,409</b>	<b>15,779</b>		

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 30% between 2019 and 2023 (see Table 11). Indigenous students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2023. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2023.

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

Campus	Program Level	2019		2020		2021		2022		2023	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	88	6%	81	5%	119	6%	138	7%	122	6%
	Graduate	10	3%	15	4%	12	3%	18	5%	14	4%
	<b>Okanagan Total</b>	<b>98</b>	<b>5%</b>	<b>96</b>	<b>5%</b>	<b>131</b>	<b>6%</b>	<b>156</b>	<b>7%</b>	<b>136</b>	<b>6%</b>
Vancouver	Undergraduate	189	2%	188	2%	225	2%	215	2%	237	2%
	Graduate	68	2%	62	2%	104	3%	75	2%	89	2%
	<b>Vancouver Total</b>	<b>257</b>	<b>2%</b>	<b>250</b>	<b>2%</b>	<b>329</b>	<b>2%</b>	<b>290</b>	<b>2%</b>	<b>326</b>	<b>2%</b>
<b>Grand Total</b>		<b>355</b>	<b>2%</b>	<b>346</b>	<b>2%</b>	<b>460</b>	<b>3%</b>	<b>446</b>	<b>3%</b>	<b>462</b>	<b>3%</b>

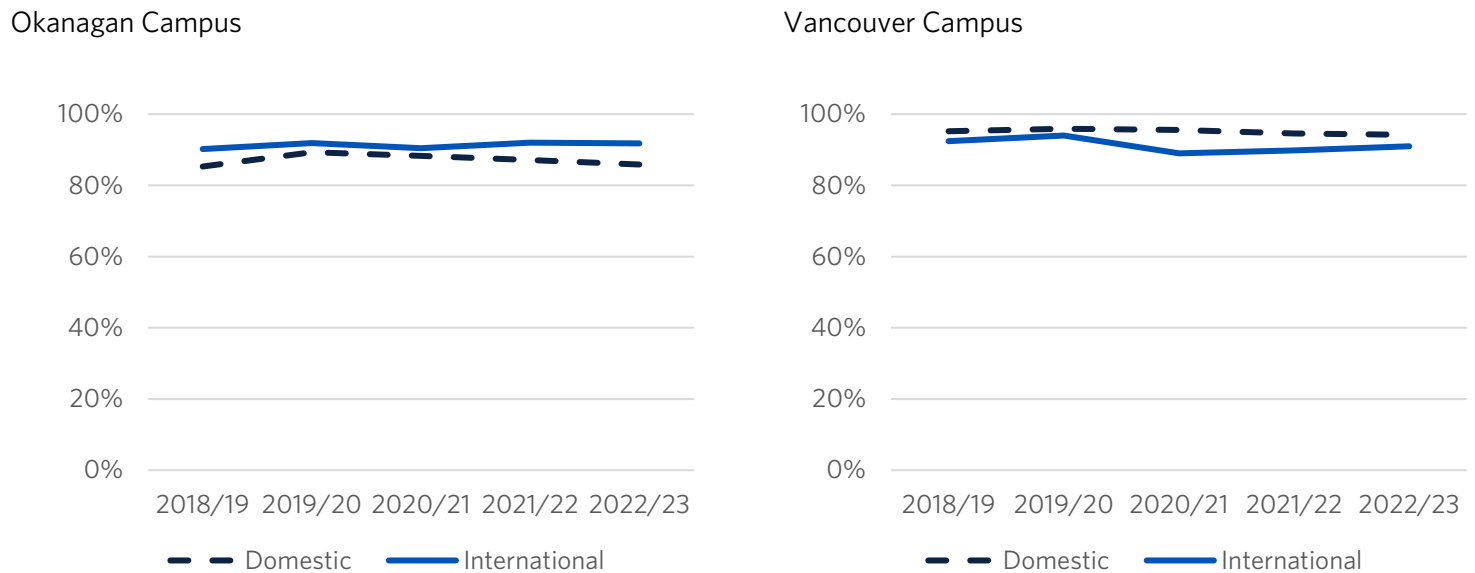
## WHAT ARE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

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, 87% of the 2022/23 cohort of UBC Okanagan first-year undergraduate students were retained into 2023/24; 86% of the domestic cohort and 92% of the international cohort were retained.

For UBC Vancouver, 93% of the 2022/23 cohort of first-year undergraduate students were retained into 2023/24. Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 32). With the most recent cohort, 94% of domestic students and 91% of international first-year students were retained from 2022/23 into 2023/24.

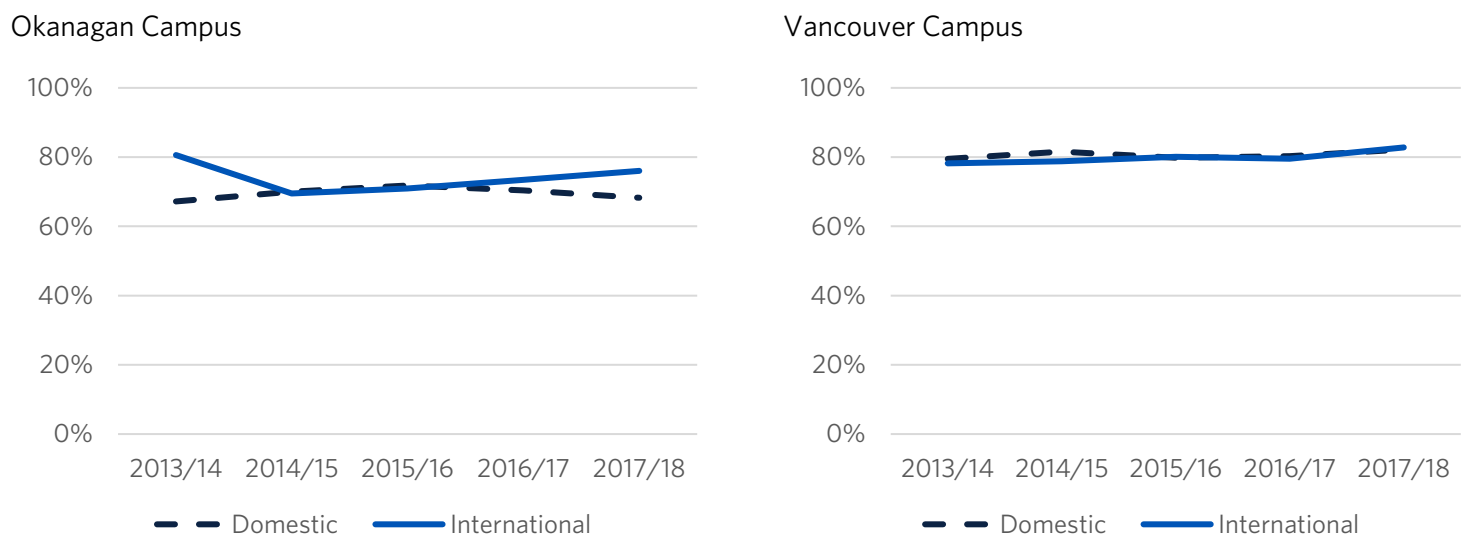
FIGURE 32: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS



With respect to the cohort of undergraduate students who began their degree programs in 2017/18, 68% of UBC Okanagan students and 82% of UBC Vancouver students completed their programs within six years.

Overall, six-year completion rates have remained consistent over time. Figure 33 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

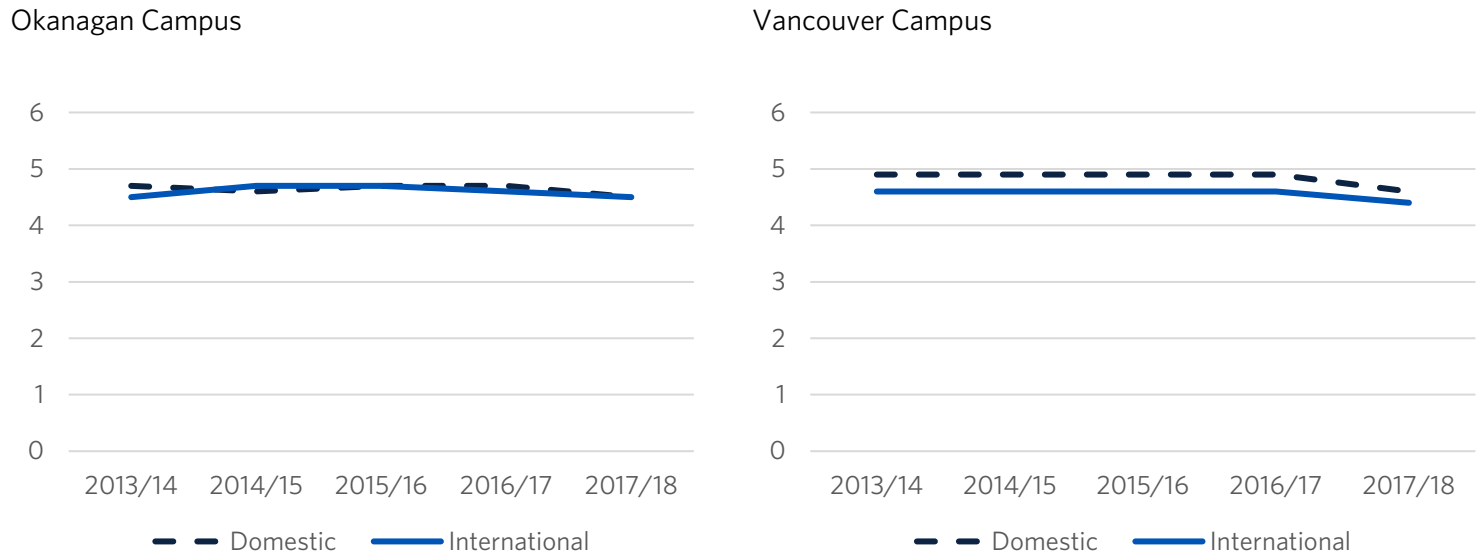
FIGURE 33: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



With respect to the cohort of undergraduate students who began their degree programs in 2017/18, UBC Okanagan students graduated in an average of 4.5 years with both domestic and international students both graduating in an average of 4.5 years. UBC Vancouver students also graduated in an average of 4.5 years with domestic students

graduating in an average of 4.6 years and international students completing their degree in an average of 4.4 years. Average time to completion for each campus are shown in Figure 34 for the past five years.

FIGURE 34: AVERAGE TIME TO COMPLETION OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

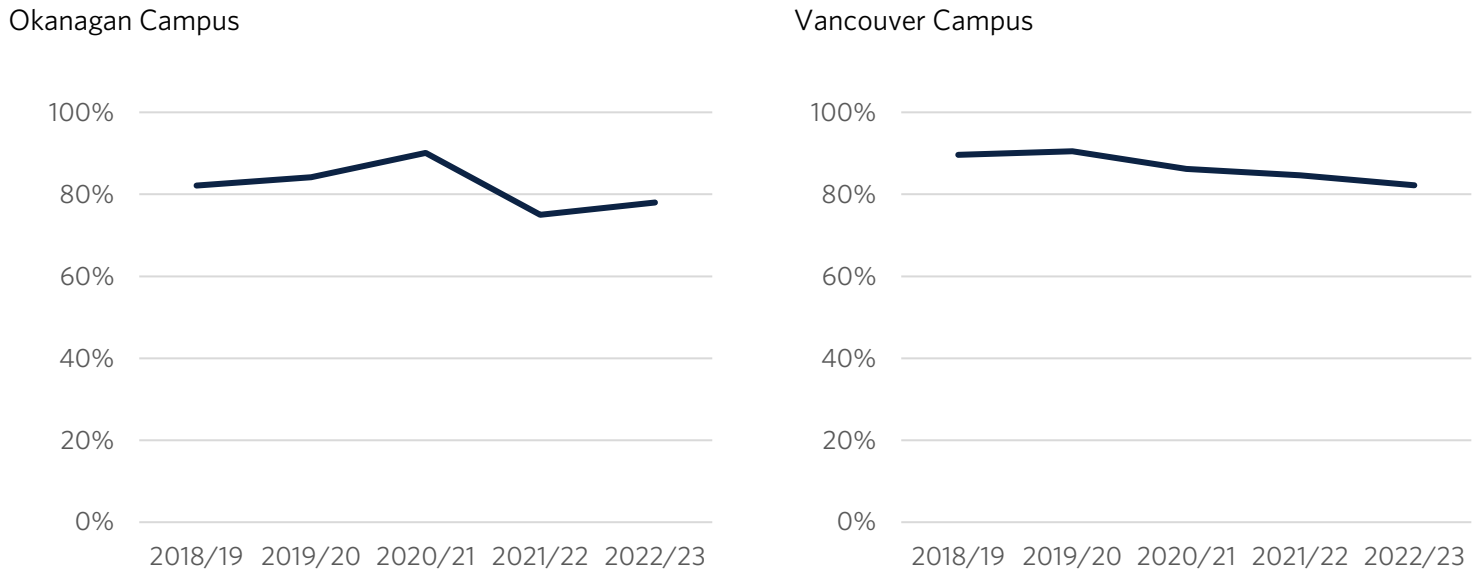


### WHAT ARE UBC’S INDIGENOUS UNDERGRADUATE STUDENTS’ RETENTION AND COMPLETION RATES?

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. It is important to note that the change in even just a few students in this student population can greatly affect the retention rate.

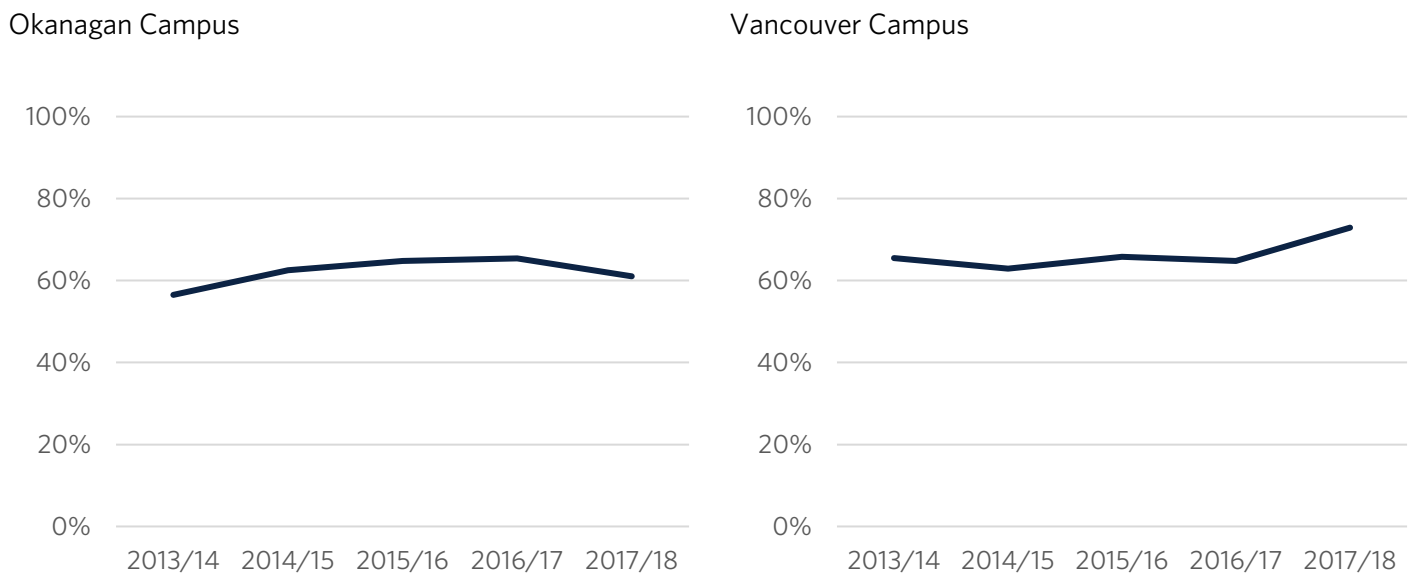
Overall, 78% of the 2022/23 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2023/24, and for UBC Vancouver, 82% were retained.

FIGURE 35: RETENTION RATES OF INDIGENOUS STUDENTS, BY ENTRY YEAR, BY CAMPUS



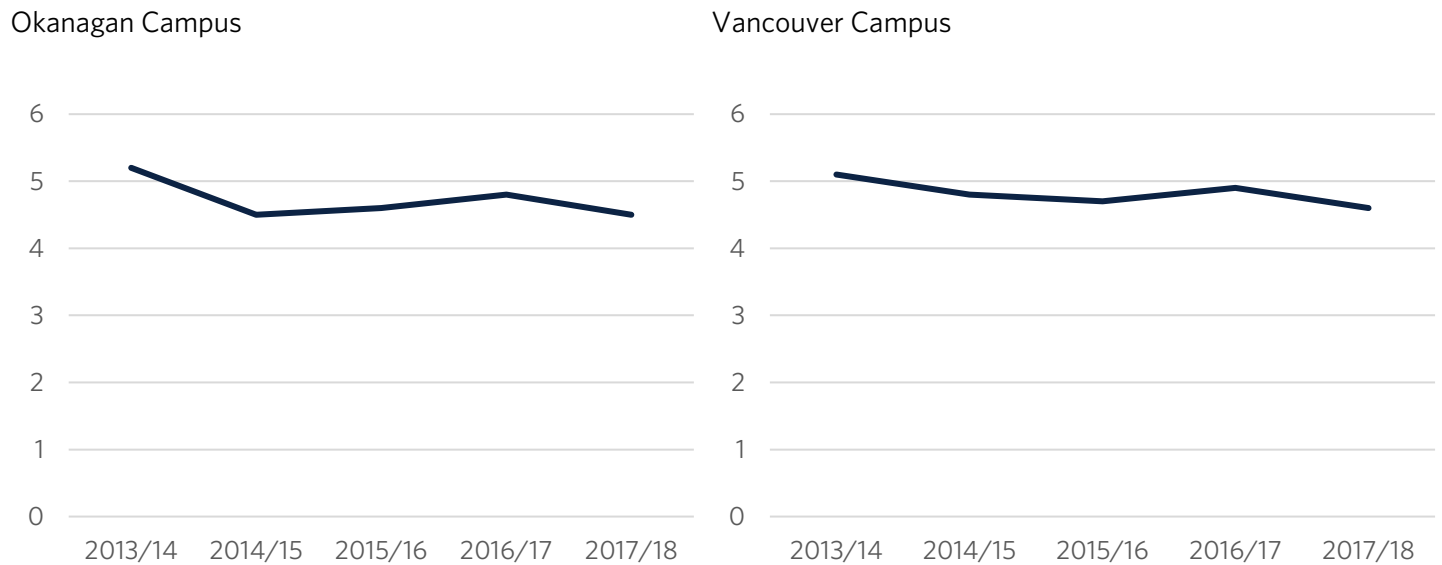
With respect to the cohort of full-time Indigenous undergraduate students who began the first year of their degree programs in 2017/18, 61% of UBC Okanagan students and 73% of UBC Vancouver students completed their programs within six years.

FIGURE 36: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



Indigenous undergraduate students who began the first-year of their degree programs in 2017/18, students completed their studies in an average of 4.6 years. UBC Okanagan students graduated in an average of 4.5 years and UBC Vancouver in an average of 4.6 years.

FIGURE 37: AVERAGE TIME TO COMPLETION 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 38 and 39 show the cohorts of UBC Okanagan and Vancouver master’s students (Okanagan, N = 748; Vancouver, N = 9,493) who began their programs between 2014/15 and 2017/18, 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 95% (N = 160) within six years and took an average of 1.9 years to complete their studies. Thesis optional students had a graduation rate of 97% (N = 251) and took an average of 2.0 years to complete their programs while 90% (N = 334) of students in programs requiring a thesis graduated in an average of 2.5 years.

On the Vancouver campus, 96% (N = 5,540) of course based master’s students graduated within six years and took an average of 1.9 years to complete their programs. Ninety-five percent (N = 1,670) of thesis optional students graduated within six years and took an average of 2.0 years to complete, and 94% (N = 2,255) 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 38: MASTER’S STUDENTS’ YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, OKANAGAN CAMPUS

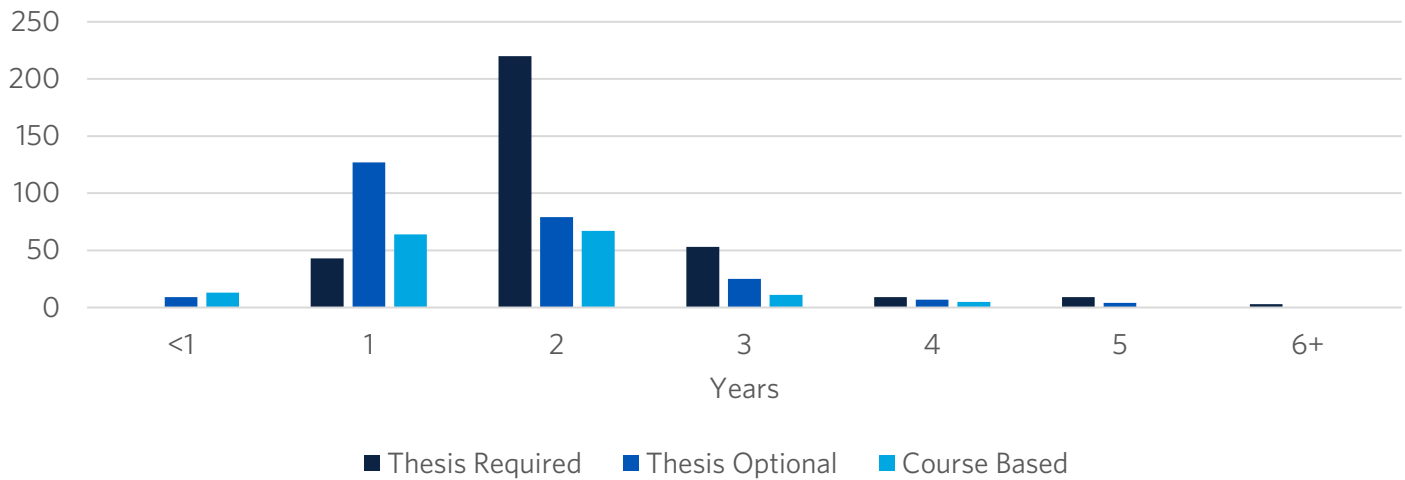
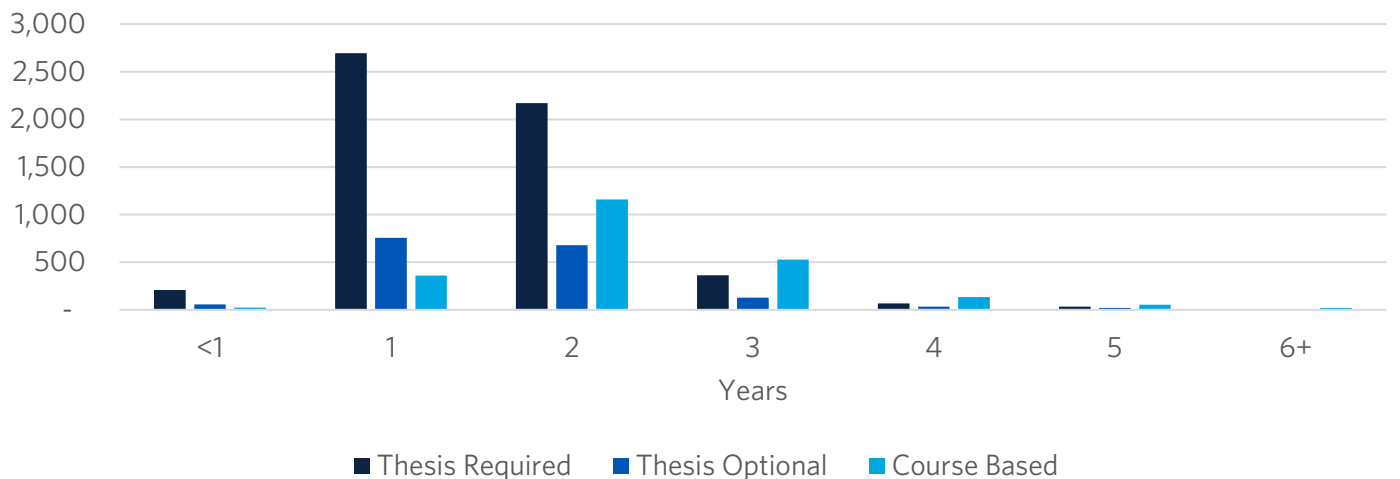


FIGURE 39: MASTER’S STUDENTS’ YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, VANCOUVER CAMPUS



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, 154 (75%) of the 207 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2010/11 and 2013/14). The 154 students who have completed are shown in Figure 40. The 53 (25%) students who did not complete their degrees withdrew from their program after an average of 2.9 years of study. Okanagan doctoral students took an average of 5.2 years to complete their studies and are shown in Figure 40.

For the Vancouver campus, 2,125 students began their studies between 2010/11 and 2013/14, and 1,801 (85%) completed their doctoral degrees within nine years. The 2,125 students who completed their programs are shown in Figure 41. There were 324 (15%) students who did not complete their degrees and withdrew from their programs on

average after 2.7 years of study. The students who completed their degree within nine years took an average of 5.7 years to complete their studies.

FIGURE 40: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, OKANAGAN CAMPUS

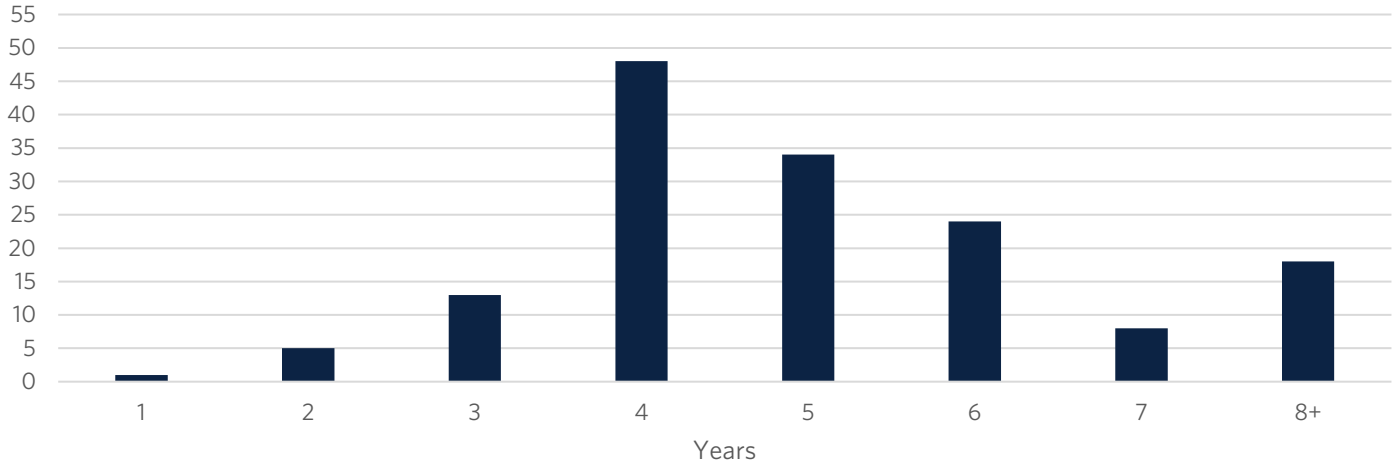
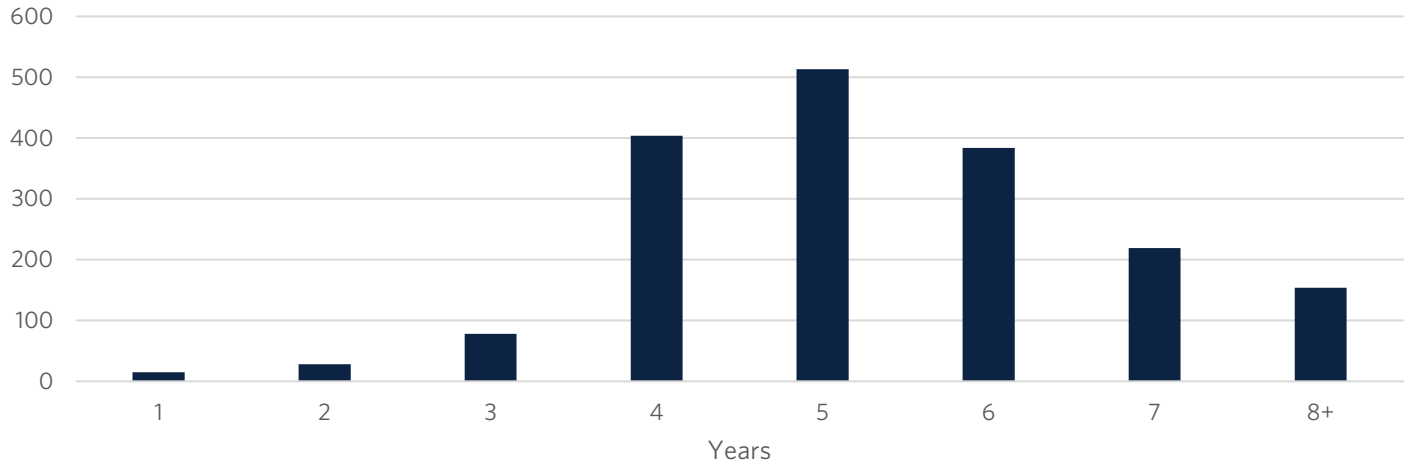


FIGURE 41: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, VANCOUVER CAMPUS



# APPENDIX A: HEADCOUNT ENROLMENT TABLES

## OKANAGAN CAMPUS

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

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,406	351	1,757	1,337	366	1,703	1,371	344	1,715
	Master of Applied Science	50	82	132	41	102	143	37	90	127
	Master of Arts		1	1		1	1			
	Master of Engineering	6	83	89	8	149	157	9	151	160
	Master of Science								1	1
	Doctor of Philosophy	58	133	191	66	141	207	70	140	210
<b>Applied Science Total</b>		<b>1,520</b>	<b>650</b>	<b>2,170</b>	<b>1,452</b>	<b>759</b>	<b>2,211</b>	<b>1,487</b>	<b>726</b>	<b>2,213</b>
Creative and Critical Studies	Bachelor of Fine Arts	109	19	128	127	20	147	137	17	154
	Master of Arts	21	8	29	14	10	24	18	14	32
	Master of Fine Arts	20	7	27	17	11	28	18	11	29
	Doctor of Philosophy	11	11	22	8	10	18	10	9	19
<b>Creative and Critical Studies Total</b>		<b>161</b>	<b>45</b>	<b>206</b>	<b>166</b>	<b>51</b>	<b>217</b>	<b>183</b>	<b>51</b>	<b>234</b>
Education	Bachelor of Education	220		220	237	1	238	232		232
	Cert in Inter and Cont Ed Post-baccalaureate	1		1	2		2	1		1
	Cert in Teaching English and Additional Languages				3		3	7		7
	Dipl in Inter and Cont Ed Post-baccalaureate	16		16	8		8	12		12
	Master of Arts	6	6	12	6	6	12	3	4	7
	Master of Education	54	1	55	50	9	59	44	13	57
	Doctor of Philosophy	8		8	8		8	6		6
	<b>Education Total</b>		<b>305</b>	<b>7</b>	<b>312</b>	<b>314</b>	<b>16</b>	<b>330</b>	<b>305</b>	<b>17</b>
Health and Social Development	Bachelor of Health and Exercise Sciences				239	12	251	435	16	451
	Bachelor of Human Kinetics	853	11	864	591	8	599	371	1	372
	Bachelor of Science in Nursing	603	4	607	616	9	625	687	17	704
	Master of Arts	6	1	7	6	1	7	5	2	7
	Master of Science	13	3	16	9	6	15	15	4	19
	Master of Science in Nursing	51		51	49	2	51	35	3	38
	Master of Social Work	112	1	113	128		128	134	4	138
	Doctor of Philosophy	49	8	57	54	13	67	50	12	62
<b>Health and Social Development Total</b>		<b>1,687</b>	<b>28</b>	<b>1,715</b>	<b>1,692</b>	<b>51</b>	<b>1,743</b>	<b>1,732</b>	<b>59</b>	<b>1,791</b>
IKB Arts and Social Sciences	Bachelor of Nle?kepmx Language Fluency							6		6
	Bachelor of Nsyilxcn Language Fluency	9		9	18		18	16		16
	Bachelor of St'at'imc Language Fluency							13		13
	Master of Arts	36	15	51	42	27	69	45	27	72
	Doctor of Philosophy	51	11	62	43	17	60	41	23	64
<b>Arts and Social Sciences Total</b>		<b>96</b>	<b>26</b>	<b>122</b>	<b>103</b>	<b>44</b>	<b>147</b>	<b>121</b>	<b>50</b>	<b>171</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
IKB Science	Master of Arts	1		1	1	1	2	1	1	2
	Master of Data Science	15	16	31	9	21	30	14	26	40
	Master of Science	93	49	142	103	73	176	101	94	195
	Doctor of Philosophy	46	32	78	48	44	92	51	51	102
<b>Science Total</b>		<b>155</b>	<b>97</b>	<b>252</b>	<b>161</b>	<b>139</b>	<b>300</b>	<b>167</b>	<b>172</b>	<b>339</b>
Management	Bachelor of Management	675	385	1,060	677	339	1,016	679	281	960
	Master of Arts	2		2	1		1			
	Master of Management				9		9	7		7
	Master of Science		1	1		1	1		1	1
	Doctor of Philosophy	4	1	5	2	1	3	2	2	4
<b>Management Total</b>		<b>681</b>	<b>387</b>	<b>1,068</b>	<b>689</b>	<b>341</b>	<b>1,030</b>	<b>688</b>	<b>284</b>	<b>972</b>
Creative and Critical Studies/IKB Science	Bachelor of Media Studies	47	10	57	54	9	63	70	12	82
	Bachelor of Sustainability				30	1	31	55	7	62
<b>Creative and Critical Studies/ Science Total</b>		<b>47</b>	<b>10</b>	<b>57</b>	<b>84</b>	<b>10</b>	<b>94</b>	<b>125</b>	<b>19</b>	<b>144</b>
IKB Arts and Social Sciences/Creative and Critical Studies/ IKB Science	Bachelor of Arts	2,176	622	2,798	2,112	539	2,651	2,082	492	2,574
	<b>Studies/ Science Total</b>	<b>2,176</b>	<b>622</b>	<b>2,798</b>	<b>2,112</b>	<b>539</b>	<b>2,651</b>	<b>2,082</b>	<b>492</b>	<b>2,574</b>
IKB Arts and Social Sciences/IKB Science	Bachelor of Science	2,421	681	3,102	2,432	657	3,089	2,309	670	2,979
<b>Arts and Social Sciences/ Science Total</b>		<b>2,421</b>	<b>681</b>	<b>3,102</b>	<b>2,432</b>	<b>657</b>	<b>3,089</b>	<b>2,309</b>	<b>670</b>	<b>2,979</b>
Non-Degree	Access Studies	50		50	47		47	54		54
	Exchange		48	48		53	53	5	38	43
	Unclassified	79	2	81	52		52	66	2	68
	Visiting	2	6	8	8	6	14	7	2	9
<b>Non-Degree Total</b>		<b>131</b>	<b>56</b>	<b>187</b>	<b>107</b>	<b>59</b>	<b>166</b>	<b>132</b>	<b>42</b>	<b>174</b>
<b>Grand Total</b>		<b>9,148</b>	<b>2,414</b>	<b>11,562</b>	<b>9,380</b>	<b>2,609</b>	<b>11,989</b>	<b>9,331</b>	<b>2,582</b>	<b>11,913</b>

VANCOUVER CAMPUS

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

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,764	1,570	5,334	3,799	1,516	5,315	4,025	1,450	5,475
	Bachelor of Design in Arch Landscape-Arch Urbanism	101	25	126	149	36	185	178	41	219
	Bachelor of Environmental Design	6	1	7						
	Bachelor of Science in Nursing	245		245	275		275	299		299
	Graduate Cert in Global Mine Waste Management				7	8	15	5	7	12
	Graduate Certificate in Clinical Informatics							11		11
	Master of Advanced Studies in Architecture	1	6	7		7	7	1	4	5
	Master of Advanced Studies Landscape Architecture	1	2	3	2	2	4		2	2
	Master of Applied Science	192	257	449	196	247	443	181	240	421
	Master of Architecture	158	14	172	143	8	151	147	12	159
	Master of Architecture / Master of Landscape Arch.	16		16	16		16	18		18
	Master of Arts (Planning)	3	1	4	2	1	3	1	1	2
	Master of Community and Regional Planning	69	13	82	64	21	85	62	21	83
	Master of Engineering	164	268	432	142	302	444	118	260	378
	Master of Engineering Leadership	43	133	176	38	155	193	22	110	132
	Master of Health Leadership and Policy	61	19	80	68	21	89	53	12	65
	Master of Landscape Architecture	56	23	79	58	19	77	53	16	69
	Master of Nursing	60		60	61		61	61		61
	Master of Science	1	4	5	1	5	6	4	4	8
	Master of Science in Nursing	105		105	84	1	85	78	7	85
	Master of Urban Design	7	18	25	4	6	10	10	9	19
	Doctor of Philosophy - Biomedical Engineering	37	31	68	41	42	83	46	46	92
	Doctor of Philosophy - Chemical & Biol Engineering	22	58	80	25	57	82	24	61	85
	Doctor of Philosophy - Civil Engineering	21	58	79	21	58	79	24	57	81
	Doctor of Philosophy - Community & Regional Planning	14	8	22	11	10	21	12	6	18
	Doctor of Philosophy - Electrical & Computer Eng	71	105	176	75	105	180	73	101	174
Doctor of Philosophy - Materials Engineering	18	43	61	13	42	55	14	35	49	
Doctor of Philosophy - Mechanical Engineering	27	59	86	29	68	97	30	70	100	
Doctor of Philosophy - Mining	13	27	40	16	22	38	15	20	35	
Doctor of Philosophy - Nursing	31	12	43	34	13	47	41	11	52	
Doctor of Philosophy - Total	254	401	655	265	417	682	279	407	686	
<b>Applied Science Total</b>		<b>5,307</b>	<b>2,755</b>	<b>8,062</b>	<b>5,374</b>	<b>2,772</b>	<b>8,146</b>	<b>5,606</b>	<b>2,603</b>	<b>8,209</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,265	4,289	13,554	9,223	4,306	13,529	9,452	4,256	13,708
	Bachelor of Fine Arts	269	93	362	278	90	368	297	87	384
	Bachelor of International Economics	198	217	415	192	198	390	179	192	371
	Bachelor of Media Studies	86	67	153	85	74	159	83	81	164
	Bachelor of Music	198	19	217	192	16	208	210	23	233
	Bachelor of Social Work	113	3	116	105	2	107	99		99
	Cert Dechinta Community & Land-Based Research				10		10			
	Certificate in Climate Studies and Action							3	3	6
	Diploma in Art History	17	1	18	18		18	13	1	14
	Diploma in Film Production		1	1						
	Diploma in Linguistics	13	1	14	9	2	11	9	1	10
	Diploma in Music Performance Studies	9	2	11	15	3	18	11	1	12
	Master of Archival Studies	12	6	18	18	5	23	17	9	26
	Master of Archival Studies & Library Info Studies	53	36	89	54	30	84	52	25	77
	Master of Arts	261	183	444	255	176	431	236	180	416
	Master of Arts (Asia Pacific Policy Studies)	1		1						
	Master of Data Science	6	31	37	10	25	35	6	30	36
	Master of Fine Arts	140	31	171	124	34	158	106	38	144
	Master of Journalism	51	25	76	47	28	75	38	29	67
	Master of Library and Information Studies	97	59	156	101	67	168	86	68	154
	Master of Music	47	15	62	45	20	65	37	13	50
Master of Public Policy and Global Affairs	69	34	103	55	47	102	56	52	108	
Master of Science	7	15	22	7	17	24	6	16	22	
Master of Social Work	34	5	39	42	6	48	44	4	48	
Doctor of Musical Arts	21	24	45	17	24	41	16	21	37	
Doctor of Philosophy	351	352	703	347	361	708	355	343	698	
<b>Arts Total</b>		<b>11,318</b>	<b>5,509</b>	<b>16,827</b>	<b>11,249</b>	<b>5,531</b>	<b>16,780</b>	<b>11,411</b>	<b>5,473</b>	<b>16,884</b>
Business	Bachelor of Business in Real Estate	16		16	16		16	21	1	22
	Bachelor of Commerce	2,460	1,512	3,972	2,527	1,516	4,043	2,593	1,450	4,043
	Certificate in Residential Valuation	175	3	178	172	1	173	178	4	182
	Post Grad Cert in Real Property Valuation	250	1	251	217	8	225	238	15	253
	Diploma in Accounting	344	237	581	271	247	518	285	282	567
	Diploma in Urban Land Economics	758	11	769	639	18	657	672	31	703
	International Master of Business Administration	9	50	59	17	54	71	18	20	38
	Juris Doctor/Master of Business Administration	5		5	5		5	6		6
	Master of Bus. Admin. & Master of Bus. Analytics	1	2	3	2		2	1	5	6
	Master of Business Administration	94	126	220	69	154	223	59	162	221
	Master of Business Analytics	39	101	140	16	62	78	4	80	84
	Master of Management	73	40	113	75	60	135	75	63	138
	Master of Science in Business Administration	4	9	13	5	15	20	4	10	14
	Professional Master of Business Administration	164	6	170	158	5	163	146	5	151
	Doctor of Philosophy	24	47	71	18	46	64	12	50	62
<b>Commerce and Business Administration Total</b>		<b>4,416</b>	<b>2,145</b>	<b>6,561</b>	<b>4,207</b>	<b>2,186</b>	<b>6,393</b>	<b>4,312</b>	<b>2,178</b>	<b>6,490</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	5		5	6		6	6		6
	Bachelor of Dental Science (Dental Hygiene)	165	1	166	155	2	157	146	3	149
	Doctor of Dental Medicine	222	6	228	230	5	235	242	6	248
	Master of Science	14	4	18	12	10	22	10	7	17
	MSc in Craniofacial Science/Dip in Prosthodontics	9		9	9		9	10		10
	MSc in Craniofacial Science/Dip. in Pediatric Dent	8		8	10		10	12	1	13
	MSc in Craniofacial Science/Dip. in Periodontics	7		7	6		6	6		6
	MSc in Craniofacial Science/Diploma in Endodontics	9		9	9		9	9		9
	MSc in Craniofacial Science/Diploma in Orthodontic	14		14	14		14	14		14
	Doctor of Philosophy	6	13	19	8	9	17	10	10	20
	PhD in Craniofacial Science/Dip in Prosthodontics		1	1		1	1	1		1
	PhD in Craniofacial Science/Diploma in Orthodontic	2	2	4	1	1	2	1		1
<b>Dentistry Total</b>		<b>461</b>	<b>27</b>	<b>488</b>	<b>460</b>	<b>28</b>	<b>488</b>	<b>467</b>	<b>27</b>	<b>494</b>
Education	Bachelor of Human Kinetics	1		1	1		1			
	Bachelor of Kinesiology	1,252	144	1,396	1,242	155	1,397	1,210	145	1,355
	Bachelor of Education	835	18	853	839	18	857	794	12	806
	Cert. in Infant Development & Supported Childcare	20		20	12		12	3		3
	Cert. in Teaching English as a Second Language	15	1	16	15		15	6		6
	Cert. in Technology-Based Learning for Schools	11	1	12	5	1	6			
	Cert.in Technology-Based Distributed Learning	11		11	3		3			
	Certificate in Early Years Education	8		8	4		4	3		3
	Certificate in Health and Wellness	1		1				3		3
	Certificate in Teacher Librarianship	27		27	28		28	28		28
	Graduate Certificate in Adult Learning & Education	1		1	2	1	3	2		2
	Graduate Certificate in Educational Technology	30	2	32	39		39	31		31
	Graduate Certificate in Higher Education				4	2	6			
	Graduate Certificate in Orientation and Mobility	16		16	7		7			
	High Performance Coaching and Technical Leadership	17	1	18	13		13	16		16
	International Development & Human Security Cert.	14		14	10		10	11	1	12
	Undergraduate Cert in Adult Learning & Education	2		2	2		2	6		6
	Diploma in Education	493	15	508	403	14	417	384	29	413
	Master of Arts	126	37	163	117	40	157	97	32	129
	Master of Education	567	105	672	657	138	795	613	169	782
	Master of Educational Technology	318	10	328	315	9	324	263	13	276
	Master of High Performance Coaching&Tec Leadership	30	1	31	25	1	26	26	1	27
	Master of Kinesiology	32	3	35	38	4	42	39	4	43
	Master of Museum Education	20	1	21	31	2	33	18	1	19
	Master of Science	39	11	50	34	11	45	44	10	54
	Doctor of Education	50	3	53	50	2	52	51	2	53
Doctor of Philosophy	211	105	316	221	95	316	206	90	296	
<b>Education Total</b>		<b>4,147</b>	<b>458</b>	<b>4,605</b>	<b>4,117</b>	<b>493</b>	<b>4,610</b>	<b>3,854</b>	<b>509</b>	<b>4,363</b>



Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Forestry	Bachelor of Science in Forest Bioeconomy Sci Tech	53	30	83	82	32	114	105	33	138
	Bachelor of Science in Forest Sciences	67	67	134	82	75	157	97	74	171
	Bachelor of Science in Forestry	138	87	225	129	82	211	126	70	196
	Bachelor of Science in Wood Products Processing	45	74	119	50	92	142	45	74	119
	Bachelor of Science Natural Resources Conservation	227	148	375	244	155	399	241	124	365
	Bachelor of Urban Forestry	130	106	236	135	79	214	139	69	208
	Grad Cert in Forest Management and Conservation	7		7	5	1	6	3	2	5
	Master of Applied Science	4	6	10	3	6	9	7	8	15
	Master of Forestry	6	16	22	10	15	25	9	13	22
	Master of Geomatics for Environmental Management	15	14	29	10	19	29	12	17	29
	Master of International Forestry	6	11	17	3	11	14	4	9	13
	Master of Science	68	55	123	63	47	110	60	47	107
	Master of Sustainable Forest Management	12	8	20	13	5	18	11	8	19
	Master of Urban Forestry Leadership	8	2	10	5	1	6	9		9
Doctor of Philosophy	65	78	143	73	78	151	67	90	157	
<b>Forestry Total</b>		<b>851</b>	<b>702</b>	<b>1,553</b>	<b>907</b>	<b>698</b>	<b>1,605</b>	<b>935</b>	<b>638</b>	<b>1,573</b>
Graduate and Postdoctoral Studies	Master of Arts	5		5	5		5	4		4
	Master of Science	2	1	3		1	1		1	1
	Doctor of Philosophy	62	15	77	63	12	75	59	12	71
<b>Graduate and Postdoctoral Studies Total</b>	<b>69</b>	<b>16</b>	<b>85</b>	<b>68</b>	<b>13</b>	<b>81</b>	<b>63</b>	<b>13</b>	<b>76</b>	
Land and Food Systems	Bachelor of Science in Applied Biology	443	142	585	459	158	617	484	141	625
	Bachelor of Science in Food and Resource Economics	7	8	15	10	10	20	12	7	19
	Bachelor of Science in Food Nutrition and Health	779	324	1,103	772	282	1,054	741	263	1,004
	Bachelor of Science in Global Resource Systems	94	32	126	91	31	122	79	32	111
	Graduate Certificate in Aquaculture	3	1	4	5		5			
	Master of Food and Resource Economics	6	38	44	5	37	42	5	37	42
	Master of Food Science	7	30	37	4	38	42	4	37	41
	Master of Land and Water Systems	4	21	25	5	13	18	3	15	18
	Master of Nutrition and Dietetics				11		11	19	3	22
	Master of Science	40	29	69	49	30	79	50	29	79
Doctor of Philosophy	31	33	64	36	37	73	40	32	72	
<b>Land and Food Systems Total</b>	<b>1,414</b>	<b>658</b>	<b>2,072</b>	<b>1,447</b>	<b>636</b>	<b>2,083</b>	<b>1,437</b>	<b>596</b>	<b>2,033</b>	
Law	Juris Doctor	552	20	572	556	19	575	564	26	590
	Master of Laws	9	8	17	8	10	18	11	9	20
	Master of Laws (Common Law)	26	25	51	18	25	43	27	25	52
	Master of Laws in Taxation	14	8	22	15	3	18	12	7	19
	Doctor of Philosophy	29	9	38	29	12	41	25	13	38
<b>Law Total</b>	<b>630</b>	<b>70</b>	<b>700</b>	<b>626</b>	<b>69</b>	<b>695</b>	<b>639</b>	<b>80</b>	<b>719</b>	

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Medicine	Medical Residency	1,472	3	1,475	1,491	2	1,493	1,512	2	1,514
	Bachelor of Medical Laboratory Science	45	1	46	34	2	36	28	2	30
	Bachelor of Midwifery	80		80	81		81	93		93
	Doctor of Medicine	1,129		1,129	1,132		1,132	1,159		1,159
	Doctor of Medicine/Doctor of Philosophy	31		31	33		33	32		32
	GradCert in Genomic Counselling & Variant Interp	27	25	52	27	35	62	18	46	64
	GradCert Orthopaedic Musculoskeletal Phys Therapy	6		6						
	Graduate Certificate in Global Surgical Care	18		18	11		11	7		7
	Graduate Certificate in Rehabilitation Sciences	6	1	7	7		7	4		4
	Master of Global Surgical Care	18	2	20	19	4	23	17	4	21
	Master of Health Administration	87	1	88	84		84	80	2	82
	Master of Health Science	33	6	39	26	5	31	16	5	21
	Master of Occupational Therapy	162	12	174	130	9	139	158	5	163
	Master of Physical Therapy	278	2	280	316	1	317	334	2	336
	Master of Public Health	61	10	71	68	12	80	61	17	78
	Master of Public Health/Master of Science Nursing	5		5	1		1			
	Master of Rehabilitation Science	42	4	46	39	4	43	35	3	38
	Master of Science	466	110	576	483	115	598	465	130	595
Doctor of Philosophy	357	189	546	360	201	561	394	212	606	
Master of Physical Therapy/Doctor of Philosophy	5		5	4		4	1		1	
<b>Medicine Total</b>		<b>4,328</b>	<b>366</b>	<b>4,694</b>	<b>4,346</b>	<b>390</b>	<b>4,736</b>	<b>4,414</b>	<b>430</b>	<b>4,844</b>
Pharmaceutic al Sciences	Pharmacy Residency	43	1	44	52		52	55		55
	Bachelor of Pharmaceutical Sciences	85	18	103	131	21	152	172	27	199
	Doctor of Pharmacy	907		907	897		897	905		905
	Master of Science	15	9	24	25	10	35	29	8	37
	Doctor of Philosophy	27	15	42	26	14	40	30	14	44
<b>Pharmaceutical Sciences Total</b>		<b>1,077</b>	<b>43</b>	<b>1,120</b>	<b>1,131</b>	<b>45</b>	<b>1,176</b>	<b>1,191</b>	<b>49</b>	<b>1,240</b>
Science	Bachelor of Computer Science	315	56	371	343	43	386	350	42	392
	Bachelor of Science	7,194	2,040	9,234	7,296	2,218	9,514	7,355	2,436	9,791
	Master of Applied Science	4	8	12	6	5	11	4	7	11
	Master of Arts	7	8	15	11	6	17	11	6	17
	Master of Data Science	39	77	116	39	44	83	29	63	92
	Master of Science	330	285	615	292	276	568	287	251	538
	Doctor of Philosophy	460	540	1,000	474	548	1,022	499	544	1,043
<b>Science Total</b>		<b>8,349</b>	<b>3,014</b>	<b>11,363</b>	<b>8,461</b>	<b>3,140</b>	<b>11,601</b>	<b>8,535</b>	<b>3,349</b>	<b>11,884</b>
Vantage College	Vantage One Bachelor of Applied Science		61	61		56	56		42	42
	Vantage One Bachelor of Arts		89	89						
	Vantage One Bachelor of Science		116	116		116	116		94	94
<b>Vantage College Total</b>		<b>266</b>	<b>266</b>		<b>172</b>	<b>172</b>		<b>136</b>	<b>136</b>	
Non-Degree	Access Studies	101	9	110	92	11	103	64	6	70
	Exchange	8	632	640	16	842	858	38	762	800
	Unclassified	931	43	974	776	51	827	803	47	850
	Visiting	81	91	172	87	166	253	75	123	198
<b>Non-Degree Total</b>		<b>1,121</b>	<b>775</b>	<b>1,896</b>	<b>971</b>	<b>1,070</b>	<b>2,041</b>	<b>980</b>	<b>938</b>	<b>1,918</b>
<b>Grand Total</b>		<b>43,488</b>	<b>16,804</b>	<b>60,292</b>	<b>43,364</b>	<b>17,243</b>	<b>60,607</b>	<b>43,844</b>	<b>17,019</b>	<b>60,863</b>

## 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 1<sup>st</sup> for the summer term and November 1<sup>st</sup> for the winter term<sup>4</sup>.

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

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	7	9	8	6	6
		Baccalaureate Degree	8,369	9,081	9,550	9,229	9,208
		Post-Baccalaureate Degree	237	236	219	233	235
		Non-Degree	102	45	71	73	69
		<b>Undergraduate Total</b>	<b>8,716</b>	<b>9,370</b>	<b>9,848</b>	<b>9,540</b>	<b>9,517</b>
	Graduate	Master's Degree	556	583	609	727	768
		Doctoral Degree	326	363	398	430	447
		<b>Graduate Total</b>	<b>881</b>	<b>946</b>	<b>1,007</b>	<b>1,157</b>	<b>1,215</b>
		<b>Okanagan Total</b>	<b>9,597</b>	<b>10,317</b>	<b>10,855</b>	<b>10,698</b>	<b>10,732</b>
	Vancouver	Undergraduate	Diploma & Certificate	698	820	944	901
Baccalaureate Degree			35,829	37,328	37,748	37,562	38,125
Post-Baccalaureate Degree			3,504	3,545	3,456	3,463	3,397
Non-Degree			962	490	742	835	768
		<b>Undergraduate Total</b>	<b>40,992</b>	<b>42,183</b>	<b>42,889</b>	<b>42,760</b>	<b>43,215</b>
Residents		<b>Residents Total</b>	<b>1,469</b>	<b>1,548</b>	<b>1,547</b>	<b>1,561</b>	<b>1,585</b>
Graduate		Master's Degree	4,826	5,163	5,583	5,595	5,402
		Doctoral Degree	3,285	3,363	3,518	3,609	3,635
		<b>Graduate Total</b>	<b>8,111</b>	<b>8,526</b>	<b>9,102</b>	<b>9,204</b>	<b>9,038</b>
		<b>Vancouver Total</b>	<b>50,572</b>	<b>52,257</b>	<b>53,538</b>	<b>53,525</b>	<b>53,837</b>
<b>Grand Total</b>			<b>60,170</b>	<b>62,574</b>	<b>64,393</b>	<b>64,223</b>	<b>64,570</b>

<sup>4</sup> FTE are calculated to one decimal point and displayed as rounded to the nearest integer. This rounding may result in variances with reporting totals in Tables 14, 15, 16, and 17.

TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	7	9	8	6	6
		Baccalaureate Degree	6,787	7,227	7,600	7,418	7,505
		Post-Baccalaureate Degree	237	236	219	232	235
		Non-Degree	57	41	41	37	45
		<b>Undergraduate Total</b>	<b>7,089</b>	<b>7,513</b>	<b>7,868</b>	<b>7,693</b>	<b>7,790</b>
	Graduate	Master's Degree	395	413	394	399	403
		Doctoral Degree	161	191	211	220	222
		<b>Graduate Total</b>	<b>557</b>	<b>604</b>	<b>605</b>	<b>620</b>	<b>625</b>
		<b>Okanagan Total</b>	<b>7,645</b>	<b>8,117</b>	<b>8,472</b>	<b>8,313</b>	<b>8,415</b>
	Vancouver	Undergraduate	Diploma & Certificate	618	699	778	679
Baccalaureate Degree			25,541	26,689	27,073	26,880	27,692
Post-Baccalaureate Degree			3,475	3,515	3,408	3,411	3,344
Non-Degree			360	441	362	305	299
		<b>Undergraduate Total</b>	<b>29,995</b>	<b>31,345</b>	<b>31,619</b>	<b>31,274</b>	<b>31,991</b>
Residents		<b>Residents Total</b>	<b>1,469</b>	<b>1,548</b>	<b>1,543</b>	<b>1,559</b>	<b>1,583</b>
Graduate		Master's Degree	3,182	3,493	3,730	3,692	3,516
		Doctoral Degree	1,791	1,789	1,814	1,851	1,898
		<b>Graduate Total</b>	<b>4,973</b>	<b>5,282</b>	<b>5,544</b>	<b>5,543</b>	<b>5,414</b>
		<b>Vancouver Total</b>	<b>36,437</b>	<b>38,174</b>	<b>38,706</b>	<b>38,376</b>	<b>38,988</b>
<b>Grand Total</b>			<b>44,082</b>	<b>46,292</b>	<b>47,178</b>	<b>46,689</b>	<b>47,403</b>

TABLE 16: DOMESTIC INDIGENOUS STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	467	507	575	531	571
		Post-Baccalaureate Degree	16	18	21	27	26
		Non-Degree	31	21	15	18	19
		<b>Undergraduate Total</b>	<b>515</b>	<b>546</b>	<b>611</b>	<b>576</b>	<b>616</b>
	Graduate	Master's Degree	29	31	34	40	38
		Doctoral Degree	8	11	17	24	27
	<b>Graduate Total</b>	<b>38</b>	<b>43</b>	<b>51</b>	<b>64</b>	<b>65</b>	
	<b>Okanagan Total</b>	<b>552</b>	<b>589</b>	<b>662</b>	<b>639</b>	<b>680</b>	
Vancouver	Undergraduate	Diploma & Certificate	13	13	12	13	11
		Baccalaureate Degree	607	666	760	809	839
		Post-Baccalaureate Degree	194	221	249	262	224
		Non-Degree	11	8	10	9	8
		<b>Undergraduate Total</b>	<b>825</b>	<b>907</b>	<b>1,030</b>	<b>1,094</b>	<b>1,082</b>
	Residents	<b>Residents Total</b>	<b>35</b>	<b>35</b>	<b>40</b>	<b>43</b>	<b>54</b>
	Graduate	Master's Degree	107	148	151	145	146
		Doctoral Degree	70	70	75	84	92
		<b>Graduate Total</b>	<b>177</b>	<b>218</b>	<b>226</b>	<b>228</b>	<b>238</b>
		<b>Vancouver Total</b>	<b>1,037</b>	<b>1,160</b>	<b>1,297</b>	<b>1,365</b>	<b>1,374</b>
<b>Grand Total</b>			<b>1,589</b>	<b>1,749</b>	<b>1,958</b>	<b>2,004</b>	<b>2,055</b>

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

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,582	1,854	1,950	1,810	1,703
		Post-Baccalaureate Degree					
		Non-Degree	45	3	30	36	24
		<b>Undergraduate Total</b>	<b>1,627</b>	<b>1,857</b>	<b>1,981</b>	<b>1,847</b>	<b>1,727</b>
	Graduate	Master's Degree	160	170	215	328	366
		Doctoral Degree	164	172	187	210	224
		<b>Graduate Total</b>	<b>325</b>	<b>342</b>	<b>402</b>	<b>538</b>	<b>590</b>
		<b>Okanagan Total</b>	<b>1,952</b>	<b>2,200</b>	<b>2,383</b>	<b>2,385</b>	<b>2,317</b>
	Vancouver	Undergraduate	Diploma & Certificate	80	121	166	222
Baccalaureate Degree			10,288	10,639	10,675	10,682	10,432
Post-Baccalaureate Degree			29	30	48	52	53
Non-Degree			601	49	381	530	469
		<b>Undergraduate Total</b>	<b>10,997</b>	<b>10,839</b>	<b>11,270</b>	<b>11,486</b>	<b>11,224</b>
Residents		<b>Residents Total</b>					
Graduate		Master's Degree	1,644	1,670	1,853	1,903	1,886
		Doctoral Degree	1,495	1,575	1,704	1,758	1,738
		<b>Graduate Total</b>	<b>3,138</b>	<b>3,244</b>	<b>3,557</b>	<b>3,661</b>	<b>3,624</b>
		<b>Vancouver Total</b>	<b>14,136</b>	<b>14,083</b>	<b>14,832</b>	<b>15,149</b>	<b>14,850</b>
<b>Grand Total</b>			<b>16,088</b>	<b>16,282</b>	<b>17,214</b>	<b>17,534</b>	<b>17,167</b>

## 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	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	1,394	1,533	1,788	1,885	1,835
		Post-Baccalaureate Degree	86	105	119	110	103
		<b>Undergraduate Total</b>	<b>1,480</b>	<b>1,638</b>	<b>1,907</b>	<b>1,995</b>	<b>1,938</b>
	Graduate	Master's Degree	263	287	302	277	325
		Doctoral Degree	45	48	61	65	62
		<b>Graduate Total</b>	<b>308</b>	<b>335</b>	<b>363</b>	<b>342</b>	<b>387</b>
		<b>Okanagan Total</b>	<b>1,788</b>	<b>1,973</b>	<b>2,270</b>	<b>2,337</b>	<b>2,325</b>
	Vancouver	Undergraduate	Diploma & Certificate	608	567	638	641
Baccalaureate Degree			7,632	7,947	8,120	7,709	7,816
Post-Baccalaureate Degree			1,215	1,250	1,245	1,219	1,209
<b>Undergraduate Total</b>			<b>9,455</b>	<b>9,764</b>	<b>10,003</b>	<b>9,569</b>	<b>9,662</b>
Graduate		Master's Degree	2,704	2,684	2,974	3,009	3,275
		Doctoral Degree	494	523	473	494	517
		<b>Graduate Total</b>	<b>3,198</b>	<b>3,207</b>	<b>3,447</b>	<b>3,503</b>	<b>3,792</b>
		<b>Vancouver Total</b>	<b>12,653</b>	<b>12,971</b>	<b>13,450</b>	<b>13,072</b>	<b>13,454</b>
<b>Grand Total</b>			<b>14,441</b>	<b>14,944</b>	<b>15,720</b>	<b>15,409</b>	<b>15,779</b>

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

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	1,233	1,326	1,501	1,511	1,476
		Post-Baccalaureate Degree	86	105	119	110	103
		<b>Undergraduate Total</b>	<b>1,319</b>	<b>1,431</b>	<b>1,620</b>	<b>1,621</b>	<b>1,579</b>
	Graduate	Master's Degree	185	206	201	196	185
		Doctoral Degree	30	26	37	42	29
		<b>Graduate Total</b>	<b>215</b>	<b>232</b>	<b>238</b>	<b>238</b>	<b>214</b>
<b>Okanagan Total</b>	<b>1,534</b>	<b>1,663</b>	<b>1,858</b>	<b>1,859</b>	<b>1,793</b>		
Vancouver	Undergraduate	Diploma & Certificate	556	502	537	542	514
		Baccalaureate Degree	5,580	5,655	5,722	5,399	5,495
		Post-Baccalaureate Degree	1,200	1,242	1,239	1,204	1,194
		<b>Undergraduate Total</b>	<b>7,336</b>	<b>7,399</b>	<b>7,498</b>	<b>7,145</b>	<b>7,203</b>
	Graduate	Master's Degree	1,797	1,673	1,903	1,966	2,028
		Doctoral Degree	305	348	297	316	310
		<b>Graduate Total</b>	<b>2,102</b>	<b>2,021</b>	<b>2,200</b>	<b>2,282</b>	<b>2,338</b>
<b>Vancouver Total</b>	<b>9,438</b>	<b>9,420</b>	<b>9,698</b>	<b>9,427</b>	<b>9,541</b>		
<b>Grand Total</b>			<b>10,972</b>	<b>11,083</b>	<b>11,556</b>	<b>11,286</b>	<b>11,334</b>

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

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	83	75	110	128	111
		Post-Baccalaureate Degree	5	6	9	10	11
		<b>Undergraduate Total</b>	<b>88</b>	<b>81</b>	<b>119</b>	<b>138</b>	<b>122</b>
	Graduate	Master's Degree	9	13	12	18	11
		Doctoral Degree	1	2			3
		<b>Graduate Total</b>	<b>10</b>	<b>15</b>	<b>12</b>	<b>18</b>	<b>14</b>
		<b>Okanagan Total</b>	<b>98</b>	<b>96</b>	<b>131</b>	<b>156</b>	<b>136</b>
Vancouver	Undergraduate	Diploma & Certificate	14	10	13	6	10
		Baccalaureate Degree	123	126	148	137	139
		Post-Baccalaureate Degree	52	52	64	72	88
		<b>Undergraduate Total</b>	<b>189</b>	<b>188</b>	<b>225</b>	<b>215</b>	<b>237</b>
	Graduate	Master's Degree	58	55	96	71	80
		Doctoral Degree	10	7	8	4	9
		<b>Graduate Total</b>	<b>68</b>	<b>62</b>	<b>104</b>	<b>75</b>	<b>89</b>
		<b>Vancouver Total</b>	<b>257</b>	<b>250</b>	<b>329</b>	<b>290</b>	<b>326</b>
<b>Grand Total</b>			<b>355</b>	<b>346</b>	<b>460</b>	<b>446</b>	<b>462</b>

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

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	161	207	287	374	359
		Post-Baccalaureate Degree					
		<b>Undergraduate Total</b>	<b>161</b>	<b>207</b>	<b>287</b>	<b>374</b>	<b>359</b>
	Graduate	Master's Degree	77	81	101	81	140
		Doctoral Degree	15	22	24	23	33
		<b>Graduate Total</b>	<b>92</b>	<b>103</b>	<b>125</b>	<b>104</b>	<b>173</b>
		<b>Okanagan Total</b>	<b>253</b>	<b>310</b>	<b>412</b>	<b>478</b>	<b>532</b>
Vancouver	Undergraduate	Diploma & Certificate	52	65	101	99	123
		Baccalaureate Degree	2,052	2,292	2,398	2,310	2,321
		Post-Baccalaureate Degree	15	8	6	15	15
		<b>Undergraduate Total</b>	<b>2,119</b>	<b>2,365</b>	<b>2,505</b>	<b>2,424</b>	<b>2,459</b>
	Graduate	Master's Degree	905	1,011	1,071	1,043	1,247
		Doctoral Degree	189	175	176	178	207
		<b>Graduate Total</b>	<b>1,094</b>	<b>1,186</b>	<b>1,247</b>	<b>1,221</b>	<b>1,454</b>
		<b>Vancouver Total</b>	<b>3,213</b>	<b>3,551</b>	<b>3,752</b>	<b>3,645</b>	<b>3,913</b>
<b>Grand Total</b>			<b>3,466</b>	<b>3,861</b>	<b>4,164</b>	<b>4,123</b>	<b>4,445</b>



## 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.
Utilization	Proportion of delivered FTE against the ministry-funded seat FTE
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



21 February 2024

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: a. Master of Global Health Joint Admissions and Curriculum Proposal (approval)  
b. Graduate Certificate in Migration Studies Joint Admissions and Curriculum Proposal (approval)

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The Senate Admissions Committee and Senate Curriculum Committee have reviewed and recommend to Senate for approval the following two new programs:

a. Master of Global Health Joint Admissions and Curriculum Proposal (approval)

The new Master of Global Health, and its related new course code and new courses are in response to labour market demands and growing professional demand. The School of Population and Public Health at UBC in Vancouver will be only the third university in Canada to offer a global health graduate program. The proposed new degree has broad support from industry, professionals and the University. The Committees deem this proposal as ready for approval.

**Motion:** *That the Senate approve the new Master of Global Health and its related new course code and new courses, brought forward by the Faculty of Graduate and Postdoctoral Studies (Medicine), effective for 2025 Winter Session and thereafter.*

b. Graduate Certificate in Migration Studies Joint Admissions and Curriculum Proposal (approval)

The new Graduate Certificate in Migration Studies, and its related new course are targeted at graduate students who are currently enrolled in a UBC master's, doctoral, or professional graduate degree program and whose research and/or professional interests focus on migration and mobilities. The graduate certificate is in response to student demand for interdisciplinary engagement in migration research, aligning with the broader academic trend of the establishment of new migration studies graduate programs across the global North. The Committees deem this proposal as ready for approval.



***Motion: That the Senate approve the new Graduate Certificate in Migration Studies and its related new course, brought forward by the Faculty of Graduate and Postdoctoral Studies (Arts), effective for 2024 Winter Session and thereafter.***

Respectfully submitted,

Dr. Catherine Rawn  
Chair, Senate Curriculum Committee

Dr. Joanne Fox  
Chair, Senate Admissions Committee



## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### Arts

#### *New certificate program*

Graduate Certificate in Migration Studies

#### *New course*

**ASTU 505 (1)** Interdisciplinary Research and Professional Practice in Migration Studies

### Medicine

#### *New degree program*

Master of Global Health

#### *New course code*

GLBH Global Health

#### *New courses*

**GLBH 501 (3)** Foundations of Global Health I; **GLBH 502 (3)** Foundations of Global Health II; **GLBH 503 (3)** Epidemiology and Biostatistics in Global Health; **GLBH 504 (3)** Critical Evidence Appraisal in Global Health; **GLBH 505 (3)** Global Health Ethics; **GLBH 506 (3)** Colonialism and Global Health; **GLBH 507 (3)** Global Environmental Health; **GLBH 508 (3)** Program Planning and Evaluation in Global Health; **GLBH 509 (3)** Global Health Economics and Financing; **GLBH 510 (6)** Global Health Practicum



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Global Health (MGH) Program

## New Program Proposal

School of Population and Public Health

Faculty of Medicine

The University of British Columbia





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

**Category: (1)**

<p><b>Faculty:</b> Medicine  <b>Department:</b> School of Population and Public Health  <b>Faculty Approval Date:</b> November 21, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2025</p>	<p><b>Date:</b> May 31, 2023  <b>Contact Person:</b> Dr. Daniel Steel  <b>Email:</b> <a href="mailto:daniel.steel@ubc.ca">daniel.steel@ubc.ca</a>;    <b>Contact Person:</b> Lena Kang  <b>Email:</b> <a href="mailto:lena.kang@ubc.ca">lena.kang@ubc.ca</a></p>
<p><b>Proposed URL:</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Program Overview</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Doctor of Philosophy</a> (with dissertation)</li> <li>• Master of Science in <a href="#">Population and Public Health</a> (with thesis)</li> <li>• Master of Science in <a href="#">Occupational and Environmental Hygiene</a> (with project or thesis options)</li> <li>• Master of <a href="#">Health Administration</a> (course-based), designed for health administrators</li> <li>• Master of <a href="#">Health Science</a> (course-based), designed to provide graduate education for physicians</li> <li>• <a href="#">Master of Global Health</a> (practicum-based), designed to provide graduate education for individuals from diverse backgrounds who recognize the importance of adding health and international perspectives to the work they are currently doing and those who would like to enter global health practice</li> <li>• Master of <a href="#">Public Health</a> (practicum-based), designed to provide graduate education for individuals currently in public health practice or wishing to enter the field</li> <li>• <b>Combined Program Option:</b> Master of Public Health (practicum-based) with Diploma in Dental Public Health (course-based). This combined program option is a non-clinical specialty program that is offered in conjunction with a Master of Public Health (M.P.H.).</li> </ul>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/degree-programs/population-and-public-health">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/degree-programs/population-and-public-health</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Overview</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Doctor of Philosophy</a> (with dissertation)</li> <li>• Master of Science in <a href="#">Population and Public Health</a> (with thesis)</li> <li>• Master of Science in <a href="#">Occupational and Environmental Hygiene</a> (with project or thesis options)</li> <li>• Master of <a href="#">Health Administration</a> (course-based), designed for health administrators</li> <li>• Master of <a href="#">Health Science</a> (course-based), designed to provide graduate education for physicians</li> <li>• Master of <a href="#">Public Health</a> (practicum-based), designed to provide graduate education for individuals currently in public health practice or wishing to enter the field</li> <li>• <b>Combined Program Option:</b> Master of Public Health (practicum-based) with Diploma in Dental Public Health (course-based). This combined program option is a non-clinical specialty program that is offered in conjunction with a Master of Public Health (M.P.H.).</li> </ul>



<p>• • •</p> <p><b>MSc in PPH: Health Economics concentration</b></p> <p>This designation will appear on a student's transcript, but not on their parchment.</p> <p>Course Requirements</p> <p>In order to complete an MSc with a Health Economics concentration, students must complete the following:</p> <p>Required Courses</p> <p>SPPH 400 (3) SPPH 500 (3) SPPH 502 (3) SPPH 507 (1.5) *SPPH 541 (3) *SPPH 542 (3) *SPPH 546 (3) SPPH 599 (12) – MSc Thesis</p> <p>Elective Courses (two of four required)</p> <p>*SPPH 514 (3) *SPPH 543 (3) *SPPH 547 (3) *SPPH 549 (3)</p> <p>*These courses are specific requirements of the Health Economics concentration</p> <p><b>Master of Global Health (MGH)</b></p> <p>The MGH program will provide students with knowledge, skills, and experiences needed for a career in global health. Global health must address social, environmental, commercial, political, and historical determinants of health as well as access to health care. Meeting these inherently global and collective challenges requires respectful international collaborations and ethically confronting drivers of ongoing inequities, including those within global health itself. The program aims to take a local to global, back to local approach to exploring challenges and solutions to global health issues. According to this conception, global health</p>	<p>•</p> <p><b>MSc in PPH: Health Economics concentration</b></p> <p>This designation will appear on a student's transcript, but not on their parchment.</p> <p>Course Requirements</p> <p>In order to complete an MSc with a Health Economics concentration, students must complete the following:</p> <p>Required Courses</p> <p>SPPH 400 (3) SPPH 500 (3) SPPH 502 (3) SPPH 507 (1.5) *SPPH 541 (3) *SPPH 542 (3) *SPPH 546 (3) SPPH 599 (12) – MSc Thesis</p> <p>Elective Courses (two of four required)</p> <p>*SPPH 514 (3) *SPPH 543 (3) *SPPH 547 (3) *SPPH 549 (3)</p> <p>*These courses are specific requirements of the Health Economics concentration</p> <p><b>Master of Health Administration</b></p> <p>The M.H.A. program is offered by SPPH, Faculty of Medicine, in collaboration with the UBC Sauder School of Business.</p> <p>The M.H.A. curriculum provides the educational and professional foundations for leadership in the health services field. It emphasizes analytical thinking and aims to provide graduates who are skilled professionals with in-depth applied administrative research tools. Graduates are expected to be capable of identifying and solving complex organizational and assessment problems in the health services sector.</p> <p>The M.H.A. has a professional executive focus and is taught in modular (1.5 credit) format: Friday afternoon through to Sunday afternoon, approximately one weekend per month. The full program takes two</p>
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is matter of what one studies and works on, not necessarily where.

Program learning outcomes of the MGH emphasize knowledge of key global health subject areas and skills needed for global health practice. The central knowledge areas include:

- Global disease burden,
- Global environmental determinants of health,
- Global health policies and governance, and
- Ethics and decolonization in global health.

The practical skills include:

- Critical appraisal of evidence and policies,
- Cultural humility, equitable partnerships, and collaboration with diverse partners,
- Program planning, evaluation, and implementation.

#### Admission Requirements:

Successful applicants must meet UBC's [graduate-level admission requirements](#). Applicants from a university outside Canada in which English is not the primary language of instruction must provide results of English language proficiency prior to being extended an offer of admission. Tests must have been taken within the last 24 months at the time of submission of your application.

Acceptable English language proficiency tests for the MGH are:

- TOEFL (score of 100 or higher); OR
- IELTS Academic Test (overall score of 7.0 or higher and component scores of 6.5 or higher)

Students admitted to the MGH program normally possess a Bachelor of Science, Bachelor of Arts, Bachelor of Applied Science, or professional undergraduate degree in a related area (e.g., Medical Doctor, pharmacy, nursing, dietetics, social work etc.). Admission will be granted competitively based on a combination of grade point averages, (professional) experience, personal statement, and two letters of recommendation.

Part-time Master's Classification is also available. Students who wish to be classified as part-time must obtain approval from their graduate program advisor and the Faculty of Graduate and Postdoctoral Studies prior to the beginning of the first term of the program. Once registered part-

calendar years to complete. All 24 courses are required, in addition to a 6-credit major Research Project (SPHA 590). The program is cohort-based and delivered at UBC Robson Square, and is therefore not available as a distance education or online option.

Faculty of Graduate and Postdoctoral Studies requirements

#### Type of Action:

Add Master of Global Health to the Population and Public Health entry under Faculty of Graduate and Postdoctoral Studies

#### Rationale for Proposed Change:

To accurately list the programs available in the School of Population and Public Health

The rationale for the program includes:

1. Enhance scholarship on systemic factors that impact health on a global scale and solutions to counter the inequities these factors create, within BC, Canada and internationally.
2. Support local, provincial and national efforts to effectively respond to global health challenges, such as climate change, pandemics, and inequities related to colonization.
3. Create a focal point for UBC's extensive but currently dispersed global health expertise.
4. Strengthen UBC's position as a national leader in global health education and research.
5. Fill a gap in post-graduate education in global health in British Columbia.

The program aligns with the Faculty of Medicine strategic plan: Building the Future 2021 – 2026, as well as the UBC strategic plan: Shaping UBC's Next Century 2018 – 2028. It aligns with the Ministry of Health's priority to support a high quality sustainable health care system supported by a skilled and diverse workforce, and effective and efficient systems and structures. The program also contributes towards the Ministry's commitment towards true and meaningful reconciliation with Indigenous communities in BC.

The program requirements include coursework and experiential learning component in the form of a practicum.



time, students cannot switch to full-time status.

**Program Requirements:**

A total of 45 credits are required to graduate from this program

- 30 credits of required coursework: GLBH 501 (3), GLBH 502 (3), GLBH 503 (3), SPPH 581H (3), GLBH 504 (3), GLBH 505 (3), GLBH 506 (3), GLBH 507 (3), GLBH 508 (3), and PPGA 569 (3).
- 9 additional course credits to be selected in consultation with the Program Director or Manager. A maximum of 6 credits can be at the undergraduate level in courses numbered 300 to 499. See the program website for a list of recommended elective courses.
- A 6-credit, 12-week full-time equivalent practicum (GLBH 510) which concludes with student presentation at an end-of-program symposium.

The expected time to completion with full-time enrollment is 20 months. Student may enroll on a part-time basis and take up to 4 years to complete the program. For additional information please visit the M.G.H. Program

[\[https://spph.ubc.ca/programs/mgh/program-requirements/\]](https://spph.ubc.ca/programs/mgh/program-requirements/)

**Contact information:**

School of Population and Public Health  
2206 East Mall  
Vancouver, BC, Canada V6T 1Z3  
Telephone: 604-822-2772  
Web: <https://spph.ubc.ca/>

**Master of Health Administration**

The M.H.A. program is offered by SPPH, Faculty of Medicine, in collaboration with the UBC Sauder School of Business.

The M.H.A. curriculum provides the educational and professional foundations for leadership in the health services field. It emphasizes analytical thinking and aims to provide graduates who are skilled professionals with in-depth applied administrative research tools. Graduates are expected to be capable of identifying and solving

The anticipated start date of the MGH program is September 2025.



<p>complex organizational and assessment problems in the health services sector.</p> <p>The M.H.A. has a professional executive focus and is taught in modular (1.5 credit) format: Friday afternoon through to Sunday afternoon, approximately one weekend per month. The full program takes two calendar years to complete. All 24 courses are required, in addition to a 6-credit major Research Project (SPHA 590). The program is cohort-based and delivered at UBC Robson Square, and is therefore not available as a distance education or online option.</p> <p>Faculty of Graduate and Postdoctoral Studies requirements.</p>	
<p><b>Proposed URL:</b></p> <p><b>Proposed Calendar Entry:</b>  <a href="#">GEOS - Geographical Sciences</a>  <a href="#">GEOG - Geography</a>  <a href="#">GEM - Geomatics for Environmental Management</a>  <a href="#">GERN - German</a>  <a href="#">GLBH – Global Health</a>  <a href="#">GMST - German Studies</a>  <a href="#">GRS - Global Resource Systems</a>  <a href="#">GREK - Greek</a>  <a href="#">HGSE - Haida Gwaii Semesters</a></p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/courses-subject">https://vancouver.calendar.ubc.ca/course-descriptions/courses-subject</a></p> <p><b>Present Calendar Entry:</b>  <a href="#">GEOS - Geographical Sciences</a>  <a href="#">GEOG - Geography</a>  <a href="#">GEM - Geomatics for Environmental Management</a>  <a href="#">GERN - German</a>  <a href="#">GMST - German Studies</a>  <a href="#">GRS - Global Resource Systems</a>  <a href="#">GREK - Greek</a>  <a href="#">HGSE - Haida Gwaii Semesters</a></p> <p><b>Type of Action:</b>  Create subject code for Master of Global Health (MGH) program</p> <p><b>Rationale for Proposed Change:</b>  The MGH is a newly proposed specialized professional course-based program with experiential learning that is distinct from other academic offerings at the School of Population and Public Health. Furthermore, the SPPH course code is already heavily subscribed and only few unused ones remain. A new course code will allow expansion of global health course offerings in the future.</p>
	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-</a></p>



<p><b>Proposed Calendar Entry:</b></p> <p><b>English Language Proficiency Standards and GRE Requirements</b></p> <p>[...]</p> <p><b>TOEFL and GRE Requirements</b></p> <table border="1" data-bbox="162 892 771 1480"> <thead> <tr> <th>Program</th> <th>Reading/Writing /Listening/Speaking – Component Scores for Internet-based TOEFL</th> <th>Internet -based TOEFL Overall</th> <th>GRE</th> </tr> </thead> <tbody> <tr> <td>[...]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Geophysics (Ph.D., M.Sc., M.A.Sc.)</td> <td>22/22/22/23</td> <td>100</td> <td></td> </tr> <tr> <td><b>Global Health (M.G.H.)</b></td> <td></td> <td><b>100</b></td> <td></td> </tr> <tr> <td>Health, Outdoor, and Physical Education (M.A., M.Ed.)</td> <td>22/22/22/22</td> <td>92</td> <td></td> </tr> <tr> <td>[...]</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program	Reading/Writing /Listening/Speaking – Component Scores for Internet-based TOEFL	Internet -based TOEFL Overall	GRE	[...]				Geophysics (Ph.D., M.Sc., M.A.Sc.)	22/22/22/23	100		<b>Global Health (M.G.H.)</b>		<b>100</b>		Health, Outdoor, and Physical Education (M.A., M.Ed.)	22/22/22/22	92		[...]				<p><a href="#">studies/english-language-proficiency-standards-and-gre-requirements</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>English Language Proficiency Standards and GRE Requirements</b></p> <p>[...]</p> <p><b>TOEFL and GRE Requirements</b></p> <table border="1" data-bbox="803 924 1453 1417"> <thead> <tr> <th>Program</th> <th>Reading/Writing /Listening/Speaking – Component Scores for Internet-based TOEFL</th> <th>Internet -based TOEFL Overall</th> <th>GRE</th> </tr> </thead> <tbody> <tr> <td>[...]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Geophysics (Ph.D., M.Sc., M.A.Sc.)</td> <td>22/22/22/23</td> <td>100</td> <td></td> </tr> <tr> <td>Health, Outdoor, and Physical Education (M.A., M.Ed.)</td> <td>22/22/22/22</td> <td>92</td> <td></td> </tr> <tr> <td>[...]</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Type of Action:</b> Set minimum TOEFL score for Master of Global Health program</p> <p><b>Rationale for Proposed Change:</b> To align with other SPPH programs</p>	Program	Reading/Writing /Listening/Speaking – Component Scores for Internet-based TOEFL	Internet -based TOEFL Overall	GRE	[...]				Geophysics (Ph.D., M.Sc., M.A.Sc.)	22/22/22/23	100		Health, Outdoor, and Physical Education (M.A., M.Ed.)	22/22/22/22	92		[...]			
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<p><b>Proposed Calendar Entry:</b> <b>GLBH 501 (3) Foundations of Global Health I</b> Key institutions and initiatives related to Global Health; global burden of disease, global social and</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p>																																												



<p>environmental determinants of health, global health challenges, sustainable development goals, and major actors</p> <p><i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.</i></p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b> This required core course will provide an introduction to the core competencies of global health, including major concepts, health issues, and global burden of diseases as well as what it means to work in the field.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b> <b>GLBH 502 (3) Foundations of Global Health II</b> Central competencies and system-level concepts required for effective global health practice. <i>This course is restricted to students registered in the MGH program.</i> <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite: GLBH 501</i></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b> This required core course builds upon GLBH 501 and provide a comprehensive overview of key concepts for global health practice, with a particular focus on global health policy, health systems and health equity, exploring the various policies, actions, organizations, and people focused on promoting, restoring, or maintaining health.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b> <b>GLBH 503 (3) Epidemiology and Biostatistics in Global Health</b></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p>





<p>Fundamental principles and methods of epidemiology and biostatistics and their application to global health challenges</p> <p><i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.</i></p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b> This required core course introduces key quantitative research skills commonly used in global health with an emphasis on concepts and application relevant to a GH setting.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b> <b>GLBH 504 (3) Critical Evidence Appraisal in Global Health</b></p> <p>Trends and variations in health; evidence appraisal in global health; global health data sets, the role of observational studies and clinical trials</p> <p><i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.</i></p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite: All of GLBH 501, GLBH 503</i></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b> This core course builds upon GLBH 503 and imparts knowledge and skills needed to critically assess and synthesize evidence about global health equity and its determination, including diverse ways to conceptualize, observe and assess health status, design research, collect data, implement and evaluate interventions and disseminate findings.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b> <b>GLBH 505 (3) Global Health Ethics</b></p> <p>Central ethical theories and issues in global health effects of global socioeconomic inequities,</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p>



<p>recruitment from low to high-resource settings, cultural relativity versus universal human rights  <i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.  This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>Type of Action:</b>  Create a new course entry</p> <p><b>Rationale for Proposed Change:</b>  This is a required thematic course under the Ethics pillar of the MGH program.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format in addition to an average of 9 hrs of preparation/assignment time per course per week.</p>
<p><b>Proposed Calendar Entry:</b>  <b>GLBH 506 (3) Colonialism and Global Health</b>  Impacts of distinct types of colonialism on global health. Emphasis on case studies of colonialism and health of Indigenous and non-Indigenous populations both locally and internationally. Explores contextual measures that can improve health and respect for rights of Indigenous Peoples.  <i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.  This course is not eligible for Credit/D/Fail grading.  Prerequisite: All of GLBH 501, GLBH 505</i></p>	<p><b>URL:</b>  N/A</p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  Create a new course entry</p> <p><b>Rationale for Proposed Change:</b>  This is a required thematic course under the Ethics pillar of the MGH program.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b>  <b>GLBH 507 (3) Global Environmental Health</b>  Major environmental factors that impact health on a global scale; climate change, air pollution, water quality; measures to address these challenges in local and global contexts  <i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.</i></p>	<p><b>URL:</b>  N/A</p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  Create a new course entry</p> <p><b>Rationale for Proposed Change:</b></p>



<p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>This is a required thematic course under the Global Environmental Health pillar of the MGH program.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b>  <b>GLBH 508 (3) Program Planning and Evaluation in Global Health</b>  Theory, approaches and methods for conducting global health programs among populations in various low resource contexts. Key concepts, ethical approaches and practices, intersectional considerations, case studies and practical skills development.  <i>This course is restricted to students registered in the MGH program. Other Students must contact the department for permission to register.</i>  <i>This course is not eligible for Credit/D/Fail grading.</i>  <i>Prerequisites: All of GLBH 501, GLBH 503, SPPH 581H, GLBH 505</i></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b>  This is a required course which accompanies the experiential learning portion of the MGH program and builds upon the knowledge and skills of a number of core courses within the MGH program.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b>  <b>GLBH 509 (3) Global Health Economics and Financing</b>  Mobilization, accumulation, and allocation of economic resources to meet the health needs of populations in global health contexts  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b>  This is an elective course within the MGH curriculum.</p> <p>This course will be delivered using a flipped classroom approach and multi-access synchronous sessions. With</p>



	<p>flipped classroom, weekly contact hours are reduced to 1 – 2 hours while the remaining didactic content required in a typical 3-credit course will be presented in an asynchronous online format for a total of ~9 hrs of study time (didactic + preparation/assignment time) per course per week.</p>
<p><b>Proposed Calendar Entry:</b>  <b>GLBH 510 (6) Global Health Practicum</b>          Applied worked-integrated global health experiential learning in a professional setting.  <i>Pass/Fail</i>  <i>This course is restricted to students registered in the MGH program.</i>  <i>This course is not eligible for Credit/D/Fail grading.</i>  <i>Prerequisites: All of GLBH 501, GLBH 502, GLBH 503, GLBH 505</i></p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create a new course entry</p> <p><b>Rationale for Proposed Change:</b> This is a required component in the newly proposed Master of Global Health program.</p>

## 1. Executive Summary

The UBC School of Population and Public Health (SPPH) in Vancouver proposes to offer an interdisciplinary 45-credit, course-based Master of Global Health (MGH) program. This Master's program will equip graduates with knowledge and skills to advance global health, understood in accordance with the Canadian Institutes for Health Research (CIHR)'s "Global Health 3.0: Framework for Action on Global Health."

The program requires 36 mandatory credits (15 core, 12 thematic pillar, and 9 practicum credits), plus 9 elective credits. The program will start in September 2025. Completion time is 20 months of full-time study, and 40 months of part-time study. The primary target student population is early to mid-career professionals with a bachelor or graduate degree in related fields (i.e. health-related, environmental sciences, reconciliation studies, urban planning, natural and applied sciences, social science, international relations etc.) who recognize the importance of adding health and international perspectives to the work they are currently doing and its potential to advance their careers. We also anticipate some secondary interest from established professionals in health care or public health fields who are passionate about global health and seek graduate education in this area for altruistic reasons. The program will prioritize a flipped classroom + hybrid/multi-access approach as the primary method of delivery to promote equity of access and allow maximum flexibility for students.

Program learning outcomes of the MGH emphasize knowledge of key global health subject areas and skills needed for global health practice. The central knowledge areas include:

- Global disease burden,
- Global environmental determinants of health,
- Global health policies and governance, and
- Ethics and decolonization in global health.

The practical skills include:

- Critical appraisal of evidence and policies,
- Cultural humility, equitable partnerships, and collaboration with diverse partners,
- Program planning, evaluation, and implementation.

According to the *British Columbia Labour Market Outlook 2022-2032 Forecast*<sup>1</sup>, the top two job generating industries in the next ten years will be Health Care and Social Assistance (estimated 149,700 jobs, 15% of total) and Professional, Scientific, and Technical Services (estimated 148,000 jobs, 15% of the total). In a search of global health-related job postings from July 2020 to July 2022, the data revealed a notable upward trend in the number of unique postings, consistent with a recognition of the growing importance of Global Health (GH) in the job market. The two existing standalone global health graduate programs at McMaster University (averaging 600 applications for 100 seats) and the University of Alberta (averaging 60 – 70 applications for approximately 5 seats) are already heavily oversubscribed, leading to a significant loss of Canadian talent to international GH programs. While conducting industry consultations, employers consistently expressed the need to hire new staff, or upgrade the skills of existing staff across a number of sectors/disciplines, to be better able to address the local health impacts of inherently transnational/collective challenges in a globalized world. The Master of Global Health will help provide graduates that can fill this growing critical gap.

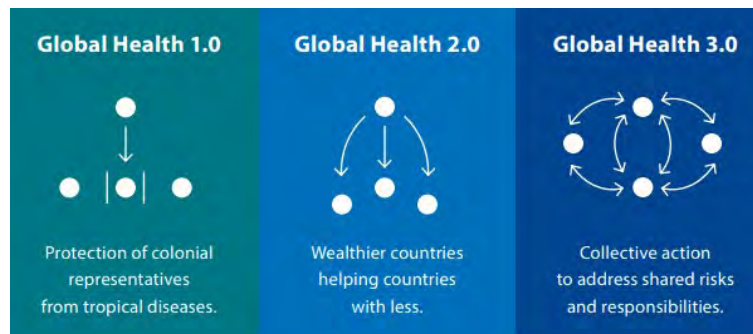
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<sup>1</sup><https://www.workbc.ca/sites/default/files/2023-02/LMO-2022-Report.pdf>

## 2. Program Description and Specification

In its 2021 report on global health, CIHR describes “Global Health 3.0” as “an outcome of globally shared risks and responsibilities that require collective action to achieve good health for all.” The phrase “globally shared risks” refers to transnational forces, such as climate change, pandemics, increased consumption of ultra-processed foods, and socioeconomic inequalities, that transcend political boundaries and impact health on a global scale. Responsibilities for collective action mean that global health is not simply a matter of individual choice. Instead, it is the result of environmental and socioeconomic forces shaped by the policies of governments and international organizations. Finally, achieving good health for all points to an emphasis on equity. Global health prioritizes the health needs of marginalized people, especially those living in low-and-middle-income countries (LMICs).

Global Health 3.0 is distinguished from 2.0 and 1.0 predecessor concepts. Historically, global health 1.0 emerged from the health needs of Europeans living in tropical colonies, where the climate and pathogens differed from those found in northern mid-latitudes. Global health 2.0 came to the fore after the independence of overseas European colonies and is restricted to the one-way transfer of health expertise and resources from the global north to the global south. The differences between global health 1.0, 2.0 and 3.0 are represented in the graphic below reproduced from CIHR’s Global Health 3.0 report. The MGH program will embody global health 3.0, not 2.0 and not 1.0.



Differences between global health 3.0 and its predecessors, 1.0 and 2.0, are essential to the proposed MGH program in at least two ways. First, 3.0 aims to decentralize relationships among countries engaged in global health initiatives. The assumption that the global north is the source of health expertise, key to global health 1.0 and 2.0, is eliminated from 3.0. In its place is a recognition that multi-directional sharing of health research, expertise and experience should be the norm. This decentralization is a first step towards decolonizing global health, which is an important theme in the MGH curriculum. Second, unlike 1.0 and 2.0, 3.0 emphasizes that global health matters for people everywhere, including Canada. The CIHR Global Health 3.0 report states, “As the COVID-19 pandemic has reinforced, the health and well-being of Canadians is intertwined and dependent on the well-being of people everywhere.” Shared global health threats do not stop at international borders, and marginalized groups at heightened risk exist in every country. The relevance of global health 3.0 to Canada is important for the MGH program. It means that global health is not only about helping people “over there.” It is also crucial for population health in the province where UBC resides.

Several examples of what global health 3.0 work can involve are given below.

- An international initiative involving long-term, equitable partnerships among collaborators from high income countries (HICs) and LMICs to reduce disease burden from infectious disease;
- Working on efforts to adapt health care systems to climate change and to reduce greenhouse gas emissions from the health care sector, with an emphasis on the needs of LMICs;
- Working internationally to reduce the global disease burden due to urban air pollution through sustainable urban planning and the adoption of clean energy;
- An international initiative to decrease rates of type 2 diabetes by promoting access to and uptake of diets higher in fruits and vegetables and lower in sweetened and processed foods;
- An international initiative based on equitable partnerships to advance health sovereignty of Indigenous Peoples, especially within LMICs.

These examples are relevant to Canada because of globalization and transnational risks to health. Due to globalization, health threats that arise in one place can quickly spread around the world with the movements of people, consumer goods, and ideas. Infectious diseases, like COVID-19, illustrate this point, but so do non-communicable diseases related to the consumption of processed foods and lack of physical activity. As a result, addressing health risks internationally stands to benefit population health in Canada, which welcomed a record number of permanent residents in 2022.<sup>2</sup> In addition, inherently transnational risks, like climate change, impact health everywhere, while globalization can transform local health problems into transnational ones. Training in global health, therefore, benefits Canada by exposing students to international research, experiences and strategies for addressing transnational health risks. Multi-directional transfers of knowledge, as noted above, are a key feature of global health 3.0.

Benefits of global health to Canada are consistent with an emphasis on the needs of LMICs. Health equity is a central component of global health that entails responsibilities of HICs to provide funding to LMICs for health projects. However, those responsibilities in no way negate the relevance of global health to Canada or other HICs. For example, adapting health systems to climate change and preparation for novel infectious diseases are important everywhere. Canada's responsibility to support health initiatives abroad goes hand in hand with its obligation to respond to its own global health needs, especially for marginalized populations within Canada.

Finally, the examples given above also illustrate that GH must address social, environmental, commercial, political, and historical determinants of health as well as access to health care.<sup>3</sup> Meeting these inherently global and collective challenges requires respectful international collaborations and ethically confronting drivers of ongoing inequities, including those within global health itself.

The program will include three main thematic pillars, selected to reflect a combination of the most current topics in global health as well as UBC faculty expertise. Course offerings under each theme can be expanded over time. The pillars themselves are also designed to be fluid and will evolve to meet the current needs of global health.

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<sup>2</sup>See Immigration, Refugees Citizenship Canada: <https://www.canada.ca/en/immigration-refugees-citizenship/news/2022/12/canada-welcomes-historic-number-of-newcomers-in-2022.html>

<sup>3</sup>Koplan et al. 2009. Towards a Common Definition of Global Health. DOI:10.1016/S0140-6736(09)60332-9



**Key curricular themes:**

1. Global environmental health: inherently global environmental drivers of health inequities, such as climate change, along with policies and interventions that can address them.
2. Global health governance: coordination among governments, health ministries, international health bodies, non-governmental organizations, civil society, and others to address global health inequities, challenges and crises, such as pandemics.
3. Global health ethics: ethical perspective on global health inequities in a variety of contexts, especially those relating to colonialism and to the needs of marginalized populations, and how to navigate challenges that confront efforts to address them.

Graduates from this program will be awarded a Master of Global Health (MGH) degree. The MGH designation was selected to provide clear distinction to the MGH as a professional degree rather than a Master of Science (MSc) degree, which is commonly associated with research-oriented programs.

## 2.1 Need for Program

The growing importance of systemic factors that affect health on a global scale, brought to public attention by the COVID-19 pandemic and climate change, suggest an increasing need for workers with global health expertise. For example, the 2022 report, *Mobilizing Public Health Action on Climate Change in Canada*, stresses the need to address the “training gap” on climate change in public health curricula in Canada<sup>4</sup>, while British Columbia’s *Climate Preparedness and Adaptation Strategy* notes the province’s investments in professional training<sup>5</sup>. The increased prominence of global health coincides with high demand for health-related professional, technical, and scientific skills in the labour market. According to the *British Columbia Labour Market Outlook 2022-2032 Forecast*<sup>6</sup>, the top two job generating industries in the next ten years will be Health Care and Social Assistance (estimated 149,700 jobs, 15% of total) and Professional, Scientific, and Technical Services (estimated 148,000 jobs, 15% of the total). Several national occupational classification (NOC) codes that our own search of job postings have identified as relevant to graduates of the MGH program fall within these industries, including 4165 (Health policy research consultants and program officers), 4164 (Social policy researchers, consultants and program officers), and 0311 (Managers in health care). In addition, given consultations with representatives of local governments in British Columbia, we suggest the potential for an emerging demand for global health expertise in municipal government contexts. Local government positions suitable for MGH graduates may fall under the NOC codes 0411 (Government managers – health and social policy development and program administration).

In 2022, we conducted a search of job postings in Canada related to global health, for the period July 2020 to July 2022. The key search terms/skills were global health, health advocacy, health equity, health policies, international health, health policy analysis, health policy development, climate change, infectious diseases, zoonotic diseases, public health. This search found 620 unique job postings in Canada (median advertised salary = \$84.7K), of which 141 were in BC (median advertised salary = \$78.1K). Consistent with the growing importance of global health, the data revealed an upward trend in job postings.

<sup>4</sup> <https://www.canada.ca/content/dam/phac-aspc/documents/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/state-public-health-canada-2022/report-rapport/report.pdf>

<sup>5</sup> <https://www2.gov.bc.ca/assets/gov/environment/climate-change/adaptation/cpas.pdf>

<sup>6</sup> <https://www.workbc.ca/sites/default/files/2023-02/LMO-2022-Report.pdf>

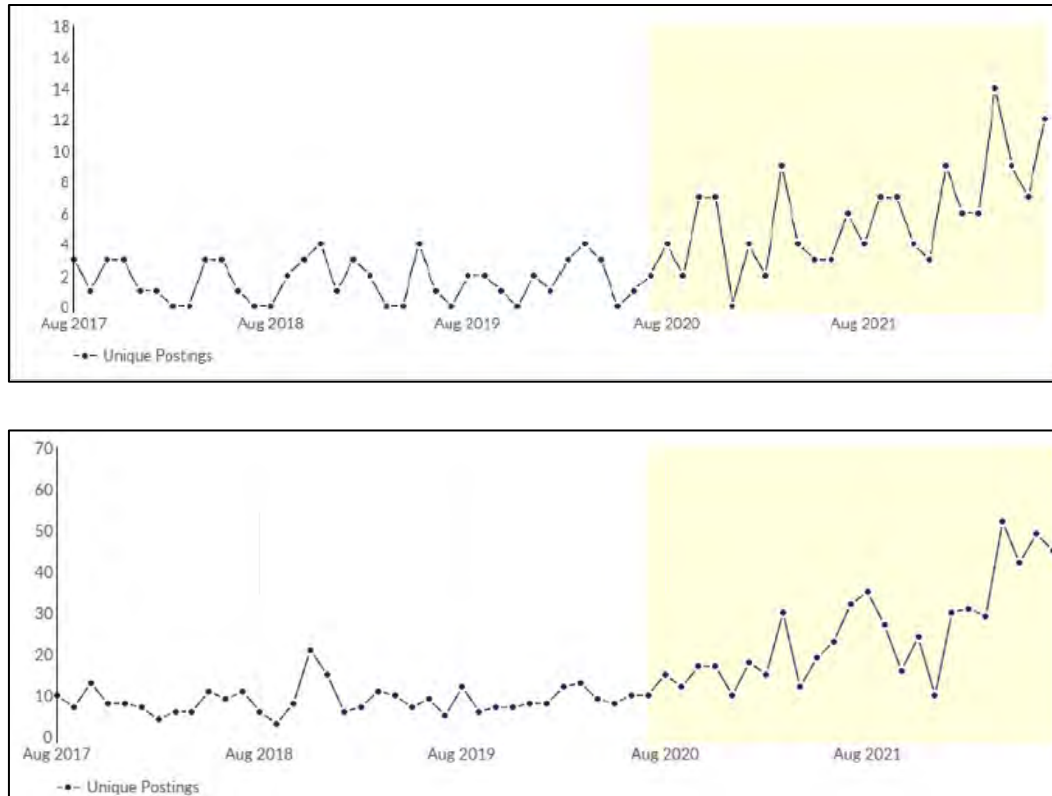


Figure 1: Unique postings trend from Aug 2017 – Jul 2022 in BC (top) and Canada (bottom)

In addition to searching for job postings, we also conducted consultations with potential employers. In these consultations, representatives of local governments in British Columbia stood out as especially attuned to the value of the MGH program. Local government representatives often communicated a predicament involving responsibilities for social services being shifted from federal and provincial to local governments and increased prominence of systemic global forces affecting residents' health, such as the COVID-19 pandemic, climate change, unaffordable housing, and the opioid crisis. As a result, local government representatives often expressed the need to hire new staff, or upgrade the skills of existing staff, to be better able to address these challenges. The NOC code 0411 (Government managers – health and social policy development and program administration) is a heading under which such local government positions could fall. Consequently, we regard local government as a “hidden” labour market for MGH graduates. This market is hidden because, while the idea that global health is everywhere is by now commonplace in academia, the public perception of global health as limited to international aid organizations operating in LMICs persists. Despite having been superseded, the 2.0 understanding of global health remains widespread. To develop this hidden labour market, therefore, we plan to continue reaching out to governments and health authorities within British Columbia to communicate the 3.0 understanding of global health and to explain the value of graduates from the MGH program to work within the province.

While we expect that some MGH students would go directly into positions within Canada and British Columbia upon graduation, we also expect many would seek employment outside of Canada. For international students, this may mean returning to home countries to work in health systems or ministries. MGH graduates regardless of country of origin would also be well positioned to seek work in organizations such as the Bill & Melinda Gates Foundation, World Health Organization, Wellcome Trust, and World Bank,

and so on. By training students for global health work abroad, the MGH program will contribute to Canada's responsibility to support collective efforts to promote health equity around the world. Due to globalization and the rising importance of transnational health risks, these efforts are likely to benefit Canada. For example, given our consultations, we expect that Canadian graduates of the MGH program who work internationally would often ultimately return to seek employment in Canada. The experiences and knowledge gained from global health work, we believe, will be important for addressing global health challenges within Canada, such as climate change and infectious disease. In sum, we expect that graduates of the MGH program will fill important occupational roles in a variety of areas, including health care, government agencies, consulting companies, local government, and nongovernmental organizations working in global health. More fundamentally, the MGH program responds to an urgent need confronting British Columbia, Canada, and beyond: the health of communities has never been more globally linked than it is today and training for future practitioners in the province must catch up with this reality.

## 2.2 Program Objectives

The objectives of the program are to:

1. Fill a gap in post-graduate education in global health in British Columbia, and Canada more broadly.
2. Support international, national, provincial, and local efforts to effectively respond to global health challenges, such as climate change, pandemics, and inequities related to colonization.
3. Create a focal point for UBC's extensive but currently dispersed global health expertise.
4. Enhance scholarship on systemic factors that impact health on a global scale and solutions to counter the inequities these factors create, within BC, Canada and internationally.
5. Strengthen UBC's position as a national leader in global health education and research.

## 2.3 Program Learning Outcomes

At the completion of the MGH program, students will be able to:

1. **Describe and appraise** major causes of morbidity and mortality around the world, their regional variations, and major ongoing efforts to reduce disparities.
2. **Effectively communicate** with diverse audiences, practice cultural humility, and **build** collaborative networks with international partners (e.g., governments, not-for-profit organizations, etc.) and interdisciplinary researchers to promote global health objectives.
3. **Critically analyze** a variety of data types related to major global and environmental determinants of health such as climate change, particulate air pollution, and safe water availability to identify trends, concerns, causes, and potential solutions.
4. **Discuss** major global environmental determinants of health, such as climate change, particulate air pollution, and safe water availability, and **work collaboratively to develop** policies intended to alleviate inequities.

5. **Evaluate** health governance policy and practices of regions and countries **critically** with respect to social determinants of health and access to health services to identify trends, patterns, problems, possible solutions and exemplars that can contribute to better health outcomes.
6. Use ethical concepts and theories to **evaluate and effectively communicate** proposals about how global health equity challenges should be addressed, especially in connection with colonialism.
7. Work with geographically and culturally diverse partners to **design, implement, manage, and evaluate** evidence-based and ethical programs that advance global health in a professional and ethical manner.

## 2.4 Curriculum Design

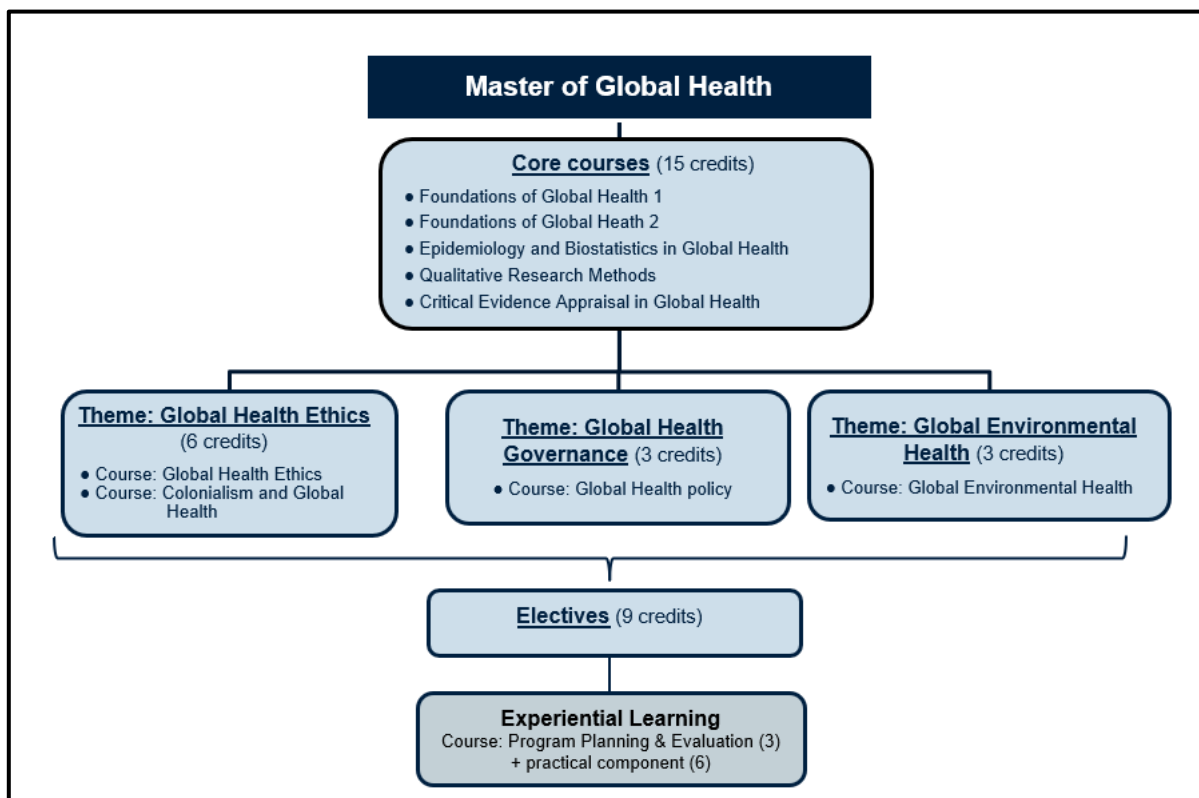


Figure 2: MGH curriculum overview and thematic foci

Students will be required to complete 45 credits: 15 core credits; 12 thematic pillar credits, 9 practicum credits (3-credit course + 6-credit work-integrated practicum placement), and 9 elective credits.

The core courses cover foundational knowledge and skills related to all aspects of global health, such as knowledge of global determinants of health, global burden of disease, important actors and initiatives in the global health arena, the role of colonialism in shaping global health, as well as the ability to critically assess quantitative and qualitative evidence relevant to global health projects, to practice cultural humility, and to effectively communicate with diverse audiences. The topics covered in these courses were selected

in consultation with multiple stakeholders within and outside of UBC, including the MGH program development advisory council, and in connection with key global health competencies identified by the Consortium of Universities for Global Health.

The three thematic pillars of the MGH program are global health ethics, global health governance, and global environmental health. These pillars are intended to represent areas of strength for the MGH program, and to provide students with a deeper exposure to specific aspects of global health. However, the themes do not constitute formal concentrations or tracks within the MGH program, and students are required to take courses within each theme. The themes have been designed to be sufficiently specific to be distinctive, while being open-ended enough to allow for flexibility as new global health issues emerge. For example, we chose “Global Environmental Health” rather than “Climate Change” as a curricular theme, as the former would encompass novel environmental issues that impact global health.

The 9-credit experiential learning component includes a course titled Program Planning and Evaluation (3 credits) along with the hourly equivalent of 13 weeks of full-time practicum placement (6 credits) involving work on a global health related project. The practicum may be concentrated within the student’s final three months in the program, or it may be begun earlier and spread out over a longer period. Practicums can be done within Canada or abroad, but regardless of their location should address a global health issue in a manner that draws on global experiences and knowledge. For example, a practicum might involve working on a local government project to improve measures for protecting the health of residents during extreme heatwaves that have become more frequent due to climate change, while drawing on international experiences and research on this topic. Such a practicum might be conducted in Fort St. John British Columbia, the Indian State of Kerala, or the West African country of Mali. What distinguishes it as a global health practicum is not the location, but the nature of the issue addressed (i.e., one linked to an inherently global health determinant, like climate change) and the perspective from which it is carried out (i.e., informed by experiences and research from around the globe). The practicum plays a crucial role in the overall MGH curriculum, as it is a site where theoretical knowledge and other classroom learning is translated into actions that impact health. At the conclusion of the program, students will be required to come together in a multi-access symposium to present on their practicum experience and share learnings with their peers, instructors, and other invited guests with global health expertise.

The program has already had a number of promising conversations with potential domestic practicum hosts. 17 out of 21 employers we consulted with were highly enthusiastic about hosting students at their respective organizations. Some of these include City of Burnaby, City of Fort St. John, City of Kelowna, City of Kamloops, City of Port Coquitlam, WSP (global engineering consulting firm), select units at Fraser Health, Vancouver Coastal Health Energy and Environmental Sustainability team etc. A number of global health subject matter experts connected to the MGH have also expressed willingness to facilitate connections with their respective GH networks in pursuit of international practicum activities. Some of these include Dr. Videsh Kapoor, Department of Family Practice and her Division’s GH network abroad, Dr. Kelly Lee, SFU Faculty of Health Science and her global connections in the area of GH governance, as well as Dr. Poornima Prabhakaran from the Public Health Foundation of India and her network within the organization. In particular, Dr. Khumbo Kalua, who will be joining SPPH as a faculty member starting January 2024, has expressed interest in taking a leading role in arranging international practicum partnerships. Dr. Kalua researches neglected tropical diseases and has worked with the WHO and with the Bill & Melinda Gates Foundation on global health projects in Africa, and thus is eminently qualified for this role. The program has also received support from the High Commissioner of Bangladesh in Canada who views the MGH as an

opportunity to further develop academic connections between high education institutions and global health entities within our respective countries. Thammasat University Faculty of Public Health and Faculty of Pharmacy in Thailand as well as Brac University James P Grant School of Public Health in Bangladesh have likewise expressed strong support for the proposed program and are enthusiastic to pursue academic collaborations such as student exchanges and practicum opportunities. To avoid prematurely burdening partner organizations, working out further details and establishing concrete agreements/MOUs for placements will be subject to program approval at the University level. Setting up practicum placement arrangements will be a central priority of the MGH in 2024.

Lastly, the 9 elective credits are an opportunity for students to deepen their knowledge in areas specifically tied to their own interests. One new elective course has been developed as part of the MGH program (Global Health Economics and Financing), and further electives can be drawn from already existing courses within SPPH and other units at UBC. We have consulted with several programs within the Faculty of Land and Food Systems, the School of Public Policy and Global Affairs, Faculty of Applied Science, Faculty of Forestry, and UBC Okanagan Faculty of Health and Social Development among others to confirm availability of courses for MGH students to take as electives.

## 2.5 Program Requirements

### 2.5.1 Admission Requirements

Successful applicants must meet UBC's graduate-level admission requirements<sup>7</sup>. An English Language test is required for all applicants with an undergraduate degree from a university where English is not the primary language of instruction. A score of 100 or higher on the TOEFL OR an overall score of 7.0 or higher (and component scores of 6.5 or higher) on the IELTS Academic Test. The test must have been taken within the last 24 months at the time of submission of your application. Students admitted to the MGH program normally possess a Bachelor of Science, Bachelor of Arts, Bachelor of Applied Science, or professional undergraduate degree in a related area (e.g., Medical Doctor, pharmacy, nursing, dietetics, social work etc.). Admission will be granted competitively based on a combination of grade point averages, (professional) experience, personal statement, and letters of recommendation.

### 2.5.2 Program Requirements

MGH students must take the following ten required courses:

- GLBH 501 (3) – Foundations in Global Health 1\*
- GLBH 502 (3) – Foundations in Global Health 2\*
- GLBH 503 (3) – Epidemiology and Biostatistics for Global Health\*
- SPPH 581H (3) – Qualitative Research in Public Health Practice
- GLBH 504 (3) – Evidence Appraisal in Global Health\*
- GLBH 505 (3) – Global Health Ethics\*
- GLBH 506 (3) – Colonialism and Global Health\*
- GLBH 507 (3) – Global Environmental Health\*

<sup>7</sup><https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/admission/masters-degrees>

- GLBH 508 (3) – Program Planning and Evaluation in Global Health\*
- PPGA 569 (3) – Global Health Policy\*

Students will be required to take 9 credits of elective\*\* courses from the following recommended courses, or from other courses with a global health focus\*\*\*:

- GLBH 509 (3) – Economics and Financing in Global Health\*
- PPGA 543 (3) – Sustainable Water Systems
- PPGA 544 (3) – Economic Foundations of Environmental Policies
- PPGA 562 (3) – Resource Governance, Environment and Human Security
- PPGA 580 (3) – Internet and Global Affairs
- PPGA 583 (3) – Food Security
- PPGA 584 (3) – Policy Responses to Global Climate Change
- FOOD 528 (3) – International Food Laws and Regulations
- FRE 531 (3) – Global Food and Resource Governance
- LWS 525 (3) – Global Issues in Land and Water Systems
- LWS 550 (3) – Professional Communication Strategies
- URSY 510 (3) – Urban Systems and Society
- URSY 520 (3) – Urban Systems Analysis and Planning

\* new courses seeking approval

\*\*up to 6 elective credits may come from undergraduate courses with a global focus, to be approved on a case-by-case basis by the program

\*\*\*students may take global health courses external to UBC to satisfy their elective requirement, to be approved on a case-by-case basis by the program

Finally, students are required to complete a 6-credit field practicum with an approved public or private organization working on a global health related initiative/project either locally or internationally. At the conclusion of the program, students are required to attend a cohort-based symposium to present on their practicum learnings.



### 2.5.3 Sample Program Schedule

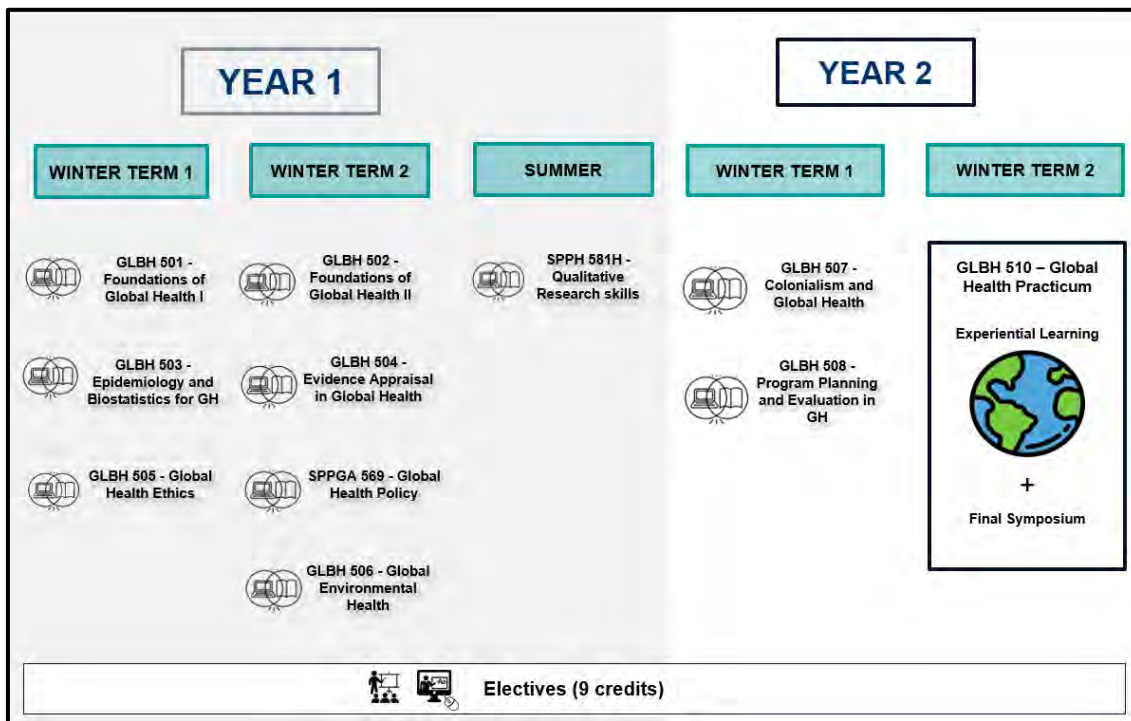


Figure 3: Sample full-time schedule

The above is one example of what the schedule could look like for a student taking the MGH program full-time. With some minor exception, learners will have significant latitude to determine when to take most thematic and elective courses as well as how they'd like to undertake the practical field component of the practicum.

## 2.5 Delivery Methods

The MGH program will utilize an innovative flipped classroom + multi-access delivery format for its courses. In a flipped classroom format, a greater proportion of didactic content such as lectures are made available asynchronously through course websites and synchronous class time is devoted to active learning, such as class discussions, student presentations, group-based problem solving, and so on. This format requires instructors to prerecord lectures and post them on the e-learning platform prior to class sessions, and to have required asynchronous online activities, for example, assigned readings, discussion posts, or written reflections. The multi-access delivery means that students will have the option to attend the synchronous component of each course either in-person or via online video conferencing (e.g. Zoom). The UBC Vancouver campus is the primary location for in-person attendance. Other locations include Faculty of Medicine (FoM) classrooms at various lower mainland facilities such as the Gordon and Leslie Diamond Health Care Centre and the Children and Women's Hospital campus.

While flipped classroom + multi-access is a relatively new learning modality, there is a growing body of expertise and experience relating to its delivery at UBC. John Cheng at the Centre for Teaching, Learning and

Technology (CTLT) has expertise in this area, and we have consulted with him on best practices for implementing multi-access delivery in the MGH program. In addition, SPPH's Master of Health Administration (MHA) successfully transitioned some of its courses to a multi-access format during the COVID-19 pandemic, and we have consulted with the program about its experience. Furthermore, we have consulted with UBC Studios to confirm that they will be able to support instructors in the MGH program with recording lectures. We also consulted with the SPPH tech-support team to confirm that they would be able to support instructors teaching in a multi-access format, for example, if an instructor has difficulty with a Zoom connection in their classroom.

The primary reasons for the multi-access delivery option for the MGH program are:

- (1) accessibility for our target student audience of early to mid-career professionals, and
- (2) preferences expressed in UBC student and alumni surveys that we conducted as part of the development of this proposal.

The multi-access format has two accessibility advantages. Because lectures are prerecorded and posted on Canvas, the length of synchronous meeting time (i.e., when the instructor and all students are required to be present simultaneously) can be reduced. For instance, in a flipped format, a 3-credit hour course might meet for 1.5 or 2 per week rather than 3 or meet only every second week. Synchronous class meetings present the greatest scheduling challenges for students, as they occur on a fixed schedule. Consequently, prerecording lectures and reducing the duration of synchronous meeting times allows students greater flexibility in arranging their schedules without compromising course content. Indeed, meta-analyses attest to the potential for flipped classroom formats to improve learning outcomes among university level students. In addition, the multi-access modality provides greater flexibility for students by enabling them to attend classes in-person or remotely.

Our second primary motivation for the multi-access modality is that it was the most preferred option in surveys of UBC students and alumni that we conducted in 2022. In addition to the surveys, we also convened student and alumni focus groups, and these provide insight as to the reasoning behind these preferences. In focus groups, students and alumni often described the value of face-to-face interactions with instructors and peers, something that the COVID-19 pandemic had forcefully brought home, while also expressing appreciation for the flexibility that virtual class participation allows. The multi-access option, then, strikes a balance between in-person contact and flexible scheduling.

Class meeting times will be scheduled to facilitate accessibility. This will involve scheduling class meetings for all required courses on only one or two days of the week (e.g. Mondays) to allow students to more easily accommodate them within their work life. In addition, consideration will be given to differing time zones of students who will be attending classes remotely. While it will not be possible to accommodate all time zones, we will aim to identify which alternate time zones are most frequently represented among students and to find class meeting times that work best for them.

Due to the choice to employ a flipped classroom, all new courses developed for the MGH program (GLBH 501 – 509 and PPGA 569) will have reduced contact hours (average 1 – 2 hours per week; reflected in all syllabi). The remaining portion of didactic content that would normally make up a 3-credit course will be presented asynchronously to maintain an overall workload of 9 hours per week for each course. As an example, GLBH 505 is a 3-credit course with 1.5hr of synchronous (contact) time per week. The remaining

didactic knowledge transfer (3 hours) will be introduced asynchronously as pre-recorded lectures. Prep work, assignments, review etc. remain the same at approximately 5 hours per week.

Finally, the MGH will include a practicum component, which will involve student placement with a partner organization in Canada or abroad where they will engage in work on a global health related project. The practicum will be 3-months full time or the hour equivalent.

## 2.6 Linkages Between Learning Outcomes, Curriculum Design, and Major GH Competencies

The MGH program learning outcomes were informed by core global health competencies articulated by the Consortium of Universities for Global Health (CUGH)<sup>8</sup>, in consultation with the Global Health Program Development Advisory Council, which included CUGH's Executive Director, Dr. Keith Martin.

Learning Outcomes	Link to Curriculum	Link to CUGH Domain(s)
<b>Describe and appraise</b> major causes of morbidity and mortality around the world, their regional variations, and major ongoing efforts to reduce disparities.	<ul style="list-style-type: none"> <li>GLBH 501 – Foundations in Global Health 1</li> <li>GLBH 502 – Foundations in Global Health 2</li> <li>GLBH 503 – Epidemiology and Biostatistics for Global Health</li> </ul>	1: Global Burden of Disease  10: Sociocultural and Political Awareness (including competencies related to knowledge of major global health actors and the relationships among them)
<b>Effectively communicate</b> with diverse audiences, practice cultural humility, and <b>build collaborative networks</b> with international partners (e.g., governments, not-for-profit organizations, etc.) and interdisciplinary researchers to promote global health objectives.	<ul style="list-style-type: none"> <li>GLBH 501 – Foundations in Global Health 1</li> <li>GLBH 502 – Foundations in Global Health 2</li> <li>GLBH 504 – Critical Evidence Appraisal in Global Health</li> <li>GLBH 505 – Global Health Ethics</li> <li>GLBH 508 – Program Planning and Evaluation</li> <li>PPGA 569 – Global Health Policy</li> <li>Could be strengthened by: elective course on professional communication</li> </ul>	5: Collaboration, Partnering, and Communication
<b>Critically analyze</b> a variety of data types related to major global and environmental determinants of health such as climate change, particulate air pollution, and safe water availability to identify trends, concerns, causes, and potential solutions.	<ul style="list-style-type: none"> <li>GLBH 503 – Epidemiology and Biostatistics for Global Health</li> <li>GLBH 504 – Critical Evidence Appraisal in Global Health</li> <li>GLBH 507 – Global Environmental Health</li> </ul>	3: Social and Environmental Determinants of Health  11: Data analysis (including competencies related to data collection and analysis for the purpose of designing context-specific health interventions)

<sup>8</sup> <https://www.cugh.org/online-tools/competencies-toolkit/>

<p><b>Discuss</b> major global environmental determinants of health, such as climate change, particulate air pollution, and safe water availability, and work collaboratively to develop policies intended to alleviate inequities.</p>	<ul style="list-style-type: none"> <li>• GLBH 501 – Foundations in Global Health 1</li> <li>• GLBH 504 – Critical Evidence Appraisal in Global Health</li> <li>• GLBH 507 – Global Environmental Health</li> <li>• PPGA 569 – Global Health Policy</li> </ul>	<p>3: Social and Environmental Determinants of Health</p>
<p><b>Evaluate</b> health governance policy and practices of regions and countries critically with respect to social determinants of health and access to health services to identify trends, patterns, problems, possible solutions and exemplars that can contribute to better health outcomes.</p>	<ul style="list-style-type: none"> <li>• GLBH 502 – Foundations in Global Health 2</li> <li>• GLBH 504 – Critical Evidence Appraisal in Global Health</li> <li>• PPGA 569 – Global Health Policy</li> </ul>	<p>11: Data analysis (includes competencies related to data collection and analysis for the purpose of designing context-specific health interventions)</p> <p>2: Globalization and Health Care (includes competencies relating to different national health systems)</p>
<p>Use ethical concepts and theories to <b>evaluate and effectively communicate</b> proposals about how global health equity challenges should be addressed, especially in connection with colonialism.</p>	<ul style="list-style-type: none"> <li>• GLBH 502 – Foundations in Global Health 2</li> <li>• GLBH 505 – Global Health Ethics</li> <li>• GLBH 506 – Colonialism and Global Health</li> </ul>	<p>6: Ethics</p> <p>7: Professional Practice</p> <p>8: Health Equity and Justice</p>
<p>Work with geographically and culturally diverse partners to <b>design, implement, manage, and evaluate</b> evidence-based and ethical programs that advance global health in a professional and ethical manner.</p>	<ul style="list-style-type: none"> <li>• GLBH 504 – Critical Evidence Appraisal in Global Health</li> <li>• GLBH 505 – Global Health Ethics</li> <li>• GLBH 506 – Colonialism and Global Health</li> <li>• GLBH 509 – Program Planning and Evaluation in Global Health</li> </ul>	<p>4: Capacity-strengthening</p> <p>5: Collaboration, Partnering, and Communication</p> <p>6: Ethics</p> <p>7: Professional Practice</p> <p>8: Health Equity and Justice</p> <p>9: Program Management</p>

In addition, the approach to equity in the MGH program, as it pertains to learning outcomes 6 and 7, is aligned with the Equity Partnership Tool<sup>9</sup> and the Principles for Making Equity-Centred Choices, developed by the Canadian Association for Global Health (CAGH). The principles for equity-centred choices include practicing humility, acting on causes of inequities, embracing inclusion, and creating shared benefits. Thus, practicing cultural humility is a component of learning outcome 2, identifying and addressing causes of inequities is a central motivation of outcomes 3, 4, and 5, the emphasis on communication and partnerships with diverse stakeholders in outcomes 2 and 7 connects to embracing inclusion as well as creating shared benefits.

<sup>9</sup> [https://cagh-acsm.org/sites/default/files/equity\\_tool.pdf](https://cagh-acsm.org/sites/default/files/equity_tool.pdf)

## 2.7 Program Strengths

### 2.7.1 Expertise

There is a strong group of faculty members both within SPPH and in other units who have significant expertise in the field of global health. Faculty currently at SPPH or soon arriving include:

- Gina Ogilvie (Professor, Tier 1 Canada Research Chair in Global Control of HPV-Related Disease and Cancer)
- Michael Brauer (Professor, specializing in global impacts of air pollution)
- Veena Sriram (Assistant Professor, Canada Research Chair Tier 2 in Global Health Policy)
- Jerry Spiegel (Professor, co-director of the Global Health Research Program)
- Annalee Yassi (Professor, former Tier 1 Canada Research Chair in Global Health and Capacity-Building)
- Patricia Spittal (Professor, known for her work on Indigenous health and HIV in Uganda)
- Khumbo Kalua (new hire, a global health specialist with a focus on neglected tropical diseases)
- Silvia Stringhini (new hire, focus on social determinants of health from an international perspective)
- Daniel Steel (Associate Professor, SPPH and Faculty Associate, Institute for Resources, Environment and Sustainability; expertise in ethics and climate change), and
- Erica Frank (Professor, founder of NextGenU.org, which provides free healthcare education internationally)

In addition, SPPH is currently conducting searches for new hires in Global Environmental Health and Global Health Ethics. The MGH program also has interdisciplinary connections with other UBC units and programs whose faculty have expertise and interests related to global health, many of whom have been consulted with in the process of developing the MGH program and some have served as members of the Global Health Program Advisory Council. These faculty include:

- Videsh Kapoor (Clinical Assistant Professor, Director of UBC Global Health)
- Richard Lester (Associate Professor, Department of Medicine, expertise in digital health in global contexts)
- Ricky Yada (Professor and Dean, Land and Food Systems), and
- Brian Westerberg (Clinical Professor, Branch of Global Surgical Care) among others.

The MGH program will create a focal point for dispersed global health expertise at UBC, for instance, via collaborative relationships across units regarding teaching, elective courses, partnerships with organizations outside of UBC, and so on.

### 2.7.2 Location

The location within SPPH is also a strength of the MGH program in several respects. Social and environmental determinants of health, in addition to health care access, are key themes of global health, and are of course also fundamental to population and public health. Due to being housed within SPPH, MGH is well positioned to strongly support a global health curriculum in which social and environmental

determinants are given a prominent role. A second strength associated with MGH's location is the opportunity for close connections with research centres housed in SPPH, especially the Centre for Excellence in Indigenous Health and the Centre for Applied Ethics. Connections with these centres have already been instrumental in the development of the MGH curriculum, especially for the curricular emphases on decolonialization and ethics, and we expect these relationships to be strengthened further as the program moves forward.

Additionally, the MGH program's location at UBC, a major research university on the Pacific Rim with proximity and cultural ties to Asia, is a strength. According to the Times Higher Education World University Rankings for 2023, UBC ranks 2nd among universities in Canada and 40th worldwide. Moreover, Times Higher Education ranks UBC especially highly on areas relevant to global health, including reduced inequalities (6th worldwide) and climate change (7th worldwide). This status and location of UBC would be a strength of the MGH program in attracting excellent students and faculty. A 2020 report titled "Global Health at UBC," sponsored by the Faculty of Medicine, Office of the Vice-President, Health, as well as the former UBC President Dr. Santa Ono, and authored by Steven J. Hoffman and Michael Merson, similarly emphasizes UBC's potential for leadership in global health. In a 2021 Landscaping Review designed to pair with the aforementioned report, it was found that over 230 faculty members independently working on GH-related activities, and more than 170 graduate and undergraduate courses combined have some GH-related content (26 of which feature global health as the primary focus). The new proposed program will bring these people and programs together, form interdisciplinary collaborations, and make UBC a leader in global health.

### 2.7.3 Inclusion and Indigeneity

Equity is a central aim of the global health discipline, and inclusion and Indigeneity are therefore core elements of the MGH program. The need to foreground voices of members of Indigenous communities as well as citizens of low-income and lower-middle-income countries (LMICs) is well recognized within the field and will be embodied in the MGH curriculum content, tuition structure, and partnerships.

The MGH curriculum emphasizes themes directly related to inclusion and Indigeneity, including decolonization, equity, cultural humility, and communication with diverse audiences. These themes are woven throughout the MGH curriculum and are the central foci of two dedicated courses, *Global Health Ethics* and *Colonialism and Global Health*. The curriculum introduces students to historical background and current debates surrounding decolonization of global health, leading approaches to global health equity, and provides opportunities for them to learn how to implement these ideals in practice, for instance, by critically appraising evidence and working with partners to propose interventions or implement programs. That effective global health practice depends on such knowledge and skills is the cornerstone of the MGH program.

The MGH program will have a unique tuition structure that is directly linked to the aim of equity and inclusion of students from around the globe. Whereas tuition for international students is typically two to three times that of domestic students in programs at UBC, international tuition in the MGH program will be only 11.1% higher than domestic tuition, the smallest difference of any program at the University. We believe that this tuition structure is essential for the inclusion, equity, and decolonization of a global health program at a leading university in a high-income country (HIC). Charging international students twice the tuition as domestic students would risk creating a program where students from LMICs subsidize Canadian

students, thereby perpetuating the pattern of inequitable global HIC-LMIC relationships criticized by advocates of decolonization in global health. In addition, the MGH program will set aside funds to offset a portion of the tuition of Canadian Indigenous students as well as students from LMICs.

Finally, partnerships with a diverse array of organizations and individual researchers will be a key component of the MGH program. Some of these partnerships were involved in the development of the MGH curriculum, especially for the course *Colonialism and Global Health*. Dr. Patricia Spittal, from the Centre for Excellence in Indigenous Health, led the development of this course in close collaboration with long-time research partners Dr. Nelson Sewankambo and Dr. Achilles Ktamba from Makerere University in Uganda. In the process of developing the MGH program, we have also consulted with a variety of organizations, including the First Nations Health Authority, the Aga Khan Foundation, the Public Health Agency of Canada, the Public Health Foundation of India, and multiple municipal governments within British Columbia, to identify potential placement sites for student practicums and employment. Further development of diverse partner relationships will continue to be crucial to the MGH program.

## 2.8 Contribution to UBC and Faculty of Medicine Strategic Plans

The MGH program will significantly contribute to both the UBC and FoM strategic plans. **Advancing equity through practically focused education and community partnerships** is an underlying theme of both strategic plans, as suggested by the UBC strategic plan's commitment to **"foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world."** This commitment is also at the heart of the MGH program's mission. Similarly, the core concept of the FoM's strategic plan, **"transforming health for everyone,"** straightforwardly connects to the MGH program's focus on health equity and systemic factors that impact health globally. Beyond these broad alignments, the MGH program advances the UBC and FoM strategic plans in several more specific ways.

Beginning with the FoM plan, the MGH furthers strategies associated with the **education pillar**. For example, the first educational strategy in the FoM is to **enhance program accessibility and inclusion for students who identify as members of unrepresented groups**. The unique tuition structure of the MGH program, in which international students pay only 11.1% higher tuition than domestic students, aims to reduce financial barriers for students from LMICs and thus to make the program more accessible. In addition, bursaries for Canadian Indigenous and LMIC students will also be provided. In a similar manner, accessibility for students who are unable to be physically present in Vancouver—such as students working in local governments in rural British Columbia—is a major motivation for the MGH program's multi-access class format. Another educational strategy listed in the FoM strategic plan aims to **empower life-long learners to meet evolving societal needs** while furthering their careers. This is also a central aim of the MGH program. The MGH program was developed in response to the emerging need to address systemic causes—like pandemics and climate change—that increasingly impact health around the globe. As such, it provides an opportunity for students to acquire a degree that will better position them to address this need while providing opportunities for career advancement. These observations also connect to the emphasis on **transformative learning** in the UBC strategic plan. Transformative learning emphasizes evidence-based, innovative pedagogical approaches to meet the needs of current students, such as blended online and in-person teaching modalities. The flipped classroom + multi-access course design adopted in the MGH program will further transformative learning at UBC. Moreover, work on real-world global health issues is inherently interdisciplinary, and admission to the MGH program will be open to students from a variety of

educational backgrounds, such as engineering, urban planning, social sciences, as well as health allied fields. Consequently, the MGH program will promote **strategy 14 of UBC's strategic plan, which highlights the need to "develop academic structures that foster and support opportunities for students from different perspectives and disciplines to work together on complex or emergent problems."**

In addition, the MGH program promotes the **FoM's partnership pillar**, especially the strategy of advancing partnerships with local, national, and international partners to promote health both locally and globally. The MGH program is founded on the premise that global health is everywhere, including in British Columbia, and that addressing global health challenges requires drawing upon knowledge and relationships from around the world. Thus, the program will partner with local as well as international partners, especially for the purpose of identifying practicum placement opportunities for students. The practicum component of the MGH program also advances **strategy 13 of UBC's strategic plan**, which emphasizes practical learning, which requires **"work with external partners and alumni to increase experiential learning— 'learning by doing'—across academic programs"**.

The proposed program **supports UBC Strategic Plan strategy 9 – research exchange**. Despite still being in the early stages of development, the MGH has already catalyzed a significant and very impressive number of new research faculty recruitment opportunities. These were made possible with strong and generous support from the Faculty and University and include a new junior faculty position in global environment health (recruitment in progress), a new mid-career faculty position in global health ethics (recruitment to begin in fall 2023), a new position via the UBC black faculty cohort hiring process (recruitment nearing completion), as well as the hiring of Dr. Sylvia Stringhini, a research faculty member focusing on social determinants of health from an international perspective (starting with SPPH in summer 2023). These faculty members have and will continue to **"build expertise in knowledge exchange to help researchers across disciplines find and establish connections with community, corporate and international partners"**. Although the MGH is not a research thesis-based program, its diverse collaborations with other programs, Faculties, and institutions/organizations will support new interdisciplinary connections that will promote research exchange.

The MGH program also furthers UBC's Indigenous Strategic Plan. For example, **Action 16** of the plan states that UBC will **"Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty."** The MGH program fulfills this obligation through a dedicated course, GLBH 506: Colonialism and Global Health, that is a required course for all students in the program, as well as by threading the topic of decolonization through several other required courses. One consequence of this approach is that students will encounter the topic of colonization and its relation to global health from a variety of perspectives, including historical, ethical, and policy analysis. In addition, Indigenous people who support the MGH curriculum, for instance by appearing as guest speakers, will receive equitable compensation, in accordance with **Action 17 of UBC's Indigenous Strategic Plan**.

The MGH complements a number of initiatives at the Faculty and University levels, including the climate-vulnerability index project and Equitable Healthy Cities initiative for which Dr. Michael Brauer (member of the MGH Advisory Council, Leadership Group, and a course development lead for the MGH) is a principle member; studies on wildfire smoke and cognition led by Dr. Sarah Henderson (member of the global environmental health position search committee), as well as the Climate Change Health Effects, Adaptation, and resiliENCE (HEAL) research cluster co-led by Dr. Chris Carlsten. The MGH is also in close collaboration



with the UBC Sustainability Initiative via Academic Director Dr. Tara Ivanochko (member of the MGH Advisory Council) and the UBC Sustainability Scholars program. Last but not least, the program hopes to foster an ongoing partnership with the Institute for Resource, Environment and Sustainability (IRES), with whom the MGH has already collaborated to develop environmental health-related content in the program.

The proposed MGH program received strong support from UBC's past president Dr. Santa Ono as well as Dr. Dermot Kelleher, Dean of Faculty of Medicine and Vice-President Health, who was "...delighted to see this proposal moving forward, reflecting the importance of the Faculty of Medicine's vision of transforming health for everyone".

## 2.9 Relationship to Established Programs

### 2.9.1 University of British Columbia

No comparable program exists at UBC. While there are two programs at the Faculty of Medicine that cover global health content, each differs significantly from the MGH in curriculum, student target audience, and likely career paths of graduates. These two programs are the Master of Global Surgical Care (MGSC) within the Department of Surgery and the Division of Global Health within the Department of Family Practice, Faculty of Medicine. Practicing surgeons are the student target audience for the MGSC, and medical students are the target for the Division of Global Health. In contrast, the MGH program casts its net much more broadly, seeking to attract students from a variety of health and non-health backgrounds, such as public health, social sciences, natural sciences, engineering, forestry, urban design, and so on. This broad target audience is tied to the emphasis on social and environmental determinants of health within the MGH curriculum, and graduates from the MGH program would be positioned to seek careers outside of health care, for instance, working for global health institutions like the World Health Organization, for health ministries domestically or internationally, in local government, or for non-governmental organizations. Representatives of both MGSC and the Division of Global Health have served as advisors in the development of the MGH program and are highly supportive of it.

In addition, there are programs at UBC with a global but not health focus. Examples of these programs include:

- Master of Public Policy and Global Affairs, Faculty of Arts
- Master of Food and Resource Economics, Master of Land and Water Systems, Master of Food Science, Global Resource Systems, Faculty of Land and Food Systems
- Master of International Forestry, Faculty of Forestry

We have consulted with representatives of these programs, especially regarding elective courses, and they have been supportive of our efforts to develop an MGH at UBC.

Within SPPH, the Master of Public Health (MPH) program shares the MGH's emphasis on social and environmental determinants of health but differs in having a domestic rather than global orientation. This difference results in distinct underlying competencies and thus distinct program learning outcomes and content of required courses. For students of global health, knowledge of the global burden of disease, major international actors and initiatives in the global health arena, health policies of countries outside of Canada, the ethics of relationships between high-income countries and lower/middle income countries (HIC-LMIC) on health issues, and the historical connection between colonialism and global health are essential topics.

For students in the MPH program, such topics would mostly be covered in elective courses, if addressed at all. In general, the MGH aims to provide students with focused and in-depth training in global health along with opportunities for international practicum placements. As such, it differs substantially from the MPH program, which is primarily trains students for population health work within the Canadian context. Consequently, unlike the MPH, the MGH will be strongly attractive to students seeking training in global health. The curricular differences of the two programs are also linked to differences in likely career paths. Graduates of the MGH program will be better positioned than counterparts from the MPH to seek employment in organizations in the global health arena (like the WHO and Gates Foundation) and to work on issues, such as adapting health systems to climate change, that have a significant global health component.

The substantive differences of content between global and public health support the creation of a standalone MGH rather than a global health stream within the MPH. The latter option would add two or three global health courses to the existing MPH curriculum. Such a curriculum would lack the depth and emphasis on global health issues offered by the proposed MGH, and consequently would be less effective for preparing students to work in this field. Furthermore, given that the MPH program is currently undergoing accreditation, it would be constrained in its flexibility to create a new global health stream. And since the MPH is highly over-subscribed (able to offer admission to approximately 40 out of 400 applicants annually), its capacity to accommodate global health students would be limited while the MGH would be unlikely to significantly affect the MPH applicant pool. Thus, a standalone MGH is the best option. Nevertheless, we expect the MPH and MGH knowledge bases, skills, and perspectives to be complementary, thereby allowing professionals in both fields to work in tandem to promote population health. We have consulted with the program director of the MPH program, Paul Kershaw, and he supports our efforts to develop the MGH.

Finally, several existing UBC undergraduate programs such as Global Resource Systems in the Faculty of Land and Food Systems and the BSc Environment Science program in the Department of Earth, Ocean, and Atmospheric Sciences have expressed strong enthusiasm in promoting the MGH program as a path of natural progression for their graduates.

### 2.9.2 Other Universities in British Columbia

No global health program currently exists in BC. A number of graduate level public health programs exist in the province, but they are differentiated from the MGH program in the same ways as outlined in the section prior. The former Graduate Diploma in Global Health offered by Simon Fraser University was suspended in 2017 due to changing strategic priorities with the new incoming Dean at the time.

### 2.9.3 Other Universities in Canada

Two other standalone graduate level global health programs currently exist in Canada. The first is a thesis-based two-year research MSc degree at the University of Alberta. With a goal of training future global health researchers, the Alberta curriculum is comprised of a set of general public health and research methods courses, two specialized courses focused on global health, 12 credits of elective courses, and a master's thesis. The proposed UBC program, in comparison, offers a curriculum grounded in key global

health-specific research skills as well as a much greater depth of knowledge in the discipline, but is not research degree. Instead of culminating in a thesis, the proposed MGH is capped by a three-month equivalent practicum in which students gain real-world global health experience. The practicum-based structure of the MGH is supported by focus groups and an alumni survey described below in section 2.9.5. Focus group and survey participants emphasized the importance of practical experience for branching out into a novel career pathway.

Although there is no true Canadian comparator to the proposed UBC program, the closest option is a twelve-month MSc Global Health degree at McMaster University in Eastern Canada. All students complete a set of six core courses, followed by an option between completing the program through either a thesis or course-based option. The latter is paired with additional courses under a declared stream as well as experiential learning. Students of the McMaster program are assessed standard graduate research program fees due to the thesis option. The historical intention of this program is to train students to work overseas, although there has been an evolving recognition of the Canadian market for such graduates. With 13 years of history, this is the longest standing global health program within Canada and is heavily oversubscribed annually. In comparison to the McMaster program, the MGH offers a different set of curricular foci such as ethics, colonialism, global environmental health, and stronger research/evidence synthesis/knowledge translation skills. The UBC program is further differentiated by its delivery format.

Three other Canadian universities offer global health as a stream/concentration. The McGill MSc Public Health global health stream requirement consists of three global health courses in addition to the regular public health curriculum. The University of Ottawa Master of Public Health program global health stream consists of a minimum of three global health courses in the core requirements with possible add-ons in the elective options. In comparison to the two aforementioned programs, the UBC MGH offers a substantially expanded curriculum that will support graduates in global health work. The third stream option, through the McGill Ingram School of Nursing, focuses on training nurses for international development work and therefore has minimal comparability to UBC. Finally, the University of Toronto Collective Specialization in Global health is a special program whereby subscribing academic units will allow students to complete the collective specialization (consisting of one required global health course + one other type of eligible global health academic activity) as part of their home Faculty degree requirements. Here, again, the UBC program's scope, depth, and structure emerge as clear advantages.

#### 2.9.4 Universities Outside of Canada

A number of global health programs exist in the US and Europe, including Duke University MSc in Global Health, Georgetown University MSc in Global Health, Medical College of Wisconsin MS in Global Health Equity, London School of Hygiene & Tropical Medicine – Global Health Policy by Distance Learning, and Master of Science degree in Global Health Delivery through the University of Global Health Equity in Uganda, etc. The UBC MGH program is differentiated from international programs in several respects. It will be more financially accessible to Canadian students, so an MGH program at UBC would promote the development of Canadian global health expertise. In addition, standalone global health master programs are almost all MSc degrees, and thus thesis based, while the MGH is practicum based. The MGH is also distinguished by its curricular foci on global health ethics decolonization, global health governance and climate change, while the proposed MGH's unique delivery format strikes a balance between the advantages of in-person instruction and the convenience of online learning. Finally, the small difference

between domestic and international tuition in the MGH, driven by equity considerations, also distinguishes it from many master of global health programs located in HICs.

## 2.10 Demand for Program

### 2.10.1 Evidence of Ongoing and Sustainable Student Demand

#### Focus Groups

The program held two SPPH student focus groups and one Faculty of Medicine alumni focus group in January 2023 to inform program development. Attendees shared their thoughts about the need for a global health program at UBC and contributed ideas to curricular foci, detailed topics, business skills, type of experiential learning experience, and delivery method for the proposed program. This information informed our subsequent design of the student and alumni survey and ultimately the draft program curriculum.

#### Survey Data

From November 2022 to March 2023, we designed and deployed an online student and alumni survey (with generous administrative support from the UBC Extended Learning team) to gather feedback on the proposed program and curriculum. Students and alumni from sixty-eight relevant programs across the UBC Vancouver campus were consulted. Overall, there was strong support for the program based on the 176 responses collected. Highlights from respondents include:

- 83% supported developing the program
- 60.4% ranked the practicum as the number one preferred option for experiential learning
- 48.7% preferred hybrid/multi-access learning as the primary program delivery format
- Common themes for supporting the program included:
  - **The increasing relevance/importance of global health education, especially in light of global issues such as climate change and the COVID pandemic.** Sample comment: *“Although many health initiatives are run at a local level, health concerns are increasingly global in scale. It makes sense for people to be trained to address these issues who have foundations in understanding the impacts of colonization, health policy, international relations.”*
  - **The increasing importance of having more professions that are trained in global health.** Sample comment *“Future of healthcare requires global thinking. If BC is to produce leaders in this field, it needs local training programs. The UBC SPPH is well-suited to providing this kind of education.”*
  - **Participant interested in the program, including those who would have enrolled in the proposed MGH program, or has peers that would be interested in the program.** Sample comment *“I wanted to pursue a masters in this [type of] program prior to being accepted into the [Nursing Practitioner] program but there were no local options.”*
  - **Good addition to existing programs at UBC, as it would address a gap in public health education.** Sample comment *“... [the program] allows students to broaden their knowledge of global health using a qualitative research lens, looking at issues of inequity, socioeconomic barriers etc. Given the current social and environmental climate, I see it as a highly desirable program.”*

- The survey also yielded additional areas of consideration. Common themes for uncertainty about the program included:
  - **Unsure about the Faculty’s capacity to support a standalone MGH program.** Sample comment *“It is unclear to me whether SPPH has the sufficient faculty to provide global health training to students.”*
    - **Program response:** as outlined in the 2020 scoping report, there is substantial existing global health expertise both at SPPH and within the UBC community. The program has already established promising connections with a number of other programs/Faculties to increase the interdisciplinarity and course offerings in the curriculum. The MGH has further catalyzed the recruitment of four new faculty members to the University, all of whom are specialized in global health and will serve as instructors in the proposed program. Finally, we have developed a teaching plan as part of program development to ensure that resources are in place to deliver the MGH curriculum.
  - **Unclear about the need for a standalone program.** Sample comment *“I believe this could be incorporated as a specialty/stream under the MPH program.”*
    - **Program response:** global health “streams” already exist under several graduate level public health programs at Canadian peer institutions, which normally consist of a few global health courses in addition to the regular public health curriculum. We strongly believe that a standalone MGH program is warranted for three reasons: 1) aside from the emphasis on population health and equity, the Public Health and Global Health programs have distinct underlying competencies/program learning outcomes and thus distinct content of required courses, 2) students would not be able to achieve the same career goals, and 3) a stream option would not provide sufficient depth of knowledge necessary to enable meaningful global health work.
  - **Unclear job outlook/relevance to working professionals.** Sample comment *“Not very clear about the career path.”*
    - **Program response:** As evidenced by employer interviews (see next section), there is a critical need for individuals with the specific knowledge base and skillset proposed by the MGH program. For medical/allied-health professionals, this degree will prepare them to address increasingly prevalent health concerns resulting from global forces. For non-health professionals from more interdisciplinary fields, the MGH will serve as a much-needed compliment to their technical training by adding the lens of globalization, health, and international collaboration to their current work through the local to global back to local approach.

### 2.10.2 Estimation of Program Demand

A variety of strategies were used to assess potential demand for the proposed MGH program.

- A **market analysis** conducted by extended learning using expanded NOC codes, keywords, and skills showed a clear increase in the number of global health-related job postings from August 2020 to July 2022, indicating an emerging recognition of the global health field;

- **Focus groups** with Faculty of Medicine students and alumni confirmed a need for a program with the knowledge base and practical skills offered by the proposed MGH which is not currently available from existing programs/courses;
- **Existing standalone global health programs in Canada are heavily oversubscribed.** The McMaster program typically receives ~600 applications for a total of 100 available seats, while the University of Alberta's thesis-based MSc global health program typically receives 60 – 70 applications with an average of 5 offers per year. These numbers are strongly indicative of a demand surplus.
- **Consultations with administrators and Faculty leaders of existing programs at UBC** confirmed the knowledge gap as well as the timeliness and necessity of the MGH in a globalized world
- **Strong evidence of external support:** from November – December 2022 and again from June to November 2023, we conducted 21 employer consultations in both public and private sectors to gather feedback on the proposed program and curriculum. Highlights of the consultations are as follows:
  - The Master of Global Health program is an innovative, timely/overdue program in British Columbia;
  - There is presently a critical gap in the expertise needed to make connections between services, units and systems in the broader context of health. A number of employers cited globalization and the increasing need to be able to understand and address local issues arising from global forces impacting health and the importance of skills such as equitable local to global collaborations, data analysis, evidence synthesis, and program planning etc.;
  - 12 employers were supportive of adjusted workload responsibilities, work schedule flexibilities, and organizational financial support for current employees who would like to pursue a program such as the MGH;
  - 17 employers expressed strong support for experiential learning and 12 were interested in hosting practicum students within their organization (a smaller subset was able to offer paid practicum/internship opportunities);
  - 14 employers confirmed that the MGH offers something unique compared to other academic programs; MGH degree holders with a background in more classically trained professions e.g. planners, engineers, social development staff, emergency response staff, environment and sustainability specialists, and those working in parks and recreation etc. are expected to have a competitive advantage during the recruitment process. It is reasonable to say that this credential will be a value add for career advancement of current employees into mid-to senior-level positions such as portfolio managers and directors.
- Similar to the student/alumni survey, the employer consultations yielded some suggestions for the proposed program. Common themes included:
  - **Program name:** the value-add for this program is clear (after having read the backgrounder and gone through the interview/discussion), but for those who are not familiar with recent developments global health, it's easy to misinterpret the program as being irrelevant to Canada.
    - Program response: In response, we strengthened the explanation of the difference between global health 3.0 (collective action to address shared responsibilities and risks) and 2.0 (wealthier countries helping countries with less). The MGH program is founded on

global health 3.0, which emphasizes multi-directional flows of knowledge and practical experience as well as shared responsibilities for transnational health risks. Global health in this sense matters everywhere, including Canada.

- **Local context:** it is important for learners to understand how these global challenges are playing out in a local context.
  - Program response: In response, we increased the number and diversity of case studies within the MGH curriculum. Students will also be able to explore a global health challenge of particular interest to them during the practicum. We took this opportunity to encourage employers to consider becoming practicum hosts so that learners could obtain this experience firsthand.
- **Job descriptions:** although the knowledge and skills from this program are much needed, they're currently not well-captured on job descriptions. Automated screening (often by keywords) may miss candidates with this skillset.
  - Program response: In response, the program committed to establishing long term relationships with potential employers and help craft context-specific keywords and/or language that could be integrated into future job descriptions. We also plan to work with interested employers to strengthen the screening abilities of hiring managers to spot this skillset.
- **Compensation:** this program represents a critical but still emerging area of need. As such, the added value of this credential may not be appropriately reflected in job compensation at present.
  - Program response: we recognize the lag time for compensation to “catch up” and will continue to work with employers in various sectors for advocacy on this front.

Based on a combination of focus group discussions, survey findings, as well as stakeholder and industry consultations, the MGH Program Development Advisory Council made the following revisions to program structure and curriculum:

- Experiential learning: the program moved away from a group implementation project to a practicum. Learners preferred a more individualized experience tailored to their needs/interests and schedules. Employers also showed greater interest in hosting individuals (rather than groups) to support specific projects.
- Delivery format: the program moved away from in-person only instruction to an innovative flipped classroom and multi-access delivery format. Learners value face-to-face interactions but also appreciate the flexibility of being able to attend remotely and the ability to reduce travel costs. Likewise, this option is strongly preferred by employers located outside the lower mainland.
- Curricular topics: findings helped the program prioritize curricular topics for inclusion in the MGH curriculum e.g. making both GLBH 505 – Global health ethics and GLBH 506 – Colonialism and global health required courses to highlight the curricular pillar on equity; addition of a new course focused on economics and financing, and more elective courses focused on food security etc.

- **Practical skills:** learners, employers, and stakeholders such as the CUGH emphasized the importance of practical skills within the program. In response, the MGH strengthened curricular content on cultural humility, effective communication, systems thinking, program management, evidence synthesis, and data analysis. These skills are both horizontally and vertically integrated in the curriculum in the form of modules, assignments, and experiential learning.

Based on these findings, there is confidence that a well-designed MGH program provides strong skills-based education for professional employment and emphasizes UBC's comparative advantages: Faculty strengths in environmental and social determinants of health, climate change, health equity, global health governance, as well as programmatic innovations in delivery format, strong interdisciplinarity.

## 2.11 Target Audience and Enrolment Expectations

The program's primary target audience is early to mid-career working professionals who hold a bachelor or post-graduate degree from a variety of backgrounds (e.g. health-related disciplines, environmental sciences, reconciliation studies, urban planning, natural and applied sciences, social science, international relations etc.) who recognize the importance of adding health and international perspectives to the work that they are currently doing and its potential to advance their careers. We also anticipate some secondary interest from established professionals in health care or public health fields who are passionate about global health and seek graduate education in this area for altruistic reasons.

The program is expected to enroll 20 students in the first year, increasing to 30 students in subsequent years for a total average of 58 students per year (accounting for 2% attrition) at steady state. Due to the nature of the program, we expect a higher proportion of international students (25 – 30%) in comparison to other SPPH programs (15 – 20%).

## 2.12 Resources

### 2.12.1 Budget, Tuition, and Fees

The proposed tuition fee is \$5,400 per installment for full time domestic students and \$6,000 per installment for full time international students (five installments total for the program). The tuition rates were determined based on 1) feedback received in employer interviews regarding competitive advantage during recruitment and increased opportunity for career progression into more senior roles e.g. managerial and directorship-level roles, 2) comparison with other domestic and international GH programs, 3) a desire to create a more personalized experience for the student through small class sizes, and 4) the resource requirements of the innovative delivery format. Tuition rates are pending student consultation and Provost approval.

### 2.12.2 Human Resources and Administration

Day-to-day responsibility for the administration of the MGH will reside with the Program Director (PD), Global Health. The Practicum Director (instructional role) will be responsible for all instructional and administrative activities related to GLBH 510 – MGH Practicum, with support from program staff. In the year before the launch of the program, the 1.0 FTE Program Manager, Global Health and Strategic Initiatives position (for project management) will continue to support the planning and implementation of the program. Administrative support for the program will transition to a 1.0 FTE Global Health Program



Manager (for administration) starting from Year 1. Additional staff positions will be added in years ahead as the MGH grows in enrollment.

### 2.12.3 Space & Equipment

MGH students will use existing classrooms from the School of Population and Public Health as well as the Faculty of Medicine. In the case of PPGA 569, SPPGA space will be used to host the class. The multi-access delivery format for synchronous sessions will further reduce the need for larger classroom spaces. Existing facilities at SPPH, FoM, and the Liu Institute are sufficient to house MGH program students for the foreseeable future.

### 2.12.4 Library

The UBC Library has been consulted to discuss arrangement for appropriate resources. They have confirmed that resources will be available to support the MGH curriculum.

## 2.13 Institutional Contacts

Dr. Daniel Steel, Associate Professor and Program Director, Global Health, School of Population and Public Health [daniel.steel@ubc.ca](mailto:daniel.steel@ubc.ca)

Lena Kang, Program Manager, Global Health and Strategic Initiatives, School of Population and Public Health [lena.kang@ubc.ca](mailto:lana.kang@ubc.ca)

<p><b>Category: 1 Faculty: Arts</b>  <b>Department:</b> Centre for Migration Studies  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> November 13, 2023  <b>Contact Person:</b> Antje Ellermann,  Director of CMS  <b>Email:</b> <a href="mailto:antje.ellermann@ubc.ca">antje.ellermann@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASTU 505 (1) Interdisciplinary Research and Professional Practice in Migration Studies</b>  Workshop-based seminar in the Graduate Certificate in Migration Studies. Interdisciplinary engagement with migration and mobilities research and learning about non-academic career pathways in the migration and immigrant integration sector. Pass/Fail. Restricted to Graduate Certificate in Migration Studies students</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/astu">https://vancouver.calendar.ubc.ca/course-descriptions/subject/astu</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li><i>This proposal is accompanied by a Category 1 proposal for a Graduate Certificate in Migration Studies</i></li> </ul> <p><b>Rationale for Proposed Change:</b></p> <p>This 1-credit course provides the curricular core for the Graduate Certificate in Migration Studies. All Certificate students are required to take the course in their first year in the program. Students taking this course need to be enrolled in the certificate, non-certificate students are allowed to audit the course. Course audits will be administratively managed by the Centre for Migration Studies.</p> <p>The seminar is designed to meet the three goals of the Graduate Certificate in Migration Studies: (1) Interdisciplinary knowledge enhancement; (2) professional development and career progression; and (3) fostering a sense of belonging (through the creation of a student cohort).</p> <p>The priority will be to ensure respectful engagement across different disciplinary, epistemological, and methodological approaches. The seminar seeks to foster an ethos of openness and constructive feedback (including self-reflexive critique)</p>

as students engage with each other's research-in-progress. We believe this will be facilitated by a pass/fail assessment. While in principle conventional letter grades might be used for a course of this kind, a pass/fail approach is more conducive to the goals of (i) mutuality of respect across different disciplinary and methodological approaches and research strategies and (ii) developing an ethos of openness and constructive feedback (including self-reflexive critique) around what are, in effect, developmental "inputs" to graduate student research in a multi- and interdisciplinary field. The pass/fail approach recognizes that the development of research in a space that (i) is multidisciplinary and (ii) seeks to support the decolonization of academic knowledge is an inherently difficult learning process, better shared than "individualized," in which candor and openness to constructive feedback are virtues. There is rigorous assessment of research degrees in the Certificate's elective 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)



## PROPOSAL FOR A GRADUATE CERTIFICATE IN MIGRATION STUDIES

Antje Ellermann, Director, Centre for Migration Studies (CMS)

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Centre for Migration Studies  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> November 10, 2023  <b>Contact Person:</b> Antje Ellermann, Director of CMS  <b>Email:</b> <a href="mailto:antje.ellermann@ubc.ca">antje.ellermann@ubc.ca</a></p>
<p><b>Calendar Navigation</b> <a href="#">Home</a> <a href="#">Faculties, Colleges, and Schools</a> <a href="#">The Faculty of Graduate and Postdoctoral Studies</a> <a href="#">Certificate Programs</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Certificate Programs</b></p> <p><b>Contents</b></p> <p><a href="#">Graduate Certificate in Applied Geological Engineering</a>  <a href="#">Graduate Certificate in Migration Studies</a></p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Certificate Programs</b></p> <p><b>Contents</b></p> <p><a href="#">Graduate Certificate in Applied Geological Engineering</a></p> <p><b>Type of Action:</b>  Add Graduate Certificate in Migration Studies to the Certificate Programs list</p> <p><b>Rationale for Proposed Change:</b>  Add a link to the new graduate certificate program page</p>
<p><b>Calendar Navigation</b> <a href="#">Home</a> <a href="#">Faculties, Colleges, and Schools</a> <a href="#">The Faculty of Graduate and Postdoctoral Studies</a> <a href="#">Certificate Programs</a> <a href="#">Graduate Certificate in Migration Studies</a></p> <p><b>Graduate Certificate in Migration Studies</b></p> <p><b>Program Overview</b>  This certificate is intended for graduate students who are currently enrolled at UBC and whose research or professional interests focus on migration. It is offered by the Centre for Migration Studies (CMS) and delivered on the traditional and unceded territory of the</p>	<p><b>URL:</b> <a href="#">Create new page for Certificate</a> linked to <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New certificate program</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>• This proposal is accompanied by a Category 1 proposal to create ASTU 505</li> <li>• This proposal is accompanied by a Category 2 proposal requesting to add</li> </ul>

<p>x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people. This certificate program is open to all graduate students (enrolled in any master’s degree program, research or professional, or doctoral degree program) at UBC, providing students with an opportunity to pursue a migration studies credential alongside their graduate degree program.</p> <p>The focus of the certificate is knowledge enhancement in migration and mobilities research that is informed by multiple disciplines and grounded in interdisciplinarity. Students are required to take at least one course outside of their home departments to gain an understanding of cross-disciplinary difference in the study of migration. All students complete a migration seminar that requires students to engage with interdisciplinary and decolonizing approaches to the study of migration.</p> <p>For more information see the certificate section of the CMS website: <a href="https://migration.ubc.ca/certificate">https://migration.ubc.ca/certificate</a>.</p> <p><b>Admissions Requirements</b> Students from all graduate programs can apply. Students will normally apply in May for intake into the certificate program in September.</p> <p>Applicants must have the following:</p> <ul style="list-style-type: none"> <li>• be currently enrolled in and making adequate academic progress in a UBC master’s degree program, research or professional, or doctoral degree program</li> <li>• demonstration of an interest in migration or mobilities studies</li> <li>• a signature of the student’s supervisor or graduate program director that they are aware of this undertaking</li> </ul> <p>Students are required to submit a statement of interest that describes their interests in migration research and/or professional practice, their CV, copies of all transcripts submitted for their UBC graduate degree application, and current graduate degree academic record transcripts. Acceptance into the program will be based on the strength of demonstrated interest in migration/mobilities research and/or professional practice, fit with the</p>	<p><i>this Certificate to the Faculty of Arts index page</i></p> <ul style="list-style-type: none"> <li>• <i>The web page listed in the Calendar entry will be active in time for the intended 2024-25 Calendar publication.</i></li> <li>• <i>In addition to the Executive Summary that follows this proposal, there is an Appendix that contains the list of Approved Courses referred to in the Calendar entry</i></li> </ul> <p><i>The first offering of the ASTU 505 seminar course will be W 2024.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>The proposed Graduate Certificate in Migration Studies is targeted at graduate students who are enrolled at UBC and whose research and/or professional interests focus on migration and mobilities. Migration and mobilities is a distinct, multidisciplinary, and interdisciplinary field of research. “Migration” is a term more closely associated with the social sciences (in particular sociology, economics, political science, demography, and law) whereas “mobilities” is a term more commonly used in the humanities (e.g., cultural studies, anthropology, literature). This certificate program provides students with a foundation for the development of interdisciplinary migration and mobilities research and equips them to effectively communicate their expertise to audiences spanning multiple disciplines.</p> <p>The certificate pursues 3 distinct objectives: (1) provide students with multi- and interdisciplinary training in migration and mobilities research; (2) provide students with knowledge about pathways to non-academic employment in the migration and immigrant integration sector; (3) foster an inclusive, engaged, and interdisciplinary academic community that provides students with a sense of belonging.</p> <p>This certificate is open to UBC students currently enrolled in master’s degree program, research or professional, or doctoral degree program. Students accepted into this certificate program are to be concurrently registered in both this certificate program and</p>
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objectives of the program, and academic preparation and performance as shown by academic records. Establishing a cohort with diverse disciplinary backgrounds will also be taken into consideration when making admission decisions.

### **Program requirements**

To complete the certificate, students must complete **10 credits**:

- **9 credits of graduate course electives from a list of approved courses.** Please see <https://migration.ubc.ca/certificate> for the list of approved courses. The 9 credits may be completed any time during the student's graduate degree. 3 of the above 9 credits must be taken outside of the student's home department. Where departments open up 400 level courses to graduate students, certificate students may take 3 of the required 9 credits at the 400 level.
- Any number of these elective credits may also be applied to the requirements for their graduate degree program of study at the discretion of the student's degree program.
- **ASTU 505 (1 credit) Interdisciplinary Research and Professional Practice in Migration Studies.** Students are generally expected to complete this research seminar in their first year of the certificate program.
- Upon completion of the 10 credits, students are required to submit a 5-7 page paper reflecting on their curricular learning.

If a student does not maintain continuous registration in or is withdrawn from their degree program before they complete the certificate requirements, they will be simultaneously withdrawn from the graduate certificate program. However, if a student has already completed all certificate requirements at the time they are withdrawn from the degree program, they may be awarded the certificate.

If a student takes an approved leave of absence during their degree program, they will simultaneously be on leave from the graduate certificate program.

their graduate degree program of study. As per Senate Policy V-128: Academic-Credit Certificate Programs, the credits earned for this certificate program may be applied to the credits required for student's graduate degree program at the discretion of the student's degree program.

Note: the program website will go-live post-program approval.

**Please see Executive Summary below for more details.**

<p><a href="#">Satisfactory progress as defined</a> by the Faculty of Graduate and Postdoctoral Studies for Graduate Certificate students must be maintained.</p> <p><b>Contact Information</b></p> <p>CMS Research Manager, Programs and Initiatives at <a href="mailto:manager.migration@ubc.ca">manager.migration@ubc.ca</a></p>	
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## Executive Summary

### Program Description and Objectives

The proposed **Graduate Certificate in Migration Studies** is targeted at graduate students who are currently enrolled in a UBC master's, doctoral, or professional graduate degree program and whose research and/or professional interests focus on migration and mobilities.

The certificate pursues 3 distinct objectives:

- (1) provide students with multi- and interdisciplinary knowledge enhancement in migration and mobilities research
- (2) provide students with knowledge about pathways to non-academic employment in the migration and immigrant integration sector
- (3) foster an inclusive, engaged, and interdisciplinary academic community that provides students with a sense of belonging

This is an Academic-Credit Certificate Program that will allow graduate students enrolled in any UBC graduate program to gain a specialized concurrent credential in migration and mobilities studies. Students are required to fulfill 10 course credits to complete the certificate.

- Students are required to take **9 credits of graduate<sup>1</sup> course electives** from a list of approved courses or by approval of the program director completed **any time** during the student's graduate degree; 3 of the 9 credits must be taken outside of the student's home department.
- Students are required to take 1 credit of ASTU 505 "**Interdisciplinary Research and Professional Practice in Migration Studies**" which is a year-long program core seminar that will meet roughly every other week for 1 ¾ hours for a total of 13 sessions (with an extended 13<sup>th</sup> session of 2 ¾ hours); students are expected to attend all sessions and to fulfill this requirement in their **first year** in the certificate program.

Any number of these elective credits may also be applied to the requirements for their graduate degree program of study at the discretion of the student's degree program, as described in 10) a. in the V-128 Academic-Credit Certificate Policy.

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<sup>1</sup> Where departments open up 400 level courses to graduate students, certificate students may take 3 of the required 9 credits at the 400 level.

**A note on terminology:**

“Migration” is a term more closely associated with the social sciences (in particular sociology, economics, political science, demography, and law) whereas “mobilities” is a term more commonly used in the humanities (e.g., cultural studies, anthropology, literature). Both terms refer to the movement of people across space, both within and across borders.

**Rationale for the Program**

The UBC Centre for Migration Studies (CMS) is committed to excellence in migration and mobilities research and serves as an incubator for transformative, inclusive, collaborative, interdisciplinary, and intersectoral research. As a community of faculty members, graduate students, practitioners, and research and support staff, CMS advances the study and understanding of migration and belonging in ways that foster reciprocity and relationality, respect and integrity, equity and justice, and accountability. The centre explores possibilities of decolonizing migration studies by supporting research and programming that centres the intersection of migration, settler colonialism, empire, and Indigeneity.

The proposed certificate addresses demand by UBC graduate students for interdisciplinary engagement in migration research, aligning with the broader academic trend of the establishment of new migration studies graduate programs across the global North. Migration and mobilities studies, as an interdisciplinary field of research, necessitates a graduate curriculum that transcends disciplinary boundaries. UBC is well-equipped to foster and establish a dedicated graduate certificate program centered around migration and mobilities. The rise in migration-focused graduate-level courses across various departments, fueled by strategic faculty appointments like the Faculty of Arts President’s Academic Excellence Initiative cluster hire in Global Migration and the President’s Excellence Chair in Global Migration, exemplifies this commitment. These faculty hires reflect UBC’s commitment to connect multiple units across the university to foster interdisciplinary research excellence in migration. Importantly, with the [founding](#) of the [Centre for Migration Studies](#) in 2020, followed by Senate approval in 2021, there now exists an administrative infrastructure for certificate management, student guidance, and novel training avenues for graduate students.

The proposed Certificate is informed by a threefold rationale:

**1. Interdisciplinary knowledge enhancement**

Migration and mobilities studies is a multi- and interdisciplinary field of research that cannot be adequately taught within the confines of a single discipline. The program will provide graduate students with knowledge enhancement in migration and mobilities research that is informed by multiple disciplines and grounded in interdisciplinarity. By taking one or more courses outside their home department, students will gain an understanding of cross-disciplinary differences in the study of migration. A core migration seminar “Interdisciplinary Research and Professional Practice in Migration Studies” will provide an interdisciplinary setting where students engage with scholarly debates on interdisciplinarity, present work-in-progress, provide peer feedback, and receive peer and faculty feedback. In doing so, students will gain fluency in navigating interdisciplinary spaces. Reflecting the guiding principles of CMS, the core migration seminar will familiarize students with decolonizing approaches to the study of migration.

**2. Professional development and career progression**



A graduate certificate credential in Migration Studies, taken in parallel with a disciplinary-focused graduate degree, will not only enhance students' academic placement prospects, it will also open up pathways to non-academic employment. "Professional Studies in Migration" topics will form part of the core migration seminar and will be led by practitioners from government, NGOs, and the private sector.

### 3. Sense of belonging

For graduate students with a research interest in migration, many of whom are from equity-seeking groups, being part of an interdisciplinary and inclusive academic community can provide a strong sense of belonging. Experience with the [CMS Graduate Fellows program](#) has shown that graduate students greatly value the intellectually open, supportive, and inclusive space that CMS provides. Because students are required to take the year-long core seminar ASTU 505 in their first year in the program, they are part of a cohort that provides peer support and community. The program will thus allow students to gain a sense of belonging beyond their disciplinary home unit and offer faculty and peer support that supports their graduate education more broadly.

### Similar Programs and Student Interest

Experiences with similar migration specializations (e.g., [Graduate Diploma in Refugee and Migration Studies](#) at York University, [Collaborative Graduate Specialization in Migration and Ethnic Relations](#) at Western University) indicate that such a program will be attractive to graduate students and support departmental graduate recruitment efforts. Current demand for the [CMS Graduate Fellows Program](#) (2023/24: 32 applications for 12 fellowships) confirms interest in interdisciplinary migration studies by UBC graduate students.

In order to gauge UBC student interest in a migration-focused certificate, a survey and two focus groups were conducted in the spring of 2023. The results suggest that a certificate is "both desirable and feasible." For example, "89% of survey respondents (25 students) said it would have been extremely likely or somewhat likely that they would have enrolled in this certificate if it was on offer when they started their program of study." Detailed results of the survey and the focus groups can be found in **Appendix 2: Student Consultations for Proposed Certificate in Migration Studies**.

### The Certificate's value-add

Based on experience with the CMS Graduate Fellows Program as well as the results from student consultations (see Appendix 2), we expect for the proposed program to attract students from a wide range of home departments. The certificate's program requirements are designed to accommodate varying coursework requirements associated with different degree programs (master's, doctoral, and professional graduate degrees) as well as departments. As per Senate Policy V-128, the credits earned for this certificate program may also be applied to the credits required for a student's graduate degree program at the discretion of the student's degree program. At the same time, the certificate's additional requirements will provide significant value-add to a student's graduate education:

- Certificate students will take a greater (3) number of migration elective courses than they otherwise would do. The additional coursework will support students' **specialization** in migration studies. Experience suggests that current UBC graduate students with a research interest in migration typically take 1, and at most 2, migration-focused graduate courses.

Curricular advising by CMS staff (see “Selection of Course Electives” below) will ensure curricular cohesion across course electives and the meeting of Program Learning Outcomes.

- Certificate students will take at least one migration course **outside their home department**, thereby gaining an understanding of cross-disciplinary difference in the study of migration (the value-add of **multidisciplinary**). Few UBC graduate students currently take migration courses outside their home department.
- Certificate students are required to take the new proposed 1-credit course ASTU 505 which will foster **interdisciplinary engagement**. Experience with the CMS Graduate Fellows Program has shown that graduate students with a research interest in migration and mobilities have **significant interdisciplinary cohort needs**. Given the interdisciplinary nature of the field, those needs cannot be easily met by graduate programs focused on disciplinary training. As a Senate-approved interdisciplinary centre within the Faculty of Arts, CMS is well-placed to leverage its resources to enrich graduate education through interdisciplinary knowledge enhancement and the creation of an inclusive graduate academic community.

## Program Learning Outcomes

On completion of the Certificate, students will be able to

1. Recognize, value, and apply diverse disciplinary and paradigmatic approaches to the study of migration and mobilities (PLO1)
2. Build capacity for interdisciplinary engagement with peer migration and mobilities researchers (PLO2)
3. Critique foundational concepts in migration studies through a decolonial lens (PLO3)

## Program Structure and Course Requirements

### Eligibility

- Any graduate student currently enrolled and making adequate academic progress in a graduate degree program at UBC
- Student demonstrates an interest in migration and mobilities studies
- Admission to the certificate program is possible in September of any academic year within a student’s degree program as long as the student has sufficient time to complete the required 2-term migration core seminar (see 5. below)

### Requirements: General

1. Enrollment in a master’s, doctoral, or professional graduate degree program at UBC
2. Signature of student’s supervisor or graduate program director

### Requirements: 10 Course Credits

### Elective courses (9 credits)

- Students are to complete a total of **9 credits of graduate course electives** with a focus on migration and mobilities. Students are allowed to fulfil their 9 credits with either core or non-core course electives (see below).
- Eligible courses, approved for the certificate program, which are offered by departments independently of the certificate program, will be listed on the CMS website. **At least 3 credits must be taken outside the student's degree program.** Course electives (but not the ASTU 505 core seminar, see 4.) can be taken at any time during the student's degree, including prior to starting the certificate program.
- Where departments make available 400 level courses to their graduate students, certificate students may take 3 of the 9 credits at the 400 level.
- **The credits earned for this certificate program may be applied to the credits required for student's graduate degree program** at the discretion of the student's degree program.

#### *List of course electives*

- **Core electives** are graduate courses that are offered regularly at a frequency of no less than every four years. As regular course offerings, they provide continuity in curriculum which facilitates course advising and course planning.
- **Non-core electives** are courses that either are not offered regularly or are fourth year undergraduate courses open to graduate students.
- Students are allowed to fulfil their 9 credits with either core or non-core course electives.
- Co-Directors decide on **what courses to include** in the list of eligible courses based on course syllabi, questionnaires completed by course instructors, and, where more information is required, meetings with course instructors. Eligible courses will have a core focus on at least one of the following: **(a) migration and/or displacement; (b) (human) mobilities; (c) diasporas and migration-related diversity.** Eligible courses will also have course learning outcomes that align with the **certificate Program Learning Outcomes.**
- In order to stay current with curriculum developments, **new courses can be proposed at any time** for inclusion in the list of elective courses. Requests for consideration as approved course elective may be submitted by course instructors, graduate affiliates, and CMS staff by submission of the most recent course syllabus and completion of the course learning outcome questionnaire. Instructors of course electives do not need to be affiliated with CMS.
- We expect elective course offerings to increase in Political Science. Once hired, the President's Excellence Chair in Global Migration will teach a graduate migration course which we expect to be a core elective. In addition, in 2024/25 or 2025/26, the department will advertise for an Assistant Professor of Migration who will also contribute to graduate teaching on migration. In Allard Law, Catherine Dauvergne and Efrat Arbel are currently exploring the possibility of developing a co-taught graduate course on crimmigration (the intersection of immigration and criminal justice) that would be open to non-Allard students.

#### *Selection of course electives*

- CMS has administrative capacity to manage graduate programming and advice graduate students (see Programming Administration below).
- The CMS Research Manager, Programs and Initiatives, in close collaboration with the CMS Co-Directors, will advise incoming certificate students on selection of course electives. First and

foremost, course advising will ensure that students can meet all of the Program Learning Outcomes, including PLO 3. Advising will also tailor course selection to students' existing exposure to multi- or interdisciplinary scholarship, as reflected in transcripts and their application forms. For example, students with little or no exposure to scholarship outside their home discipline may benefit most from taking a course in a cognate discipline, whilst students who have already taken courses across disciplines may benefit from selecting a course that exposes them to distinctly new epistemological and methodological approaches.

#### *Other credit*

- *Previously-earned UBC credit:* Students may complete the required 9 credits of eligible UBC graduate courses prior to registration in the certificate program. Courses must have been taken after enrollment in a UBC graduate program.
- *Transfer credits:* Students may receive 3 transfer credits for a relevant graduate course taken at a post-secondary institution other than UBC, subject to approval by the CMS Co-Directors, and as long as the student fulfills the requirement of earning 3 credits for a course in a discipline other than their own.

#### **Core seminar ASTU 505 (1 credit)**

Students are required to complete a newly proposed year-long core seminar **“Interdisciplinary Research and Professional Practice in Migration Studies”** (ASTU 505) **in their first year of the certificate program** (1 credit). A Category 1 proposal for this course is included alongside the proposal for the Certificate.

- The core seminar will be co-facilitated by the CMS Co-Directors. It will meet 13 times for 1 ¾ hours over the course of the academic year (roughly every other week on Day X @ 12:00 – 1:45pm, the 13<sup>th</sup> session will last 2 ¾ hour)
- The course will be structured as follows:
  - i. Session #1: “Getting Oriented: The Field of Migration Studies”
  - ii. Session #2: “Talking across Disciplines: Interdisciplinarity in Migration Studies”
  - iii. Session #3: “Decolonizing Migration Studies”
  - iv. Session #4: “Decolonizing Ourselves”
  - v. 6 sessions<sup>2</sup>: “Research-in-Progress: Presentations and Discussion.” 2 student presenters and 2 student discussants per session; certificate students are required to present once and to serve as discussant once.
  - vi. 3 sessions: “Professional Studies in Migration,” featuring practitioners from government, non-profit, and private sectors. This session will also feature 1 student presentation (following the format of the “Research-in-Progress” sessions).
- Student assessment will be pass/fail.
  - i. The priority will be to ensure respectful engagement across different disciplinary, epistemological, and methodological approaches. The seminar seeks to foster an ethos

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<sup>2</sup> These sessions will be a more academically demanding version of the existing CMS Grad Power Hour, including the requirement of submitting a paper to serve as the basis for discussion.

- of openness and willingness to take risks as students engage with each other's research-in-progress. We believe this will be facilitated by a pass/fail assessment.
- ii. A passing grade is premised on: (i) regular attendance and active participation informed by familiarity with assigned course materials; (ii) the oral presentation of a research-in-progress paper; (iii) writing and oral presentation of discussant comments that reflect careful engagement with a peer's research-in-progress paper and offer respectful and constructive feedback; (iv) completion of an assignment that showcases course learning (for more details of assignment options, see proposal for ASTU 505). Students must receive passing grades for each of these four components (60% for Master's and professional degree students; 68% for PhD students), indicating that work has been completed to a satisfactory level, in order to pass the course.

### Requirements: Final paper

- **Upon completion of the 10 credits**, students will submit a short paper (5-7 pages double-spaced) where they reflect on their **curricular learning** (based on 3 course electives and ASTU 505) **in relation to the Program Learning Outcomes**. (This paper is **not** part of the coursework requirements for ASTU 505.)
- Submission of the final paper is a requirement for conferral of the certificate and will be tracked by CMS staff. We acknowledge that it's unlikely Workday Student will have features to track a paper not connected to a course. CMS staff will be able to do so and will have the capacity to manually track the progress of students enrolled in this program. Final papers will be read by the CMS Co-Directors. While they are not a Pass/Fail requirement, submission is required for conferral of the certificate.

### Links to Indigenous Strategic Plan

The UBC Centre for Migration Studies, as the academic home for the Graduate Certificate in Migration Studies, is located on the traditional, ancestral, occupied, and unceded territory of the x̱m̱əθkw̱əy̱əm (Musqueam) people. Our work extends across unceded Coast Salish territories in what is commonly known as Metro Vancouver. As a settler institution, we recognize that we benefit both collectively and individually from the dispossession of x̱m̱əθkw̱əy̱əm and other Coast Salish peoples and that, as university-based researchers, our ways of knowing, learning, and teaching are shaped by colonial world views.

In the [CMS Strategic Plan 2020-25](#), the Centre's first Strategic Priority is the **advancement of the decolonization of migration studies**. We are committed to pursuing strategic priority by supporting research, training, and programming that centers the intersection of migration, settler colonialism, empire, and Indigeneity, and by exploring reciprocal ways of generating and sharing knowledge. We seek to decolonize the ways in which CMS is governed and builds relationships, both within and beyond the university. The Graduate Certificate in Migration Studies will be a central site for the decolonization and Indigenization of the migration curriculum. It will support the training of researchers and practitioners who are able to recognize the ways in which the study and professional practice of migration is shaped by colonial worldviews and institutions, and who are beginning to identify decolonial alternatives, both professionally and personally. **The formal requirements of the Graduate Certificate are embedded within a broader Centre environment** of workshops, research groups, and

speaker events that advance the decolonization of migration studies, and in which many of our graduate affiliates actively participate.

In 2022, the CMS Executive Committee held a one-day retreat to complete the ISP Self-Assessment tool. We subsequently identified the following actions as part of our responsibility for implementing the goals of UBC's Indigenous Strategic Plan, responding to the following goals: Leading at all levels (Goal 1), Advocating for the truth (Goal 2), Moving research forward (Goal 3), Indigenizing our curriculum (Goal 4), and Enriching our spaces (Goal 5).

Our Strategic Plan commits to the following **actions**:

### Embed decolonizing processes into CMS governance and policies

Meaningfully integrate land acknowledgments into CMS meetings and events (ISP Goal 2 Advocating for the truth: Action 7). | Actively recruit Directors, Executive Committee members, staff and CMS fellows with a demonstrated commitment to decolonization and skills to build reciprocal relationships with Indigenous partners; incorporate these competencies into job descriptions and interview processes. | Pursue the implementation of UBC's Indigenous Strategic Plan through the Indigenous Strategic Initiatives Fund. | CMS Executive Committee to complete the Intent to Action Tool. | Integrate decolonization into CMS graduate student training (see below). (ISP Goal 4: Action 16, 17). | Embed decolonization competencies in the review processes for CMS funding competitions and awards. | Provide Indigenous participants in programming and research with timely and equitable compensation (ISP Goal 3: Action 13). | Prioritize Indigenous businesses and artists for provision of goods and services (ISP Goal 5: Action 23).

#### Actions taken to date:

- We ask moderators of all of our events to begin with a land acknowledgment that meaningfully connects the event to the land and its first peoples. For major events we reach out to Musqueam or other Coast Salish elders (depending on event location) for a welcome.
- Both the CMS Executive Committee and the CMS Community Advisory Board now have members who are Indigenous.
- CMS strategic planning is supported by Indigenous community facilitators/consultants, including a Squamish elder. We are beginning to explore the possibility of an Indigenous advisory circle for our work.
- Among the selection criteria for CMS Graduate Fellows is applicants' "understanding and willingness to grow in areas of decolonization and diversity, equity, and inclusion," as reflected in their Statement of Interest.
- We apply UBC's Indigenous Finance Guidelines to ensure timely and unbureaucratic payments, including, for Indigenous elders offering welcomes or event facilitation, payment in cash on the day of the event.

### Support decolonizing collaborations and research initiatives

Provide financial and administrative support to CMS research groups that undertake decolonizing research, scholarship, and programming (ISP Goal 1 Action 2; Goal 3 Actions 10, 12, 13, 14). | Deliver CMS programming that centers the intersection of migration, settler colonialism, empire, and Indigeneity (ISP Goal 1 Action 2; Goal 2 Action 8, Goal 3: Actions 10, 14). | Build relationships with

decolonizing community initiatives and Indigenous researchers (ISP Goal 3: Actions 10, 14). | Closely work with the CMS Community Advisory Board to mutually support decolonization initiatives at CMS and in the wider community.

**Actions taken to date (selective, since 2022):**

- In the summer of 2022, CMS hosted a four-day workshop “Indigenous Storywork” on decolonizing and Indigenizing European and migration studies (summer 2022). Grounded in Jo-ann Archibald’s ethical principles of Indigenous Storywork, it brought together a diverse group of Indigenous and settler participants.
- In the fall of 2022, CMS hosted 3-part workshop series “Racialization and Settler Complicity: The Complicated Interface of Migration, Colonization, and Indigeneity in Canada.” Led by Vanessa Andreotti and Cash Ahenakew, the workshops were designed to invite and equip participants to expand their capacity for difficult conversations about settler-Indigenous-land relationships, where racialization confers different tensions, roles and accountabilities.
- In the spring of 2023, the CMS “Decolonizing Migration” speaker series featured UBC faculty members from Critical Indigenous Studies, with research presentations by Glen Coulthard, Pasang Yangjee Sherpa, and Alice Te Punga Somerville, and a film screening with filmmaker Jules Koostachin.
- Implementation of “Belonging in Unceded Territory” research project (SSHRC Partnership Development Grant, PI Ellermann): in 2023, we held dialogue circles in community partner organizations led by Indigenous elders and facilitators. We are in the process of planning a fall gathering with Musqueam, Squamish, and Tsleil-Waututh elders to enact accountability for this work.
- CMS Migration & Indigeneity Research Group hosts ongoing conversations about decolonizing migration research and building better relations.
- In October 2023, the CMS-Settlement Sector Research Collaborations Day will feature a keynote on Indigenous ways of knowing (Shandin Pete) and panel discussions on decolonizing research collaborations.
- 2023/24: Projects/initiatives that are at the planning stage or pending: Indigenous Artist-in-Residence program | Research collaboration with a Squamish elder on Squamish Origin Stories project | CMS is partner to an upcoming UBC Reads Sustainability Event with Jody Wilson-Raybould | CMS is partner to SSHRC PDG application “Visual Storytelling and/as Reconciliation in the Circumpolar North” (Co-PIs Shannon Leddy & Biz Nijdam) | CMS Narratives Research Group will hold symposium “Popular Media and Migration/Colonization/Indigeneity” | Decolonization training workshops.

**Certificate and Core Seminar**

The proposed Graduate Certificate in Migration Studies will be an important site for the decolonization and Indigenization of the migration curriculum (ISP Goal 4, Actions 16, 17).

The program’s **core seminar** (ASTU 505) foregrounds decolonial critiques of migration studies and explores possibilities for Indigenizing the field. Two of the four thematically focused sessions focus on decolonization. The readings for Session 3 introduce students to decolonial critiques of migration studies and center Indigenous understandings of core concepts. Session 4 will take the form of a



decolonization workshop and will be facilitated by an Indigenous cultural facilitator to support students in engaging with decolonization on a personal level. For the remaining, research-in-progress, sessions, instructors will ask students to consider questions of decolonization as they present their research-in-progress.

A second means of decolonization is the interdisciplinary structure of the course, and the certificate more broadly. Two of the core course's thematic sessions will introduce students to different disciplinary, as well as interdisciplinary, perspectives, and the 8 research-in-progress sessions explicitly challenge students to engage with, and offer constructive feedback on, work that is informed by a discipline other than their own. In doing so, students decenter their own disciplines in order to learn from others.

Students will further be asked to reflect on their learning on decolonization in their weekly self-reflections, as well as in the final session of the course.

In addition, several **core elective courses** (see Appendix 1) centre decolonizing perspectives. For instance:

- ANTH 540 (3) Advanced Seminar - "Migration, Empire, and Social Movements" (instructor Helena Zeweri) examines how displaced people borne out of imperial wars have encountered settler colonial regimes of governance upon resettlement and how this has shaped their relationships with Indigenous peoples. The course further explores how Indigenous peoples experience displacement at the hands of imperial war, extraction, and modes of governance, and their experiences of identity and resistance in new settler colonial contexts.
- ENGL 545 (3) Studies in Canadian Literature - "Indigenous and Racial Critique in Canada/Decentering Multiculturalism" (instructor Christine Kim) examines contemporary discourses of cultural identity, race, and indigeneity as they circulate within Canada and in relation to Canadian literature. The course examines debates in the West that problematize, among other things, fantasies of tolerance and diversity, and query the relationship between diaspora and settler colonialism as well as multiculturalism and Cold War logics.
- POLI 521 (3) Political Theory – "Contested Territory" (instructor Anna Jurkevics) challenges Western approaches to land, place, and territory, including the Westphalian system of territorial sovereignty and its relationship to migration, borders, colonialism, and empire. The course considers alternatives to the Western approach to territory by reading Indigenous scholarship on land.
- POLI 516 (3) Issues in Comparative Politics – "Migration and Citizenship" (instructor Antje Ellermann) incorporates decolonial and Indigenous perspectives into key debates in migration studies throughout the course. In doing so, the course decenters Western understandings of sovereignty, borders, citizenship, and inclusion and belonging.

## Program Administration

- In alignment with Senate policy V-128, the program will be under the administrative responsibility of Graduate & Postdoctoral Studies (G+PS). The CMS program office will collaborate with G+PS to manage admissions, student progress tracking, and other registrarial matters. CMS is currently supported by the GCRC program of the Office of the Vice President,



Research & Innovation, the Faculty of Arts, the Departments of Political Science, Sociology, Geography, Anthropology, and Central, Eastern and Northern European Studies, and the Peter A. Allard School of Law.

- CMS has existing administrative capacity to manage graduate programming and to advise graduate students. The CMS Research Manager, Programs and Initiatives, in close collaboration with the CMS Director/s and administratively supported by the CMS Program and Administrative Assistant, currently manages the CMS Graduate Fellows Program. This includes the management of applications, selection of fellows, program orientation, reporting on program requirements, the pairing of fellows with faculty mentors, advising students as they develop a research program for the annual Graduate Fellows Research Symposium, as well as program evaluation.
- The proposed Certificate will be administratively supported by this staff team. The CMS Research Manager will advise students, including in course electives selection, and oversee admissions, student tracking, and program coordination. The Research Manager will be administratively supported by the CMS Administrative and Program Assistant. The Research Manager and CMS staff will manage the ASTU 505 course scheduling in the Workday Student system.
- CMS Co-Directors will teach and co-facilitate the core seminar “Interdisciplinary Research and Professional Practice in Migration Studies” (ASTU 505).
- Proposed start date: Fall 2024

## Admission Requirements and Process

### Admission requirements

General UBC graduate admission requirements, including previous degree(s) and English proficiency will have been met when the student is admitted to a UBC graduate degree program.

Beyond the general graduate admission requirements, specific admission requirements for the Graduate Certificate are:

- Enrolment and satisfactory academic progress in a UBC graduate degree program
- Demonstrated academic/professional interest in Migration and Mobilities studies

### Application process

Students will normally apply to the certificate program in May for a September start date. Students will submit their application documents via an online form on the certificate website, managed by the CMS Research Manager and staff and subsequently approved by the CMS Co-Directors.

Required application components are:

- an application form (in Qualtrics) with name/degree program/year in program/demographic information as permitted under university policy
- copies of graduate degree application package (transcripts) and current graduate degree academic record transcripts
- a one-page statement of interest that speaks to the student’s demonstrated interest in migration research and/or professional practice

- CV
- a form signed by the student's graduate program advisor/supervisor indicating awareness of potential enrolment in the graduate certificate program

### Admission considerations

- Acceptance into the program will be based on the strength of demonstrated interest in migration/mobilities research and/or professional practice, fit with the objectives of the program, and academic preparation and performance as shown by academic records. Establishing a cohort with diverse disciplinary backgrounds will also be taken into consideration when making admission decisions.
- We propose to cap the number of students admitted into the program at 15 in its first year and will revisit this cap after the program's first year of operation. Given the workshop structure of much of ASTU 505, which all certificate students are required to take in their first year, the program is designed to remain small in size.

### Enrolment and Academic Progression

- Upon selection for admission by CMS, students will be enrolled in the Graduate Certificate program by G+PS.
- Upon enrollment, G&PS will charge students a Program Fee of \$75 dollars to offset the costs for the administration of the certificate program, such as student systems enablement, enrolment, registration, and conferral management. This would be expected to increase by 2% per year.
- Upon acceptance in the program students will register in the core seminar "Interdisciplinary Research and Professional Practice in Migration Studies" (ASTU 505).
- Registration and academic progression must conform with general requirements for Graduate Certificates, as defined by Senate Policy V-128
- Certificate completion and graduation will be managed as per normal G+PS practices, and will be managed in partnership between CMS and G+PS

### Consultations

#### Academic Units

The following units have been consulted and have expressed support for this proposal:

1. Department of Political Science
2. Department of Sociology
3. Department of Anthropology
4. Department of Geography
5. Department of Educational Studies
6. Department of Psychology
7. Department of History
8. Department of Asian Studies
9. Department of French, Hispanic and Italian Studies

10. Department of Central, Eastern and Northern European Studies
11. Department of Ancient Mediterranean and Near Eastern Studies
12. Department of English Language & Literatures
13. Department of Theatre & Film
14. Peter A. Allard School of Law
15. Institute for Critical Indigenous Studies
16. Institute for Gender, Race, Sexuality & Social justice
17. Vancouver School of Economics
18. School of Social Work
19. School of Journalism, Writing and Media
20. School of Community and Regional Planning
21. School of Public Policy and Global Affairs

### CMS Executive Committee

This proposal is supported by the CMS Executive Committee, made up of 14 faculty members and 2 graduate students representing Anthropology, Asian Studies, Critical Indigenous Studies, CENES, FHIS, Geography, Law, Occupational Science and Occupational Therapy, Political Science, and Sociology (as well as its community representative).

### CMS Graduate Affiliates

A survey and two focus groups were conducted in the spring of 2023, based on an earlier draft of this proposal. The results suggest that a certificate is “both desirable and feasible.” For example, “89% of survey respondents (25 students) said it would have been extremely likely or somewhat likely that they would have enrolled in this certificate if it was on offer when they started their program of study.” Detailed results of the survey and the focus groups can be found in **Appendix 2: Student Consultations for Proposed Certificate in Migration Studies**.

### Graduate Studies

The proposal has received detailed feedback and is supported by Jenny Phelps (Assistant Vice Provost of Graduate and Postdoctoral Strategic Academic Initiatives) and Jennifer Fletcher (Graduate Curriculum Coordinator).

### Additional Reviewers

The following staff members provided detailed input for this proposal:

- Heidi May, Curriculum Manager, Faculty of Arts
- PJ Rayner, Curriculum Consultant, Centre for Teaching, Learning and Technology
- Alison Stuart-Crump, Senior Projects Manager, Office of the Provost and Vice-President, Academic

## APPENDICES

### APPENDIX 1: LIST OF COURSE ELECTIVES (to be made available on the Graduate Certification in Migration Studies website)

Students must take 9 credits from the following list of approved course electives, which can be chosen from either the 'core' or 'non-core' courses.

#### Core Elective Courses, offered at least every 2-4 years

Core elected courses are graduate courses that are offered by the same instructor at an expected frequency of less than every four years (including courses to be offered every 2-4 and 3-4 years, and excluding courses offered every 4 years and less frequently).

#### Social Sciences

##### Anthropology

1. ANTH 540 (3) Advanced Seminar – Course version B “Migration, Empire, and Social Movements,” instructor Helena Zeweri
2. ANTH 540 (3) Advanced Seminar – Course version C “Mobilities/Immobilities,” instructor Alexia Bloch

##### Educational Studies

3. EDST 565 (3) Special Course in Subject Matter Field – Course version A “Migration, Citizenship and Adult Education,” instructor Hongxia Shan (offered annually)

##### Geography

4. GEOG 545 (3) Topics in Human Geography – Course version titled “Climate Change, Migration and Health,” instructor Jemima Baada (offered annually)

##### Political Science

5. POLI 516 (3) Issues in Comparative Politics – Course version C “Migration and Citizenship,” instructor Antje Ellermann (offered annually)
6. POLI 521 (3) Political Theory – Course version B “Contested Territory,” instructor Anna Jurkevics (offered every 2 years)

##### Sociology

7. SOCI 599 (3) Special Topics - “Sociology of Migration,” offered by instructors Amanda Cheong, Neda Maghbouleh, Aryan Karimi (offered every 1-2 years)

## Humanities

### Ancient Mediterranean and Near Eastern Studies

8. AMNE 575 (3) Topics in Greek Archaeology – Course version titled “Archaeologies of Greek Mobilities, Migrations, and Diasporas,” instructor Franco de Angelis

### Asian Studies

9. ASIA 570 Approaches to Asian Literature – Course version B “Films of the South Asian Diaspora,” instructor Sunera Thobani (offered annually)

### English Language and Literatures

10. ENGL 545 (3) Studies in Canadian Literature – Course version titles “Indigenous and Racial Critique in Canada/Decentering Multiculturalism,” instructor Christine Kim (offered every 1-2 years)

### French, Hispanic and Italian Studies

11. FREN 512 Studies in Literary Criticism (cross-listed with SPAN 501) – Course version titled “Introduction to Mobility Studies,” instructor Gaoheng Zhang (co-located with SPAN 501 Literary and Cultural Theory)
12. SPAN 504 (3) Hispanic Cinema – Course version B, instructor Alessandra Santos (to be offered every other year, course may move to Film Studies)

### **Non-Core Elective Courses, offered every 4 years or less frequently**

Non-core elective courses are courses that either (1) are offered only every four years or less frequently by the same instructor, or are offered irregularly; (2) are fourth-year undergraduate courses open to graduate students, or (3) have not yet undergone syllabus review. Given the multidisciplinary of migration and mobilities studies, **this list is not exhaustive** as we have not surveyed every academic unit.

### Asian Studies

13. ASIA 533 (3) Topics in Modern Japanese Literature – Course version A “Japanese Colonial Literature,” instructor Christina Yi (to be offered every 4 years)
14. ASIA 533 Topics in Modern Japanese Literature – Course version B “Postwar Literature,” instructor Christina Yi (to be offered every 4 years)

### Central, Eastern, and Northern European Studies

15. GMST 506 (3) Intercultural Competence – Course version B “Narratives of Belonging,” instructor Markus Hallensleben (offered irregularly)
16. GMST 520 (3) Studies in Literature after 1945 – Course version C “Narratives of Migration,” instructor Markus Hallensleben (offered irregularly)

English Language and Literatures

17. ENGL 507B (3) "Language, Nation & Colonization: the Role of English," instructor Stefan Dollinger (offered irregularly)
18. ENG 553 (3) "The 'Timeliness' of Asian North American Studies," instructor Danielle Wong (offered irregularly)
19. ENGL 553A (3) "New Media Bodies: Asianness and Information Capitalism," instructor Danielle Wong (offered irregularly)
20. ENGL 545B (3) "Locating Asian Canadian Studies," instructor Chris Lee (offered irregularly)

Sociology

21. SOCI 599 (3) Special Topics Seminar – Course version titled "Seminar in Race and Ethnicity," instructor Neda Maghbouleh (frequency to be confirmed)
22. SOCI 495/599 Advanced Studies in Sociology – Course version titled "Race and Ethnicity," instructor Neda Maghbouleh (frequency to be confirmed)

## APPENDIX 2

### Student Consultations for Proposed Certificate in Migration Studies

CMS student consultations regarding the value, feasibility, and desirability of a migration focused graduate certificate were conducted during the spring of 2023. The consultations were done using both a survey and focus groups and were led by PJ Rayner, Curriculum Consultant, Centre for Teaching, Learning and Technology and Gabriele Dumpys Woolever, CMS Research Manager, Programs and Initiatives. The survey was sent to all graduate students on the CMS mailing list and received a 30% response rate (28 students). Focus groups were conducted with 6 students. Both the survey and the focus groups point to the graduate certificate being both desirable and feasible. A full report on the survey can be found here.

#### Feasibility of the credit structure

9 credits (at least three of which would need to be from outside the student's home department) was said to be feasible from the point of view of students. Only four students (14%) from the survey said they would *not* have been able to complete the requirements. The others said that they would have definitely had the time or that they would have had some time and could possibly have made it work.

An important note on feasibility is that students from both the survey and the focus groups said that they would need to be intentional about how to complete the certificate requirements as there are often limitations to number of electives permitted within a program of study, and further to that, there can often be scheduling issues for certain courses that are only offered every couple of years. Additionally, there can often be restrictions or the need to seek special permissions for enrolling in courses outside the home department. Given these scheduling considerations, students requested that there be flexibility in terms of when during their program of study they will be expected to complete the courses needed for the graduate certificate.

With respect to the co-curricular activities, students had questions about the particulars of the required participation. The proposed co-curricular requirements did not indicate a specific number of events, just that a 'minimum' number would be required. Students asked about these numbers and the timeframe in which they would need to complete them, looking for granular detail about certificate requirements in a way that reflected their concerns about workload and time demands. (These requirements and concerns about them mimic those expressed by Grad Fellows in feedback about their program requirements.) Proposed co-curricular elements include:

- Presenting a Grad Power Hour (GPH)
- Attending a number of GPH's
- Attending professional development events
- Attending CMS speaker events

In focus groups, students felt that presenting at one GPH during the life of the certificate was reasonable, and had various thoughts on what the structure of the GPH should be in order to be both fruitful and viable. (This was in light of a sideline topic, known internally to CMS, that GPH changes are under consideration.) They understood the mutual value of attending other GPHs, as well as other speaker events, but were overall concerned with time demands as much or more so than specific

workload. I.e. they were not thinking of co-curriculars as less work compared to a credit-bearing course, but as a demand on their time amidst other standard coursework requirements and, in many cases, working multiple part-time jobs, and managing long commutes and/or having a home life. On the whole, they agreed that program requirements should be substantive enough to be motivating and beneficial, but not so onerous as to be deterring.

*See discussion of “Specialization of the certificate” for more on students’ suggestions for desirable co-curriculars related to future and current employment through service-learning opportunities with partner organizations.*

One design idea that CMS might want to consider is creating a 1 credit course that will ask students to bring together their learning in the co-curricular activities. This could be a pass/fail course, so would not add a substantial burden to the students’ workload, but it would provide a container through which clear expectations could be set for the students, CMS, and the Senate. Making this a 3 credit course (pass/fail) could leave room for making this a more substantial learning piece which could incorporate service learning if that eventually made sense. (*N.B., Antje is currently drafting a plan for such a course, in light of preliminary feedback from PJ et al. Notes about service learning are discussed under “Specialization of the certificate.”*)

### Likelihood of enrolling

89% of survey respondents (25 students) said it would have been extremely likely or somewhat likely that they would have enrolled in this certificate if it was on offer when they started their program of study. Only 3 respondees said it would have been unlikely that they would have enrolled, and they flagged current workload issues as being the biggest barrier. Those students who flagged a likelihood of enrollment said they were attracted to the following characteristics of the certificate:

- the interdisciplinary and non-siloed nature of the certificate
- having an institutional home for their interest in migration studies
- networking and relationship building with professors and students of like mind
- the collated and maintained list of relevant courses
- obtaining the formal certification which can be used in the job market

### Value of a formal certificate

Both the survey and the focus groups probed the value of the formal certificate. Below is a summary of the value that students associated with a formal program.

**Administrative support:** A defined process, or maybe even support from the Centre, for accessing courses outside of one's own department.

*Quote: Having a certificate which would allow me to take courses without seeking permission, and signing forms, and contacting the grad coordinator of that program and then my program would be helpful.*

**CV builder:** A formal designation which can be added to students’ CV and be narrated in job interviews can help to make sense of the specialization in migration studies, especially for non-academic positions and if your graduate research did not focus on migration issues.



Quote: *If your research is already focused on this topic, then there might not be an added benefit [to the formal certification] because your research already provides you with the vector for application. I don't need a certificate to justify my experience because I have a dissertation, but those who have a dissertation that is tangential, then they could really benefit from this certificate.*

**Meaningful breadth:** A certificate in migration studies could be meaningful breadth for students interested in migration, but whose primary research is focused elsewhere.

Quote: *I have friends who have taken classes with me, who are interested in migration, who would like to learn more, but do not want to focus their dissertation on this topic, so they would really benefit from this kind of certificate.*

**Visibility or sensemaking:** It can help external stakeholders understand the area of specialization and engagement.

Quote: *It'll make sense to employers; it'll help others see and understand what it is that I focused on; it'll help translate work across domains.*

**Defined container:** Having defined program parameters can be motivating for students. It can create a sense of belonging, both with the topic of study as well as with the other enrollees. Additionally, a defined program container can create a sense of immersion and working towards something intentionally scoped.

Quote: *[With a certificate] you feel more immersed in the topic. It means you won't just be in random courses, but you'd have a cohort with the same dedication. There is a psychological element to it. That feeling of working towards something, and wanting to complete it, counts for something.*

Quote: *Sense of achievement, a program to progress within, and that will help me build a sense of self*

### **Specialization of the certificate**

Students from both the survey and the focus groups indicated that this certificate could provide particular value for those interested in careers outside of academia. Many suggested that the certificate could involve a more 'applied' (or service-learning) component of migration studies which perhaps could complement the research orientation of the Grad Fellows program.

Quote: *If you want to go into academia, I'm not sure what extent it has value. For that you'd need research. If you want to work outside of academia, it would be useful to have this certificate on the CV or transcript to show the completion of a program that is comprehensively centered on migration.*

Quote: *This training should include workshops and opportunities to connect with the non-academic sector related to migration (e.g., policy making, settlement sector). Maybe an optional internship would be interesting.*

Students raised possibilities for how this certificate could support their professional growth in non-academic careers:

- Direct experience within the sector, such as internship, practicum, service activities [FG2]
- Meeting and talking with sector representatives to better understand the sectors' needs and ways of working
- Knowledge translation or knowledge-to-action programming which could help students connect migration research (their own or that in the literature) to the professional sector

Students discussed the difficulty of making connections with organizations in the sector and outside the academy generally; the desirability of having CMS/others facilitate this for the purpose of both

immediate experience and possible longer-term career connections; how having paid opportunities would be most ideal as it would alleviate immediate stress about income and time spent juggling multiple jobs, plus having work that was somewhat connected to their desired field, and potentially leading to post-graduation employment. *(As an aside, this hunger for applied research relationships supports the rationale of work CMS is actively engaged in through, e.g., Research Day with community partners.)*

Students were less enthusiastic about volunteer opportunities, as this would amount to just another demand on their time (in a format that is already available to them). If inclined, CMS should imagine and explore what applied opportunities could look like, given that direct placements for all students would be administratively cumbersome. (e.g. Perhaps this could be done as meeting events through the pass/fail course in the form of site visits and/or on-site orientation meetings, job shadowing, etc., if not outright placements.)

On the whole, students are looking for a certificate that offers strategic and substantive value-add that enhances their employability (especially if outside the academy) and their academic experience, but that does not create tick-box burdens on their time.



21 February 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Enrolment Services – Academic Calendar Date Change

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At its meeting on 29 January, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from Enrolment Services with respect to graduation applications and conferrals for 2024S will be completed in the Student Information Services Centre (SISC), a decision made in February 2023 supported by Integrated Renewal Program (IRP) Sponsorship, the Academic Model & Transformation Advisory Committee (AMTAC), and Student Process & Outcomes Committee (SPOC). This will align the system of record being SISC for records before 2024W, it supports the efficiency of the advising units to adjudicate students in a familiar environment and it supports graduating students by allowing them to complete their graduation tasks with greater ease in the SISC. The Senate Agenda Committee has reviewed this proposal and supports the calling of a Special Meeting of Senate on 30 August 2023 to allow for the granting of degrees.

The following is recommended to Senate:

**Motion:** *That Senate approve the following one-time changes to the 2023-2024 Academic Year::*

*Deadlines for applications, Faculty approvals & conferrals:*

- *Application open in SISC – May 1, 2024*
- *Application Deadline – July 31, 2024*
- *Approval Deadline – August 28, 2024*
- *Conferral Deadline – August 30, 2024*

*Process deadlines:*

- *Exceptional conferral August 30 by UBC Senate*
- *Grade submission deadline - August 23*
- *SD exam period moved a week earlier to July 15 – 26 (a week earlier than its typical dates)*

Respectfully submitted,

Dr. Kin Lo, Chair  
Senate Academic Policy Committee



## Academic Policy Proposal Form

<b>Dept./Unit:</b> Enrolment Services		<b>Date:</b> 2024-02-05
<b>Effective Session:</b> 2023W		<b>Contact Person:</b> Robbie Morrison
		<b>Email:</b> robbie.morrison@ubc.ca
<b>Type of Action:</b> Academic Calendar Date Change		
<p><b>Rationale:</b> Graduation applications and conferrals for 2024S will be completed in the Student Information Services Centre (SISC), a decision made in February 2023 supported by Integrated Renewal Program (IRP) Sponsorship, the Academic Model &amp; Transformation Advisory Committee (AMTAC), and Student Process &amp; Outcomes Committee (SPOC). This will align the system of record being SISC for records before 2024W, it supports the efficiency of the advising units to adjudicate students in a familiar environment and it supports graduating students by allowing them to complete their graduation tasks with greater ease in the SISC.</p> <p>It has resulted in a one-time change of deadlines for applications, Faculty approvals &amp; conferrals:</p> <ul style="list-style-type: none"> <li>• Application open in SISC – May 1, 2024</li> <li>• Application Deadline – July 31, 2024</li> <li>• Approval Deadline – August 28, 2024</li> <li>• Conferral Deadline – August 30, 2024</li> </ul> <p>It has also resulted in a one-time change for process deadlines:</p> <ul style="list-style-type: none"> <li>• Exceptional conferral August 30 by UBC Senate</li> <li>• Grade submission deadline - August 23</li> <li>• SD exam period moved back a week to July 15 – 26 (a week earlier than its typical dates)</li> </ul> <p>The 2023 winter session Deferred Standing course requirements completion date, which is listed in the “Standings” definitions section of the Calendar as August 23. This deadline now aligns with the August 23 grade submission date. Proposing to move the 2023W deferred standing completion date to August 16 to provide a reasonable amount of time between the course requirements completion date and the grade submission date to ensure all required processes can be completed for students. This would result in a one-time change to the 2023W Academic Calendar as outlined below.</p> <p>We are also proposing the date be added into the Academic Year portion of the Calendar as part of the list of important dates.</p>		



**Proposed Academic Calendar Entry:**

**Deferred Standing (SD)** may be granted by the Dean of the Faculty in which the student is enrolled when a student has a valid reason for not completing course requirements as scheduled and does not qualify for Aegrotat standing (see [Academic Concession](#)). Students granted Deferred standing in Winter Session courses must complete all outstanding course requirements by **August 17** following. Students granted Deferred standing in Summer Session courses must complete all outstanding work by December 25 following. Students granted Deferred standing are responsible for making satisfactory arrangements with their instructors for completion of outstanding course requirements. If a student fails to complete deferred requirements by the dates specified, the Deferred standing will be replaced with a grade or standing that reflects requirements completed in the course. Students unable to meet the specified deadlines because of further medical, emotional or other difficulties must make an additional application for Academic Concession no later than August 31 for Winter Session courses or December 31 for Summer Session courses following the original deferral. See [Deferred and Supplemental Examinations](#).

**Academic Calendar URL:**

<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/standings>

**Present Academic Calendar Entry:**

**Deferred Standing (SD)** may be granted by the Dean of the Faculty in which the student is enrolled when a student has a valid reason for not completing course requirements as scheduled and does not qualify for Aegrotat standing (see [Academic Concession](#)). Students granted Deferred standing in Winter Session courses must complete all outstanding course requirements by August 23 following. Students granted Deferred standing in Summer Session courses must complete all outstanding work by December 25 following. Students granted Deferred standing are responsible for making satisfactory arrangements with their instructors for completion of outstanding course requirements. If a student fails to complete deferred requirements by the dates specified, the Deferred standing will be replaced with a grade or standing that reflects requirements completed in the course. Students unable to meet the specified deadlines because of further medical, emotional or other difficulties must make an additional application for Academic Concession no later than August 31 for Winter Session courses or December 31 for Summer Session courses following the original deferral. See [Deferred and Supplemental Examinations](#).

**Academic Calendar URL:**

<https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty->



<p><b>Illness, Academic Concession, and Deferred Standing...</b></p> <p>Students with Deferred standing who are obliged to write examinations at the end of the next term or in the following session should count unfinished courses in their workload and should not expect further academic concession if they are not able to fulfill their obligations.</p> <p>Students granted Deferred standing in Winter Session courses must complete all outstanding course requirements by the following <b>August 17</b>. Students may not ask for a special sitting of an examination but must sit the examination at its scheduled time during the deferred examination period.</p> <p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Academic Year 2023/24 - August</b></p> <p>...Thursday, August 15, 2024</p> <p>Online applications for Affiliation Scholarships, Affiliation Bursaries and Awards for Aboriginal Students, Awards for Women in part-time studies and Awards for students with disabilities open.</p> <p>Online applications for the Winter General Bursary become available on the Student Service Centre and are available until September 15.</p>	<p><a href="#">science/bachelor-science/illness-academic-concession-and-deferred-standing</a></p> <p><b>Illness, Academic Concession, and Deferred Standing...</b></p> <p>Students with Deferred standing who are obliged to write examinations at the end of the next term or in the following session should count unfinished courses in their workload and should not expect further academic concession if they are not able to fulfill their obligations.</p> <p>Students granted Deferred standing in Winter Session courses must complete all outstanding course requirements by the following August 23. Students may not ask for a special sitting of an examination but must sit the examination at its scheduled time during the deferred examination period.</p> <p><b>Academic Calendar URL: <a href="#">Academic Year 2023/24 - August   UBC Academic Calendar</a></b></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Academic Year 2023/24 - August</b></p> <p>...Thursday, August 15, 2024</p> <p>Online applications for Affiliation Scholarships, Affiliation Bursaries and Awards for Aboriginal Students, Awards for Women in part-time studies and Awards for students with disabilities open.</p> <p>Online applications for the Winter General Bursary become available on the Student Service Centre and are available until September 15.</p>
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<p>Saturday, August 17, 2024 Students granted Deferred standing in Winter Session courses must complete all outstanding course requirements.</p> <p>Saturday, August 17, 2024 End of Summer Session Term 2.</p>	<p>Saturday, August 17, 2024 End of Summer Session Term 2.</p>
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To: Senate  
From: Academic Policy Committee  
RE: Proposed New Course Standings for Workday Student Implementation  
Date: 12 December 2023

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UBC's current SIS allows for distinct grade (both percentage and letter) and standings for each course and does not require course standings. Workday Student does require standings or grades and thus a variety of course standings that were previously used to modify grades or courses for administrative purposes will need to be restated to support functionality in Workday. The academic policy committee has considered the standings proposed by the Integrated Renewal Program as revised by Enrolment Services and is pleased to recommend that Senate resolve as follows:

*That, effective for the 2024 Winter Session and thereafter, the following new and revised course standings are in effect:*

New Standings:

**Course in Progress (CIP)** denotes a course in progress or without a grade submitted before the grade submission deadline.

**Externally Graded (EXG)** is a nominal standing that is used administratively to maintain registration in a UBC program of study while the student is taking and receiving a grade for a course at another institution.

**Fail (FAUD)** denotes fail standing in a course that was being audited.

**Failed Supplemental (F(S))** denotes a continued failure in a course despite a supplemental examination being completed (see [Supplemental Examination Policy](#)).

**Transfer Credit (TR)** is a standing granted to a student that denotes credit received from a course completed and transferred from another institution.

**No Grade Required (NGR)** is nominal standing applied to courses only used for administrative purposes such as managing registration or assess fees. Courses with this standing will not be displayed on the transcript. The standing will be automatically applied at the end of each academic period.

**Not Submitted (NS)** denotes a course for which the deadline for grade submission has passed and a grade was not submitted.

**Withdrawal (W AUD)** denoted official withdrawal from a course that was being audited (see [Withdrawal](#))



**Revised Standings:**

**(AUD)** is a standing granted to a student who has been officially approved as having audit status. The student is expected to complete all course requirements except the final exam, and may be given Fail (**FAUD**) standing if their performance is not satisfactory.



21 February 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Applied Science – Dean’s Office – Academic Regulations

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At its meeting on 29 January, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Applied Science to amend the academic regulations with respect to academic standing and promotion requirements and for placement into an engineering specialization in the Bachelor of Applied Science.

The following is recommended to Senate:

**Motion:** *“That Senate approve amendments to the academic regulations with respect to academic standing and promotion requirements for placement into an engineering specialization in the Bachelor of Applied Science in the Faculty of Applied Science.”*

Respectfully submitted,

Dr. Kin Lo, Chair  
Senate Academic Policy Committee

## UBC Curriculum Proposal Form

<p><b>Faculty:</b> APSC  <b>Department:</b> Dean’s Office  <b>Faculty Approval Date:</b>  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> Oct 2, 2023  <b>Contact Person:</b> Carol Jaeger  <b>Phone:</b> 2-2592  <b>Email:</b> carolj@apsc.ubc.ca</p>																		
<p><b>Category:</b> 2</p> <p><b>Proposed Calendar Entry:</b></p> <p>.....</p> <p><b>Academic Standing and Promotion Requirements</b></p> <p>Academic Standing will be determined by the student’s Sessional Academic Average at the end of each Winter Session and Summer Session.<sup>1</sup></p> <p>One of three Academic Standings is assigned as a result of a Sessional Academic Evaluation: Good Standing, Academic Probation, or Failed Year. All students are in Good Standing when first admitted to the Faculty.</p> <p>Academic Standings and progression requirements are listed in the table below.</p> <p style="background-color: yellow;">[Note: please see the new table below the two-column form – it does not fit properly here (and only the first three columns are visible on the right-hand column.)]</p> <p>A student with a second assigned Failed Standing will be required to withdraw from</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science/bachelor-applied-science/academic-regulations">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science/bachelor-applied-science/academic-regulations</a></p> <p><b>Present Calendar Entry:</b></p> <p>.....</p> <p><b>Academic Standing and Promotion Requirements</b></p> <p>Academic Standing will be determined by the student’s Sessional Academic Average at the end of each Winter Session and Summer Session.<sup>1</sup></p> <p>One of three Academic Standings is assigned as a result of a Sessional Academic Evaluation: Good Standing, Academic Probation, or Failed Year. All students are in Good Standing when first admitted to the Faculty.</p> <p>Academic Standings and progression requirements are listed in the table below.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left; color: red;">Year Level</th> <th style="text-align: left; color: red;">Sessional Average</th> <th style="text-align: left; color: red;">Academic Standing at the Time of Evaluation</th> </tr> </thead> <tbody> <tr> <td style="color: red;">+</td> <td style="color: red;">60% or more</td> <td style="color: red;">Any-standing</td> </tr> <tr> <td style="color: red;">+</td> <td style="color: red;">50%—54.9%</td> <td style="color: red;">Not Probation</td> </tr> <tr> <td style="color: red;">+</td> <td style="color: red;">55%—59.9%</td> <td style="color: red;">Not Probation</td> </tr> <tr> <td style="color: red;">+</td> <td style="color: red;">50%—59.9%</td> <td style="color: red;">Probation</td> </tr> <tr> <td style="color: red;">+</td> <td style="color: red;">Less than 50%</td> <td style="color: red;">Any-standing</td> </tr> </tbody> </table>	Year Level	Sessional Average	Academic Standing at the Time of Evaluation	+	60% or more	Any-standing	+	50%—54.9%	Not Probation	+	55%—59.9%	Not Probation	+	50%—59.9%	Probation	+	Less than 50%	Any-standing
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<p>the University. See <a href="#">Advancement Regulations</a>.</p> <p><sup>1</sup> Students in their 2<sup>nd</sup> year of the Engineering Physics program will be evaluated at the end of the Summer Session, in place of regular Winter Session evaluations.</p> <p><b>Placement in an Engineering Specialization</b></p> <p>Students who are eligible for Year 2 must apply for placement into an engineering specialization. Placement is a competitive process that occurs at the end of each winter session. Students must submit their placement forms, including a ranked list of engineering specializations and a personal statement, by the deadline indicated on the Engineering Academic Services website. See <a href="#">Second Year Placement</a> &lt;<a href="https://academicservices.engineering.ubc.ca/degree-planning/2nd-year-placement/">https://academicservices.engineering.ubc.ca/degree-planning/2nd-year-placement/</a>&gt; for details. Placement of students into programs will take into consideration a student's winter session average (term 1 and term 2), the personal statement, and the space limitations in each program. Some programs may require additional materials or interviews.</p> <p><b>Undeclared Status</b></p> <p>Students who are eligible for Year 2 having an average between 55% and 59.9% may opt to continue for one year with Undeclared Status. This status will allow students to register for select second year courses from multiple departments in consultation with, and approved by, an academic advisor. A student may remain on Undeclared Status for only one year, must clear any outstanding first year program requirements during that year, and must submit a new program preference</p>	<table border="0"> <tr> <td>2-5</td> <td>55% or more</td> <td>Any-standing</td> <td>Good Standing</td> </tr> <tr> <td>2-5</td> <td>50%—54.9%</td> <td>Not Probation</td> <td>Academic Probation</td> </tr> <tr> <td>2-5</td> <td>50%—54.9%</td> <td>Probation</td> <td>Failed Year</td> </tr> <tr> <td>2-5</td> <td>Less than 50%</td> <td>Any-standing</td> <td>Failed Year</td> </tr> </table> <p><del><sup>1</sup>Students must successfully complete a minimum of 27 credits of the first continue to Year 2.</del></p> <p><del><sup>2</sup>Students must successfully complete a minimum of 80% of the credits re- being permitted to continue to the next year level.</del></p> <p><del><sup>3</sup>Note that additional registration restrictions may apply. See <a href="#">Communicat</a></del></p> <p>A student with a second assigned Failed Standing will be required to withdraw from the University. See <a href="#">Advancement Regulations</a>.</p> <p><sup>1</sup> Students in their 2<sup>nd</sup> year of the Engineering Physics program will be evaluated at the end of the Summer Session, in place of regular Winter Session evaluations.</p> <p><b>Undeclared Status</b></p> <p>Students who are eligible for Year 2 having an average between 55% and 59.9% may opt to continue for one year with Undeclared Status. This status will allow students to register for select second year courses from multiple departments in consultation with, and approved by, an academic advisor. A student may remain on Undeclared Status for only one year, must clear any outstanding first year program requirements during that year, and must submit a new program preference form at the end of the winter academic session. Students should be aware that Undeclared Status may result in additional time required to complete a program, and that not all courses completed during the Undeclared year may be applicable to a student's eventual program of study.</p> <p><b>Guaranteed Program Placement</b></p> <p>Winners of the Presidential Scholars Awards may be accorded conditional</p>	2-5	55% or more	Any-standing	Good Standing	2-5	50%—54.9%	Not Probation	Academic Probation	2-5	50%—54.9%	Probation	Failed Year	2-5	Less than 50%	Any-standing	Failed Year
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form at the end of the winter academic session. Students should be aware that Undeclared Status may result in additional time required to complete a program, and that not all courses completed during the Undeclared year may be applicable to a student’s eventual program of study.

**Guaranteed Program Placement**

Winners of the Presidential Scholars Awards may be accorded conditional selection of an engineering specialization that is normally granted to students upon second year via a competitive process. For Guaranteed placement, students so admitted must complete a minimum of 27 credits towards the [first year of the Bachelor of Applied Science program](#) with a minimum average of at least 75%, upon which they will be eligible to choose placement in one of the participating programs. Students who do not meet both requirements may be considered for guaranteed placement at the discretion of the Faculty. Not all specializations are available and the Faculty reserves the right to limit enrolment in participating programs.

.....

**Communication Requirement**

The Faculty recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. Term essays and examination papers may be refused a passing mark if they are poorly written.

Students are encouraged to complete WRDS 150 or an acceptable substitute prior to beginning their second year. Some programs additionally require that students have successfully completed ENGL 112 or equivalent to be eligible for registration in

selection of an engineering specialization that is normally granted to students upon second year via a competitive process. For Guaranteed placement, students so admitted must complete a minimum of 27 credits towards the first year of the Bachelor of Applied Science program with a minimum average of at least 75%, upon which they will be eligible to choose placement in one of the participating programs. Students who do not meet both requirements may be considered for guaranteed placement at the discretion of the Faculty. Not all specializations are available and the Faculty reserves the right to limit enrolment in participating programs.

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**Communication Requirement**

The Faculty recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. Term essays and examination papers may be refused a passing mark if they are poorly written.

Students are encouraged to complete ~~ENGL 112~~, WRDS 150, or an acceptable substitute prior to beginning their second year. Some programs additionally require that students have successfully completed ENGL 112 or equivalent to be eligible for registration in second year courses.

Students must pass ~~ENGL 112~~, WRDS 150, or equivalent before being permitted to continue with the third year of their programs. Individual programs may have additional advancement regulations.

Students must pass an approved technical communication course before being permitted to continue with the fourth year of their programs. Consult the program

<p>second year courses.</p> <p>Students must pass WRDS 150 or equivalent before being permitted to continue with the third year of their programs. Individual programs may have additional advancement regulations.</p> <p>Students must pass an approved technical communication course before being permitted to continue with the fourth year of their programs. Consult the program requirements in the Academic Calendar for the appropriate course for your program.</p> <p>Any student who does not meet one of these timing requirements will be permitted to take up to 12 credits in the first term after the requirement is not met, but will not be allowed to take any courses, other than WRDS 150 (or equivalent) or the prescribed technical communication course as appropriate, after that time.</p> <p>.....</p>	<p>requirements in the Academic Calendar for the appropriate course for your program.</p> <p>Any student who does not meet one of these timing requirements will be permitted to take up to 12 credits in the first term after the requirement is not met, but will not be allowed to take any courses, other than WRDS 150 (or equivalent) or the prescribed technical communication course as appropriate, after that time.</p> <p>.....</p> <p><b>Type of Action:</b> Update calendar entry. Clarify that discipline placement is competitive. Update academic standing table to reflect Workday definitions. Remove reference to ENGL 112.</p> <p><b>Rationale for Proposed Change:</b></p> <ol style="list-style-type: none"> <li><b>Correction of the Academic Standing table.</b> Last year we made a change to the academic standing table to account for the fact that Workday won't allow two different values for good standing as we have in this current table. That proposal was approved to take effect in 24W, to coincide with the launch of Workday Student. After that approval, we learned that Workday Student will use number of credits completed to determine class standing, without evaluation of whether the completed credits are program requirements. As such we now need to update the footnotes to make clear that placement in an engineering specialization requires a minimum of 27 credits of first-year program requirements in order to be eligible. On the right-hand side of the two-column form the progression table as it is currently shown in the 23W academic calendar. Below the two-column form is the previously submitted</li> </ol>
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	<p>version for 24W and the newly proposed version for 24W. We have made additional edits on the recommendation of the Senate Academic Policy Committee to adjust the order of the columns in the table and improve the consistency of the terminology used.</p> <p>2. <b>Addition of a paragraph specifically stating that placement into an engineering specialization is competitive.</b> This is not a change of policy, and the process is both described on our Faculty web pages and explained to first-year students in class. However, the only mention of this process in the calendar is by inference in the section on Guaranteed Placement for major entrance award recipients. It was felt that some additional information should be in the calendar for transparency.</p> <p>3. <b>Remove reference to ENGL 112 in the communication requirement section.</b> ENGL 112 has not been offered for several years and most students now take WRDS 150.</p>
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**Previously submitted for 24W (approved in the 2022W2 curriculum cycle):**

<b>Year Level</b>	<b>Sessional Average</b>	<b>Academic Standing at the Time of Evaluation</b>	<b>Resulting Academic Standing</b>	<b>Promotion Status</b>
<del>1-5</del>	55% or more	Any Standing	Good Standing	Eligible to continue <sup>1,2,3</sup>
<del>1-5</del>	50% - 54.9%	<del>Not Probation</del>	Academic Probation	Eligible to continue <sup>1,2,3</sup>
<del>1-5</del>	50% - 54.9%	Probation	Failed Year	Required to discontinue
<del>1-5</del>	Less than 50%	Any Standing	Failed Year	Required to discontinue

<sup>1</sup> Students must successfully complete a minimum of 27 credits of the first year program before being permitted to ~~continue to Year 2.~~

~~<sup>2</sup> Students must successfully complete a minimum of 80% of the credits required for year levels 2 and higher before being permitted to continue to the next year level.~~

<sup>3</sup> Note that additional registration restrictions may apply. See Communication Requirement.

**Updated entry for 24W:**

<b>Academic Standing at the</b>	<b>Sessional Average</b>	<b>Resulting Academic</b>	<b>Promotion Status</b>
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<b>Time of Evaluation</b>		<b>Standing</b>	
Any Standing	55% or more	Good Standing	Eligible to continue <sup>1,2</sup>
Good Standing	50% - 54.9%	Academic Probation	Eligible to continue <sup>1,2</sup>
Academic Probation	50% - 54.9%	Failed Year	Required to discontinue
Any Standing	Less than 50%	Failed Year	Required to discontinue

<sup>1</sup> Students must successfully complete a minimum of 27 credits of the [first-year program](#) before being permitted to [enter an engineering specialization](#).

<sup>2</sup> Note that additional registration restrictions may apply. See [Communication Requirement](#).





9 February 2024

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) 2024/25 Enrolment Targets (approval)  
b) Extension of Application Deadline for Undergraduate Programs (2024W) (ratification)

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a. 2024/25 Enrolment Targets (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the enrolment targets for the 2024-2025 academic year, as outlined by Faculty, program and year level, as outlined in the attached report.

***Motion: That Senate approve and forward to the Board of Governors for approval the 2024/2025 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.***

b. Extension of the 2024W Application Deadline for Undergraduate Programs (ratification)(circulated)

The Committee requests that Senate ratify its decision to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, as per the attached report.

***Motion: That Senate ratify the decision of the Senate Admissions Committee to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, for entry to the 2024 Winter Session.***

Respectfully submitted,  
Dr. Joanne Fox, Chair Senate Admissions Committee



# THE UNIVERSITY OF BRITISH COLUMBIA

**To: Members of the UBC Vancouver Senate Admissions Committee**

**From: Bhushan Gopaluni**  
**Vice-Provost & Associate Vice-President, Faculty Planning**

**Date: January 8, 2024**

**Re: 2024/25 Winter Session Intake Targets for UBC Vancouver**

I am pleased to present the student enrolment projections (by fiscal year) and proposed intake targets (by academic year), for 2024/25. The proposed intake targets for direct-entry undergraduate programs were determined by the Faculties, in consultation with the Provost's Office, the Office of Planning and Institutional Research, Enrolment Services, and the International Student Initiative. These intake targets are based on the provincial government's mandate regarding overall domestic student enrolment (measured as FTEs); the University's strategic goals; and the opportunities and capacities identified by Departments and Schools. These targets aim to uphold the University's commitment to providing a world-class teaching and learning environment while ensuring outstanding support services for our students.

## Actual Total FTE Enrolment for Fiscal Year 2023/24

As of March 31, 2024, the projected full-time equivalent (FTE) enrolment for UBC Vancouver in the 2023/24 fiscal year is expected to reach 53,656, encompassing both winter and summer sessions.<sup>1</sup> Within this total, 32,112 (59.8%) represent domestic undergraduate FTEs, 10,834 (20.2%) pertain to international undergraduate FTEs, 9,119 (17.0%) account for graduate FTEs, and 1,591 (3.0%) are residents in Medicine, Dentistry, and Pharmacy (refer to Table 3 for details).

In comparison to the preceding year (2022/23), there has been an increase of 651 (+2.1%) in domestic undergraduate FTEs, a decrease of 163 (-1.5%) in international undergraduate FTEs, and a drop of 131 (-1.4%) in graduate FTEs (inclusive of both domestic and international). Presently, UBC Vancouver's total domestic enrolment (see Table 2) exceeds the 2023/24 government-funded FTE targets by 17.7%, with a surplus of 3,309 (10.9%) over the domestic undergraduate and resident FTE targets of 30,394, and 3,129 (52.2%) over the graduate-funded FTE targets of 5,990 (see Tables 1 and 2 for detailed breakdowns).

## Proposed Undergraduate New-to-Program Intake Targets for Winter 2024/25

In the upcoming 2024/25 academic year, several strategic adjustments are proposed for undergraduate intake targets across various faculties at the Vancouver campus:

1. **Faculty of Applied Science and Faculty of Science:**
  - Intake target increases to align with the government's new funding for Technology Seats Expansion.
  - 50 additional domestic students in the BASC program.
  - 70 additional domestic students in the BSC program.
2. **Faculty of Medicine:**
  - Previously scheduled increase of 22 domestic students in the MD program.
3. **Vantage College:**
  - Reduction in the VC-BSC intake target to 60 students for 2024/25.
  - Phasing out the VC-BSC program in 2025/26.
4. **Faculty of Arts:**
  - Reduction of 65 ISI students in the BA program.
  - Reduction of 8 ISI students in the BFA program.
  - Reduction of 10 domestic students in the BSW program.
  - Increase of 10 domestic & ISI students in the BMS program.

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<sup>1</sup> Summer session of 2023 and winter session projected to March 2024.

**5. Faculty of Forestry:**

- Introduction of a new program, Bachelor of Science in Natural Resources (BSNR) and phasing out five existing degrees: BEST, BSCN, BSCW, BSF, and BSFS.
- Anticipated net increase of 7 domestic students and 6 international students after new the program replaces those five programs.
- Decrease in ISI intake target by 6 students for BUF (Bachelor of Urban Forestry).
- The new Bachelor of Indigenous Land Stewardship (BILS) is expected to start in 2025/26 with intake targets of 20 domestic students and 10 ISI students.

**6. Sauder School of Business:**

- Increase of 15 ISI students in the BCOM program.

In summary, the proposed intake targets for the 2024/25 academic year aim for 8,727 new-to-program domestic students and 3,339 new-to-program ISI students. This represents a 1.9% target increase in domestic students and a 3.2% decrease in international students compared to the previous academic year (2023/24), as detailed in Table 4.

**Projected Enrolment Plan for Winter Session 2024/25**

Under the assumption that Faculties will meet the proposed intake targets for 2024/25 academic year, in conjunction with the flow-through of the 2023/24 student cohort, it yields an undergraduate enrolment for winter 2024/25 that is 299 (-0.8%) fewer domestic students and 91 (+0.8%) more international students compared to the 2023/24 Winter enrolments. For a detailed breakdown, refer to Table 5, which provides forecasts for domestic and international undergraduate headcounts from 2024/25 through 2028/29, categorized by Faculty and School.

International students are projected to be 25.9% of registered baccalaureate and post-baccalaureate students in 2024/25 (see Table 6).

**Table 1. UBCV Government Funded FTE, by Fiscal Year**

Program Type	Focus Area	Actual		Projected				
		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Undergraduate & Resident	Health Programs	2,532	2,588	2,588	2,588	2,588	2,588	2,588
	All Other Programs	27,715	27,806	27,806	27,806	27,806	27,806	27,806
	<b>Total</b>	<b>30,247</b>	<b>30,394</b>	<b>30,394</b>	<b>30,394</b>	<b>30,394</b>	<b>30,394</b>	<b>30,394</b>
Graduate	Health Programs	1,274	1,330	1,330	1,330	1,330	1,330	1,330
	All Other Programs	4,660	4,660	4,660	4,660	4,660	4,660	4,660
	<b>Total</b>	<b>5,934</b>	<b>5,990</b>	<b>5,990</b>	<b>5,990</b>	<b>5,990</b>	<b>5,990</b>	<b>5,990</b>
<b>GRAND TOTAL</b>		<b>36,181</b>	<b>36,384</b>	<b>36,384</b>	<b>36,384</b>	<b>36,384</b>	<b>36,384</b>	<b>36,384</b>

Table 2. UBCV Domestic Annual Normal Load FTE, by Fiscal Year

Program Type	Focus Area	Actual	Projected	Forecast				
		2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Undergraduate	Baccalaureate or Post-baccalaureate	29,826	30,577	30,494	30,342	30,246	30,218	30,207
	Certificate/Diploma	846	802	771	771	771	771	771
	Non-Degree	789	733	748	748	748	748	748
	Undergraduate Health Programs	2,610	2,688	2,724	2,805	2,855	2,889	2,892
	All Other Undergraduate Programs	28,851	29,424	29,290	29,056	28,910	28,848	28,834
	<b>Total Undergraduate FTE</b>	<b>31,461</b>	<b>32,112</b>	<b>32,014</b>	<b>31,861</b>	<b>31,765</b>	<b>31,737</b>	<b>31,726</b>
Resident	<b>Total Resident FTE</b>	<b>1,566</b>	<b>1,591</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>
Undergraduate + Resident	<b>Total Undergraduate + Resident FTE</b>	<b>33,027</b>	<b>33,703</b>	<b>33,604</b>	<b>33,451</b>	<b>33,355</b>	<b>33,327</b>	<b>33,316</b>
	<i>Undergraduate + Resident Utilization Rate</i>	<i>109.2%</i>	<i>110.9%</i>	<i>110.6%</i>	<i>110.1%</i>	<i>109.7%</i>	<i>109.6%</i>	<i>109.6%</i>
Graduate	Graduate Health Programs	1,454	1,094	1,094	1,094	1,094	1,094	1,094
	All Other Graduate Programs	7,796	8,025	7,972	7,972	7,972	7,972	7,972
	<b>Total Graduate FTE</b>	<b>9,249</b>	<b>9,119</b>	<b>9,067</b>	<b>9,067</b>	<b>9,067</b>	<b>9,067</b>	<b>9,067</b>
	<i>Graduate Utilization Rate</i>	<i>155.9%</i>	<i>152.2%</i>	<i>151.4%</i>	<i>151.4%</i>	<i>151.4%</i>	<i>151.4%</i>	<i>151.4%</i>
<b>Grand Total UBC Vancouver Domestic FTE</b>		<b>42,276</b>	<b>42,821</b>	<b>42,670</b>	<b>42,518</b>	<b>42,422</b>	<b>42,393</b>	<b>42,382</b>
<i>Total UBCV Utilization Rate</i>		<i>116.8%</i>	<i>117.7%</i>	<i>117.3%</i>	<i>116.9%</i>	<i>116.6%</i>	<i>116.5%</i>	<i>116.5%</i>

Table 3. UBCV Annual Normal Load FTE, Domestic & International, by Fiscal Year

Program Type	ISI	Faculty	Actual	Projected	Forecast					
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	
Undergraduate	Domestic	APSC	4,102	4,328	4,272	4,290	4,303	4,310	4,312	
		ARTS	8,470	8,729	8,504	8,327	8,242	8,188	8,161	
		COMM	2,812	2,842	2,871	2,820	2,778	2,756	2,747	
		DENT	346	358	360	378	386	391	391	
		EDUC	1,667	1,520	1,662	1,679	1,688	1,687	1,686	
		FRST	631	671	678	680	684	702	722	
		HKIN	1,035	1,000	1,055	1,055	1,050	1,038	1,032	
		LAW	540	542	545	535	538	538	538	
		LFS	1,114	1,142	1,136	1,120	1,105	1,089	1,081	
		MEDI	1,289	1,318	1,365	1,430	1,475	1,498	1,498	
		NURS	338	376	366	367	367	367	367	
		PHAR	1,017	1,061	1,083	1,104	1,100	1,108	1,110	
		SCIE	7,312	7,491	7,368	7,328	7,301	7,316	7,334	
	No Faculty	789	733	748	748	748	748	748		
	<b>Domestic Total</b>			<b>31,461</b>	<b>32,112</b>	<b>32,014</b>	<b>31,861</b>	<b>31,765</b>	<b>31,737</b>	<b>31,726</b>
	ISI	APSC	1,544	1,468	1,494	1,518	1,557	1,594	1,615	
		ARTS	4,224	4,132	4,046	4,022	4,034	4,044	4,050	
		COMM	1,638	1,651	1,571	1,582	1,608	1,632	1,641	
		DENT	8	9	10	7	7	6	6	
		EDUC	35	28	42	45	45	45	45	
		FRST	480	415	406	429	449	461	469	
		HKIN	132	119	128	125	125	123	122	
		LAW	16	22	29	38	40	40	40	
LFS		434	405	426	433	432	435	436		
MEDI		9	9	11	10	10	10	10		
PHAR		19	26	34	36	45	47	47		
SCIE		2,157	2,320	2,475	2,572	2,619	2,631	2,632		
VANT		188	133	167	95	95	95	95		
No Faculty	114	97	81	81	81	81	81			
<b>ISI Total</b>			<b>10,998</b>	<b>10,834</b>	<b>10,919</b>	<b>10,992</b>	<b>11,146</b>	<b>11,244</b>	<b>11,289</b>	
Residents	DENT	6	7	6	6	6	6	6		
	MEDI	1,508	1,529	1,529	1,529	1,529	1,529	1,529		
	PHAR	52	55	55	55	55	55	55		
<b>Residents Total</b>			<b>1,566</b>	<b>1,591</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>	<b>1,590</b>		
Graduate	Domestic		5,591	5,486	5,465	5,465	5,465	5,465		
	International		3,658	3,633	3,601	3,601	3,601	3,601		
	<b>Graduate Total</b>			<b>9,249</b>	<b>9,119</b>	<b>9,067</b>	<b>9,067</b>	<b>9,067</b>	<b>9,067</b>	
<b>GRAND TOTAL</b>			<b>53,273</b>	<b>53,656</b>	<b>53,589</b>	<b>53,510</b>	<b>53,568</b>	<b>53,637</b>	<b>53,672</b>	

Table 4. UBCV Winter Session Undergraduate Intake Targets

Faculty or School	Degree Program	Year Level	Specific Target	Domestic				ISI				
				Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	
APSC	BASC	1		655	717	655	655	313	259	313	313	
			Tech Expansion			50	50					
		2		160	131	160	160	43	15	47	30	
			Vantage					25	28	21	38	
	BDES	1		40	37	40	40	10	8	10	10	
		2		8	14	8	8	2	3	2	2	
	Certificates & Diplomas			7	0	0	0	8	0	0	0	
	<b>Total</b>				<b>920</b>	<b>927</b>	<b>963</b>	<b>963</b>	<b>401</b>	<b>313</b>	<b>393</b>	<b>393</b>
ARTS	BA	1		1,650	1,816	1,650	1,650	875	828	875	875	
		2		330	348	330	330	230	202	190	190	
		3		325	281	325	325	125	106	100	100	
	BFA	1		53	52	53	53	21	15	15	15	
		2		8	21	8	8	3	2	2	2	
		3		26	30	26	26	3	5	2	2	
	BIE	1		50	42	50	50	50	39	50	50	
		2		10	6	10	10	10	16	10	10	
	BMS	1		20	19	20	20	20	20	20	20	
		2		0	0	10	10	0	0	10	10	
	BMUS	1		52	54	52	52	6	11	6	6	
		2		2	7	2	2	2	0	2	2	
		3		10	5	10	10	2	0	2	2	
	BSW	3		60	46	50	50					
	Certificates & Diplomas			48	10	10	10	3	7	7	7	
	<b>Total</b>				<b>2,644</b>	<b>2,737</b>	<b>2,606</b>	<b>2,606</b>	<b>1,350</b>	<b>1,251</b>	<b>1,291</b>	<b>1,291</b>

Table 4. UBCV Winter Session Undergraduate Intake Targets

Faculty or School	Degree Program	Year Level	Specific Target	Domestic				ISI			
				Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26
COMM	BBRE	2		2	12	2	2				
		3		1	9	1	1				
	BCOM	1		450	458	450	450	290	245	290	290
		2		80	105	80	80	60	61	75	75
		3		30	38	30	30	20	17	20	20
	Certificates & Diplomas			749	710	710	710	175	199	199	199
	<b>Total</b>			<b>1,312</b>	<b>1,332</b>	<b>1,273</b>	<b>1,273</b>	<b>545</b>	<b>522</b>	<b>584</b>	<b>584</b>
DENT	BDSC	1		26	23	25	25	0	2	1	1
		3		10	7	10	10				
		4		10	11	10	10				
	DMD	1		64	67	69	69	4	1	1	1
	<b>Total</b>			<b>110</b>	<b>108</b>	<b>114</b>	<b>114</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>
EDUC	BEDS	1		364	294	364	364	9	3	9	9
	BEDS NITE	1		3	8	4	4				
	BEEM	1		340	302	340	340	6	4	6	6
	BEEM NITE	1		9	43	22	22				
	Certificates & Diplomas			234	257	257	257	18	30	30	30
	<b>Total</b>			<b>950</b>	<b>904</b>	<b>987</b>	<b>987</b>	<b>33</b>	<b>37</b>	<b>45</b>	<b>45</b>
HKIN	BKIN	1		200	196	200	200	40	28	40	40
		2		24	42	24	24				
		3		103	58	103	103				
	Certificates & Diplomas			13	16	16	16				
	<b>Total</b>			<b>340</b>	<b>312</b>	<b>343</b>	<b>343</b>	<b>40</b>	<b>28</b>	<b>40</b>	<b>40</b>



Table 4. UBCV Winter Session Undergraduate Intake Targets

Faculty or School	Degree Program	Year Level	Specific Target	Domestic				ISI				
				Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	
FRST	BUF	1		32	32	32	32	23	10	10	10	
		2		2	1	2	2	1	4	2	2	
		3						6	2	12	12	
	BILS	1					20				10	
	BSNR	1					175	175			66	66
		2					6	6			4	4
		3					4	4			91	91
	BEST	1			35	32			8	9		
		2			2	2			2	1		
		3			2	0			10	0		
	BSCN	1			53	50			30	16		
		2			2	9			1	1		
		3							14	14		
	BSCW	1			20	9			3	1		
		3							25	30		
	BSF	1			43	34			24	9		
		2			1	3						
		3			2	5			12	12		
	BSFS	1			18	39			5	8		
		2							1	0		
		3							20	26		
Certificates & Diplomas				3				2	1	1	1	
<b>Total</b>				<b>215</b>	<b>216</b>	<b>219</b>	<b>239</b>	<b>187</b>	<b>144</b>	<b>186</b>	<b>196</b>	

Table 4. UBCV Winter Session Undergraduate Intake Targets

Faculty or School	Degree Program	Year Level	Specific Target	Domestic				ISI				
				Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	
LAW	JD	1		177	176	181	181	14	11	14	14	
		2		1	1	5	5					
	<b>Total</b>		<b>178</b>	<b>177</b>	<b>186</b>	<b>186</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>14</b>		
LFS	BSAB	1		126	142	132	132	48	45	63	63	
		2		22	17	22	22	3	3	3	3	
		3		2	1	2	2	2	0	2	2	
	BSFE	2		6	4	6	3	5	1	5	3	
		3		1	0	1	1	2	0	2	2	
	BSFN	1		158	147	152	152	85	58	70	70	
		2		20	31	20	20	7	10	7	7	
		3		7	2	7	7	1	0	1	1	
	BSGR	2		22	11	22	22	5	8	5	5	
		3		8	6	8	8	3	3	3	3	
		Certificates & Diplomas			5	0	0	0	0	0	0	0
		<b>Total</b>			<b>377</b>	<b>361</b>	<b>372</b>	<b>369</b>	<b>161</b>	<b>128</b>	<b>161</b>	<b>159</b>
MEDI	BMLS	3		23	15	23	23					
	BMW	1		32	30	32	32					
	MD	1		306	308	328	328					
	Certificates & Diplomas			17	13	13	13	25	36	36	36	
	<b>Total</b>			<b>378</b>	<b>366</b>	<b>396</b>	<b>396</b>	<b>25</b>	<b>36</b>	<b>36</b>	<b>36</b>	
NURS	BSN	3		150	149	150	150					
	Certificates & Diplomas			0	11	11	11					
	<b>Total</b>			<b>150</b>	<b>160</b>	<b>161</b>	<b>161</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
PHAR	BPSC	1		50	56	50	50	15	12	15	15	
	PHRMD	1		230	221	230	230					
	<b>Total</b>			<b>280</b>	<b>277</b>	<b>280</b>	<b>280</b>	<b>15</b>	<b>12</b>	<b>15</b>	<b>15</b>	

Table 4. UBCV Winter Session Undergraduate Intake Targets

Faculty or School	Degree Program	Year Level	Specific Target	Domestic				ISI			
				Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26	Target 2023/24	New to Program 2023/24	Proposed Target 2024/25	Proposed Target 2025/26
SCIE	BCS	3		90	112	90	90	15	10	15	15
	BSC	1		1,410	1,382	1,410	1,410	460	471	460	460
			Tech Expansion			70	70				
		2		270	277	270	270	128	128	156	181
			Vantage					97	85	69	44
	3		30	15	30	30	10	10	10	10	
<b>Total</b>				<b>1,800</b>	<b>1,786</b>	<b>1,870</b>	<b>1,870</b>	<b>710</b>	<b>704</b>	<b>710</b>	<b>710</b>
VANT	VC-BAS	1						75	40	75	75
	VC-BSC	1						120	91	60	0
	<b>Total</b>								<b>195</b>	<b>131</b>	<b>135</b>
NONE	ACES			96	43	43	43	16	6	6	6
	EXCH			972	900	900	900				
	UNCL			542	557	557	557	35	40	40	40
	VISI			95	83	83	83	198	161	161	161
	<b>Total</b>				<b>1,705</b>	<b>1,583</b>	<b>1,583</b>	<b>1,583</b>	<b>249</b>	<b>207</b>	<b>207</b>
<b>GRAND TOTAL</b>				<b>11,359</b>	<b>11,246</b>	<b>11,353</b>	<b>11,370</b>	<b>3,929</b>	<b>3,527</b>	<b>3,819</b>	<b>3,767</b>

Table 5. UBCV Winter Session Undergraduate Headcount, as of March

Faculty	Domestic / ISI	Program Type	Actual	Projected	Forecast				
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
APSC	Domestic	Baccalaureate or Post-baccalaureate	3,964	4,206	4,185	4,198	4,212	4,220	4,223
		Certificate/Diploma	7	5	0	0	0	0	0
	ISI	Baccalaureate or Post-baccalaureate	1,532	1,485	1,506	1,525	1,560	1,597	1,619
		Certificate/Diploma	8	7	0	0	0	0	0
	<b>Total</b>		<b>5,511</b>	<b>5,703</b>	<b>5,691</b>	<b>5,723</b>	<b>5,772</b>	<b>5,817</b>	<b>5,842</b>
ARTS	Domestic	Baccalaureate or Post-baccalaureate	10,060	10,298	9,920	9,689	9,586	9,518	9,482
		Certificate/Diploma	72	36	36	36	36	36	36
	ISI	Baccalaureate or Post-baccalaureate	4,639	4,581	4,459	4,421	4,431	4,444	4,451
		Certificate/Diploma	5	9	9	9	9	9	9
	<b>Total</b>		<b>14,776</b>	<b>14,924</b>	<b>14,424</b>	<b>14,155</b>	<b>14,062</b>	<b>14,007</b>	<b>13,978</b>
COMM	Domestic	Baccalaureate or Post-baccalaureate	2,554	2,624	2,556	2,502	2,450	2,420	2,407
		Certificate/Diploma	1,969	1,970	1,970	1,970	1,970	1,970	1,970
	ISI	Baccalaureate or Post-baccalaureate	1,501	1,435	1,452	1,457	1,482	1,512	1,523
		Certificate/Diploma	316	381	381	381	381	381	381
	<b>Total</b>		<b>6,340</b>	<b>6,410</b>	<b>6,359</b>	<b>6,310</b>	<b>6,283</b>	<b>6,283</b>	<b>6,281</b>
DENT	Domestic	Baccalaureate or Post-baccalaureate	383	388	396	415	423	429	430
	ISI	Baccalaureate or Post-baccalaureate	8	9	10	7	7	6	6
	<b>Total</b>		<b>391</b>	<b>397</b>	<b>406</b>	<b>422</b>	<b>430</b>	<b>435</b>	<b>436</b>
EDUC	Domestic	Baccalaureate or Post-baccalaureate	839	787	863	878	876	875	874
		Certificate/Diploma	553	500	500	500	500	500	500
	ISI	Baccalaureate or Post-baccalaureate	16	11	18	20	20	20	20
		Certificate/Diploma	23	36	36	36	36	36	36
	<b>Total</b>		<b>1,431</b>	<b>1,334</b>	<b>1,417</b>	<b>1,434</b>	<b>1,432</b>	<b>1,431</b>	<b>1,430</b>
FRST	Domestic	Baccalaureate or Post-baccalaureate	719	755	754	756	760	778	795
		Certificate/Diploma	6	3	3	3	3	3	3
	ISI	Baccalaureate or Post-baccalaureate	511	444	443	463	484	495	501
		Certificate/Diploma	2	2	2	2	2	2	2
	<b>Total</b>		<b>1,238</b>	<b>1,204</b>	<b>1,202</b>	<b>1,224</b>	<b>1,249</b>	<b>1,278</b>	<b>1,301</b>

Table 5. UBCV Winter Session Undergraduate Headcount, as of March

Faculty	Domestic / ISI	Program Type	Actual	Projected	Forecast				
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
HKIN	Domestic	Baccalaureate or Post-baccalaureate	1,250	1,208	1,229	1,229	1,229	1,213	1,205
		Certificate/Diploma	13	16	16	16	16	16	16
	ISI	Baccalaureate or Post-baccalaureate	151	143	150	146	146	144	143
	<b>Total</b>		<b>1,414</b>	<b>1,367</b>	<b>1,395</b>	<b>1,391</b>	<b>1,391</b>	<b>1,373</b>	<b>1,364</b>
LAW	Domestic	Baccalaureate or Post-baccalaureate	556	563	553	542	545	545	545
	ISI	Baccalaureate or Post-baccalaureate	16	23	28	38	41	41	41
	<b>Total</b>		<b>572</b>	<b>586</b>	<b>581</b>	<b>580</b>	<b>586</b>	<b>586</b>	<b>586</b>
LFS	Domestic	Baccalaureate or Post-baccalaureate	1,338	1,318	1,318	1,300	1,281	1,262	1,252
		Certificate/Diploma	5	0	0	0	0	0	0
	ISI	Baccalaureate or Post-baccalaureate	471	439	459	470	468	471	472
	<b>Total</b>		<b>1,814</b>	<b>1,757</b>	<b>1,777</b>	<b>1,770</b>	<b>1,749</b>	<b>1,733</b>	<b>1,724</b>
MEDI	Domestic	Baccalaureate or Post-baccalaureate	1,278	1,313	1,357	1,422	1,467	1,490	1,490
		Certificate/Diploma	56	38	38	38	38	38	38
	ISI	Baccalaureate or Post-baccalaureate	2	2	1	0	0	0	0
		Certificate/Diploma	40	57	57	57	57	57	57
<b>Total</b>		<b>1,376</b>	<b>1,410</b>	<b>1,453</b>	<b>1,517</b>	<b>1,562</b>	<b>1,585</b>	<b>1,585</b>	
NURS	Domestic	Baccalaureate or Post-baccalaureate	275	300	300	301	301	301	301
		Certificate/Diploma		11	11	11	11	11	11
	<b>Total</b>		<b>275</b>	<b>311</b>	<b>311</b>	<b>312</b>	<b>312</b>	<b>312</b>	<b>312</b>
PHAR	Domestic	Baccalaureate or Post-baccalaureate	1,030	1,075	1,095	1,113	1,108	1,116	1,117
	ISI	Baccalaureate or Post-baccalaureate	20	27	36	39	48	50	50
	<b>Total</b>		<b>1,050</b>	<b>1,102</b>	<b>1,131</b>	<b>1,152</b>	<b>1,156</b>	<b>1,166</b>	<b>1,167</b>
SCIE	Domestic	Baccalaureate or Post-baccalaureate	7,676	7,700	7,715	7,678	7,639	7,652	7,671
	ISI	Baccalaureate or Post-baccalaureate	2,252	2,459	2,592	2,700	2,757	2,772	2,774
	<b>Total</b>		<b>9,928</b>	<b>10,159</b>	<b>10,307</b>	<b>10,378</b>	<b>10,396</b>	<b>10,424</b>	<b>10,445</b>
VANT	ISI	Baccalaureate or Post-baccalaureate	171	133	135	75	75	75	75
	<b>Total</b>		<b>171</b>	<b>133</b>	<b>135</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>
NONE	Domestic	Non-Degree	1,997	1,912	1,912	1,912	1,912	1,912	1,912
	ISI	Non-Degree	256	215	215	215	215	215	215
	<b>Total</b>		<b>2,253</b>	<b>2,127</b>	<b>2,127</b>	<b>2,127</b>	<b>2,127</b>	<b>2,127</b>	<b>2,127</b>
Domestic Total			36,600	37,026	36,727	36,509	36,363	36,305	36,278
ISI Total			11,940	11,898	11,989	12,061	12,219	12,327	12,375
<b>GRAND TOTAL</b>			<b>48,540</b>	<b>48,924</b>	<b>48,716</b>	<b>48,570</b>	<b>48,582</b>	<b>48,632</b>	<b>48,653</b>

Table 6. UBCV ISI Winter Session Undergraduate Headcount, as a Percent of Faculty or School

Faculty	Domestic / ISI	Program Type	Actual	Projected	Forecast				
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
APSC	ISI	Baccalaureate or Post-baccalaureate	27.9%	26.1%	26.5%	26.6%	27.0%	27.5%	27.7%
ARTS	ISI	Baccalaureate or Post-baccalaureate	31.6%	30.8%	31.0%	31.3%	31.6%	31.8%	31.9%
COMM	ISI	Baccalaureate or Post-baccalaureate	37.0%	35.4%	36.2%	36.8%	37.7%	38.5%	38.8%
DENT	ISI	Baccalaureate or Post-baccalaureate	2.0%	2.3%	2.5%	1.7%	1.6%	1.4%	1.4%
EDUC	ISI	Baccalaureate or Post-baccalaureate	1.9%	1.4%	2.0%	2.2%	2.2%	2.2%	2.2%
FRST	ISI	Baccalaureate or Post-baccalaureate	41.5%	37.0%	37.0%	38.0%	38.9%	38.9%	38.7%
HKIN	ISI	Baccalaureate or Post-baccalaureate	10.8%	10.6%	10.9%	10.6%	10.6%	10.6%	10.6%
LAW	ISI	Baccalaureate or Post-baccalaureate	2.8%	3.9%	4.8%	6.6%	7.0%	7.0%	7.0%
LFS	ISI	Baccalaureate or Post-baccalaureate	26.0%	25.0%	25.8%	26.6%	26.8%	27.2%	27.4%
MEDI	ISI	Baccalaureate or Post-baccalaureate	0.2%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
PHAR	ISI	Baccalaureate or Post-baccalaureate	1.9%	2.5%	3.2%	3.4%	4.2%	4.3%	4.3%
SCIE	ISI	Baccalaureate or Post-baccalaureate	22.7%	24.2%	25.1%	26.0%	26.5%	26.6%	26.6%
VANT	ISI	Baccalaureate or Post-baccalaureate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>TOTAL</b>	<b>ISI</b>	<b>Baccalaureate or Post-baccalaureate</b>	<b>26.1%</b>	<b>25.6%</b>	<b>25.9%</b>	<b>26.2%</b>	<b>26.5%</b>	<b>26.8%</b>	<b>26.9%</b>



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TO: Senate Admissions Committee

FROM: Bhushan Gopaluni, Vice-Provost and Associate Vice-President, Faculty Planning  
Rella Ng, Associate Vice-President Enrolment Services and Registrar

RE: Undergraduate Admissions Application Deadline Extension

DATE: January 18, 2024

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As you are aware, the Academic Calendar sets 15 January (or the next working day) as the undergraduate admissions application deadline for undergraduate direct-entry programs at UBC for the following September's intake. This is reflected in the Calendar at <https://vancouver.calendar.ubc.ca/admissions/undergraduate-application-and-document-deadlines>, <https://vancouver.calendar.ubc.ca/academic-year-202324/academic-year-202324-january>, and elsewhere. This date is set by the Senate on the recommendation of the Senate Admissions Committee (SAC), most recently in September 2016 (See <https://senate.ubc.ca/files/20160914-Senate-Materials.pdf> pp 43-49). Other programs and intakes also have their application deadlines set by Senate.

At a meeting on 17 January of the Committee of Deans, members present recommended that the deadline for this year's Undergraduate Admissions application be changed from 15 Jan 2024 to 31 January 2024. This was communicated to student recruitment who informed our prospective students yesterday: the [you.ubc.ca](https://you.ubc.ca) prospective website and blog post explains that applicants are able to take advantage of this extra time to complete and submit their applications to UBC by **31 Jan 2024**.

The request was prompted by the heightened significant and complex geopolitical issues around the world, impacting many students applying this year. The change in deadline was intended to provide all students extra time to complete and submit their application. The speed of this change and its communication did not allow for consultation with SAC regarding any necessary approvals prior to it taking effect. As you may be aware, in the past, late applications have been welcomed from some applicants and informal extensions have been made due to technical issues or low-volumes of applications from some programs. These have been viewed as extensions rather than changes to published application deadlines. Because of past flexibility taken in more limited circumstances, it was not considered that this change needed SAC approval. We have now been advised that this change should have sought governance approval time permitting, or at least consulted with SAC had it been not.



It is not possible to revise this change in deadlines without adversely affecting the University and its applicants, and thus we would ask for the Senate Admissions Committee to retrospectively approve the action taken. We would also suggest that the policy of the University be changed so as to allow the Registrar the authority to extend (but not shorten) the Undergraduate Admissions application deadlines without the approval of Senate or SAC so as to deal with time-sensitive proposals to adjust deadlines due to low applications, technical difficulties, or other exigent circumstances. Such changes would be reported to SAC at future meetings and also be clearly communicated to students and in the academic calendar, as per current practice.

Therefore, we would ask SAC to approve the following motion:

*That the direct-entry undergraduate application deadline for the 2024 Winter Session be extended to 31 January 2024, and that any applications received between January 15 and 31 2024 be considered as having been received by the deadline for all University purposes.*





17 January 2024

To: Vancouver Senate

From: Agenda Committee

Re: Call for Topics of Broad Academic Interest

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As Senators may be aware, since 2006 Senate has had a practice of calling for “topics of broad academic interest”, where, time permitting on a Senate agenda, a topic can be discussed or debate at Senate without a motion before the assembly. The goal was to have at least one such discussion a year. Under that practice, the Agenda Committee would allocate one or two members of Senate and potentially external experts on a subject matter to lead a discussion on a topic and prepare a position paper on the topic to inform Senate’s deliberations. Such a discussion would inform further discussion and understanding at Senate and its committees. Topics already discussed under this practice have included the Indigenous Strategic Plan, digital learning/assessment Tools, student mental health, excellence in graduate student supervision, international learning, and faculty culture of service.

This practice was discontinued during the COVID-19 pandemic as time was not available at Senate due to pressing approval matters; however, the Agenda Committee would like to resume the practice and thus issues the following:

#### CALL FOR TOPICS OF BROAD ACADEMIC INTEREST

The Senate Agenda Committee would call for topics of broad academic interest for discussion at an upcoming Senate meeting.

Submissions may be up to 300 words (approximately one page) in length and should include commentary about why the Senate in particular might find the topic worthy of discussion.

For submission under this category, topics are for information and discussion only. They must not include a motion or require an immediate decision by the Senate. Please use Senate’s regular submission process for approval items.

Other criteria for consideration include:

- Cross-University topics that span multiple disciplines or areas of interest that are related in some way to Senate’s role in the academic governance of the University.
- Emerging themes, trends, or issues that may inform future Senate involvement or policy development.

Submissions are due by 15 March 2024 by email to [vancouver.senate@ubc.ca](mailto:vancouver.senate@ubc.ca).

Respectfully submitted,  
Kamil Kanji, Chair



21 February 2024

To: Vancouver Senate

From: Senate Awards Committee

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

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The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 29 awards, including 14 new endowed awards, 12 new annual awards, and 3 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. Lawrence Burr  
Chair, Senate Awards Committee

To: Vancouver Senate

From: Senate Awards Committee

Re: Awards recommended for acceptance by the Senate Committee

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## **NEW AWARDS – ENDOWED**

### **Dr. Kwadwo Asante Entrance Award in Medicine for Black Students**

Entrance awards totalling \$1,750 have been made available through an endowment established by Dr. Kwadwo “Kojo” Asante (B.Sc. 1958, M.B.Ch.B.) to support students entering the M.D. program who identify as Black, with preference given to students entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions Pathway and to students who demonstrate financial need. Dr. Asante is a Fellow of the Royal College of Physicians and Surgeons of Canada and, in recognition of his profound contributions and dedication to the study of Fetal Alcohol Spectrum Disorders, was awarded the Meritorious Service Medal of Canada in 2003 and the Queen Elizabeth II Diamond Jubilee Medal in 2012. In 2000, Dr. Asante collaborated with family members of his patients to open the Asante Centre for Fetal Alcohol Syndrome, now known as the Asante Centre, the first diagnostic and training center to offer services related to Fetal Alcohol Spectrum Disorder in British Columbia. He has established this award to support the next generation of aspiring Black doctors and to alleviate the financial barriers they face when pursuing their studies. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2024/2025 winter session).

### **Stephen Boersma Memorial Award in Accounting**

Awards totalling \$1,750 have been made available through an endowment established by friends, family and colleagues in memory of Stephen Boersma (1992–2021) for first- or second-year Bachelor of Commerce students who demonstrate an interest in accounting. Preference will be given to students who demonstrate community involvement and a passion for sports. Stephen (B.Com. 2017, M.B.A.) was a Chartered Professional Accountant and Chartered Financial Analyst who obtained his Masters of Business Administration from York University in 2021. Beyond his academic and professional achievements, Stephen was a talented athlete who spent 13 years playing with the New Westminster minor hockey league and was a gifted actor who performed in many locally produced TV shows and commercials. This award has been established to celebrate Stephen’s life and his many accomplishments. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

### **Elaine Borthwick and Allen Soroka Award in Law**

Awards totalling \$1,750 have been made available through an endowment established in honour of Elaine Borthwick and Allen “Al” Soroka (B.A., LL.B.) for domestic J.D. students over the age of 30 who demonstrate barriers to accessing a legal education. Ideally, the awards will be assigned to one student entering second- or third-year. As Director of Admissions at the Peter A. Allard School of Law for over 40 years, Elaine oversaw thousands of applications. Those students would become lawyers, judges and even Canada’s first female Prime Minister. She served as Chair of the Canadian Law School Admissions and on the Board of Trustees for the Law School Admissions Council. Students recall her kindness and commitment, and she hopes it contributed to their excellence in the legal community. Al was an attorney in New York with the Federal Reserve Bank and the Legal Aid Society before becoming the Assistant Librarian at the UBC Faculty of Law. During 32 years at UBC, Al’s roles included Professor of Canadian and American Law, and Chairman of the Senate Committee on Appeals on Academic Discipline and the BC Benefits Appeal Tribunal. Upon retirement, he was a Legal member of the BC Mental Health Act Review Board, and served on the boards of various tribunals. Al gave his time and sage advice to students, many of whom became well known and respected for their professional acumen. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session).

#### **N.C. Cheung Family Memorial Bursary in Engineering**

Bursaries totalling \$4,050 have been made available through an endowment established by the Estate of Lucia Yuen-Ling Cheung, for women enrolled in an undergraduate or graduate engineering program in the Faculty of Applied Science. Preference will be given to women in Chemical Engineering programs. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

#### **Dr. Marketa Goetz-Stankiewicz Memorial Scholarship**

Scholarships totalling \$8,750 have been made available through an endowment established by the estate of Dr. Marketa Goetz-Stankiewicz (1927–2022) for outstanding undergraduate students who have successfully completed at least 12 credits in the Department of Central, Eastern, and Northern European Studies (CENES), including at least two courses taught in a language other than English. The award celebrates emerging speakers of CENES languages and their multilingual development as thinkers and community-builders. Dr. Marketa Goetz-Stankiewicz was born into a bilingual Czech-German family and immigrated to Toronto from Czechoslovakia in 1948. After completing her Bachelor of Arts and Masters of Arts from the University of Toronto, she obtained her Ph.D. from Columbia University in 1957. In 1959, she joined UBC's Department of Germanic Studies and crossed paths with Dr. Wladyslaw Stankiewicz, a UBC political science professor, whom she later married in 1965. She remained at UBC for the entirety of her career, holding the position of Head of the Department of Germanic Studies from 1980 to 1985. Dr. Goetz-Stankiewicz concluded her academic career and retired in 1992 as a Professor Emerita from the Department of Central, Eastern and Northern

European Studies. The awards are made on the recommendation of the Department of Central, Eastern and Northern European Studies. (First award available for the 2024/2025 winter session).

### **Dr. Kendall Ho Award in Digital Emergency Medicine**

Awards totalling \$3,500 have been made available through an endowment established by Dr. Kendall Ho (M.D. 1986) for M.D. students who demonstrate an interest to apply digital emergency medicine in rural, urban or remote contexts. Preference will be given to students who demonstrate financial need and to students who are from communities that have been historically, persistently and systemically marginalized. Dr. Kendall Ho is an emergency medical specialist in Vancouver, a professor in the UBC Faculty of Medicine Department of Emergency Medicine and a Fellow of the Royal College of Physicians and Surgeons of Canada. He leads the Digital Emergency Medicine Unit and is recognized for his ground-breaking research in digital health. The award has been established to help remove barriers for future generations of physicians who wish to improve access to health care for vulnerable communities through digital approaches. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

### **Jonathan Lu Award in Supply Chain Management**

Awards totalling \$1,750 have been made available through an endowment established by Jonathan Lu (M.B.A. 2005) for third- or fourth-year Bachelor of Commerce students or students enrolled in a graduate program at the UBC Sauder School of Business, who demonstrate an interest in supply chain management. Preference will be given to students who demonstrate innovative approaches and/or a desire to utilize new technology in the area of supply chain management. Jonathan is a passionate philanthropist and hopes that this award will inspire the next generation of learners to not only drive transformation and innovation in logistics, operations and global supply chain management, but also to deepen their knowledge of and expertise in the sector. The awards are made on the recommendation of the UBC Sauder School of Business, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

### **Mosaic Forest Management Entrance Award for Indigenous Students**

Renewable entrance awards totalling \$8,750 have been made available through an endowment established by Mosaic Forest Management for First Nations, Inuit or Métis of Canada undergraduate students entering the Faculty of Forestry. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Mosaic Forest Management has been operating for over a century on the BC Coast. Mosaic's timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber, carbon credits and real estate. All their lands are third-party certified under the Sustainable Forestry Initiative,

and in 2023, they achieved Progressive Aboriginal Relations Gold certification from the Canadian Council of Aboriginal Business, making it the first and only timberland owner in Canada to achieve this standard of excellence. Mosaic created this award to further reduce barriers for Indigenous students pursuing careers in forestry. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2024/2025 winter session).

### **Samit and Reshma Sharma Graduate Scholarship in Forestry**

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding graduate students in the Faculty of Forestry. Preference will be given to students studying biodiversity conservation, bio-based product development or sustainable forest management practices. Samit and Reshma have set up this endowment to recognize the breadth and depth of UBC's world-leading expertise in Forestry, as well as to promote research that not only recognizes the value of reflective stewardship of our natural resources but also advances work towards climate change mitigation and adaptation. The awards 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 2024/2025 winter session).

### **Samit and Reshma Sharma Graduate Scholarship in Mining Engineering**

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding Master of Applied Science students at the Norman B. Keevil Institute of Mining Engineering. Preference will be given to students with specific interest and expertise in the environmental impacts of mining and/or corporate social responsibility. Samit and Reshma have set up this endowment to recognize the historical and economic importance of the mining industry in BC, and to promote opportunities through research and practice to mitigate the environmental impact of this industry. The awards are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

### **Samit and Reshma Sharma Graduate Scholarship in Physics**

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding graduate students in the Department of Physics & Astronomy. Preference will be given to students who have participated in or will be participating in research projects with TRIUMF physicists and/or students studying particle physics, nuclear physics, materials research or medical physics. Samit and Reshma have set up this endowment to celebrate the achievements at TRIUMF, one of the world's largest cyclotron particle accelerators, which is located at UBC. It is their hope that the scholarship recipients will enhance societal knowledge with practical applications of their scientific endeavours. The awards are made on the recommendation of the Department of Physics & Astronomy, in

consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

### **Don Lindsay Teck Award in Mining Engineering**

Awards totalling \$35,000 have been made available through an endowment established by Teck Resources Limited in honour of Don Lindsay (B.Sc. (Hons.), M.B.A.) for undergraduate mining engineering students at the Norman B. Keevil Institute of Mining Engineering at UBC. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and extra-curricular achievement. Subject to continued good academic standing, the awards will be renewed for a further two years of study or until the first undergraduate degree is obtained (whichever comes first). Don Lindsay retired as President and Chief Executive Officer of Teck after 17 years, in which time the company has been recognized for its leadership in sustainability. He has been at the head of seven different companies, including president of CIBC World Markets. Mr. Lindsay is a recipient of the Queen Elizabeth II Golden and Diamond Jubilee Medals and was appointed to the Order of British Columbia in 2014. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2024/2025 winter session).

### **Tejpar-Ladak Award**

Awards totalling \$1,750 have been made available through an endowment established through a fundraising campaign led by Ameera Ladak (B.Com. 2016) for Bachelor of Commerce students with disabilities related to neurodiversity and/or mental health. Ameera received the Lauren Wilmot Memorial Award during their time at UBC, giving them confidence and helping them to feel not just recognized but positively valued as a part of the UBC Sauder School of Business community. Ameera – who is neurodivergent, a member of the LGBTQIA+ community and open about their experiences living with mental illness during their time at UBC – is now proud to be in the position to support students who may have encountered a range of challenges on their routes through education. The awards are made on the recommendation of the Committee on Awards for Students with Disabilities. (First award available for the 2024/2025 session).

### **G.H. Neil Towers Award in Plant Natural Products**

Awards totalling \$1,000 have been made available through an endowment established by the University with donations from friends and family in memory of Neil Towers (1923–2004) for outstanding graduate students enrolled in the M.Sc. or Ph.D. in Botany program or the M.Sc. or Ph.D. in Plant Science program researching plant natural products and biochemistry, including students who are conducting research with the Michael Smith Laboratories. Professor Emeritus Towers (B.Sc., M.Sc., Ph.D.) served as the Head of the Department of Botany from 1964–1971. During his career he achieved many distinctions including becoming a Fellow of the Royal Society of Canada, a recipient of the Society's Flavelle Medal for outstanding contributions to biological sciences, and receiving the Pergamon Phytochemistry Prize in 2000. The awards are

made on the recommendation of the Department of Botany in even numbered years and the Faculty of Land and Food Systems in odd numbered years, and in consultation with the Faculty of Graduate and Postdoctoral Studies. If there are no suitable applicants in that year's graduate program, the alternative graduate program will be offered the opportunity to nominate applicants. (First award available for the 2024/2025 winter session).

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## **NEW AWARDS – ANNUAL**

### **Peter A. Allard School of Law Athletics Award**

Awards totalling \$2,000 have been made available annually through a gift from alumni and friends of the legal community for second- or third- year J.D. students who have good academic standing and demonstrate athletic participation and/or achievement during and/or before law school. Preference will be given to students who demonstrate challenges in accessing a legal education. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session)

### **Holly Ewanyshyn Women's Health Equity Graduate Research Award**

Awards totalling \$2,000 have been made annually, through a gift from an anonymous donor in honour of Holly Ewanyshyn, for Faculty of Medicine research-stream graduate students, or research-stream graduate students supervised by Faculty of Medicine supervisors, researching disease pathogenesis in women or female models of disease. Preference will be given to students whose research or research proposals pertain to conditions that have historically received inadequate attention in terms of sex and gender differences. Holly has gained intimate knowledge of the disparities in the approach to healthcare for women, not only through her career as a physiotherapist but also as a woman living with non-Hodgkin's lymphoma. The donor is establishing this fund in order to recognize and support research that is taking action on these disparities, as they believe a more equitable health care future for women is necessary and possible. Through this award they aim to assist the medical community to better understand how sex and/or gender affects women's health and ultimately help women live longer, healthier lives. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

### **Implant Genius Scholarship in Periodontics**

Scholarships totalling \$2,000 have been made available annually through a gift from Implant Genius for outstanding second- or third-year students in the Combined M.Sc. and Diploma in Periodontics program. Preference will be given to students who show an interest in implant treatment planning. Dr. Kevin Aminzadeh (B.Sc. (Pharm.) 1996, D.D.S., M.Sc.) is a Board-Certified Prosthodontist and a Fellow of The Royal College of Dentists of Canada. He is an



expert in dental implant treatment planning and founded Implant Genius in 2015 to help general dentists place and restore dental implants. The awards are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

### **Jack Howard Jackson Bursary for Indigenous Students**

Bursaries totalling \$5,000 have been made available annually through a gift from George A. Brown (1929–2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) in memory of Jack Howard Jackson, for First Nations, Métis, or Inuit students of Canada enrolled in a Bachelor of Applied Science program, a Bachelor of Science program or the M.D. program. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities: in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination case in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. Established in memory of Iris's cousin Jack, who had Métis ancestry, it is hoped that the bursary will help students achieve their potential, despite various barriers they may have faced in their lives. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

### **Shig Kobayashi Memorial Award in Pharmacy**

Awards totalling \$2,500 have been made available annually through a gift from friends and family in memory of Shigeo "Shig" Kobayashi (1932–2021) for outstanding students in the Entry-to-Practice Pharm.D. program. Preference will be given to students who have demonstrated exceptional contributions to their community or significant achievement in a team sport. Shig (B.Sc. (Pharm.) 1958) was a pharmacist and passionate advocate for university education. He was also an active participant, coach and supporter of team sports. Shig started his career in 1958 at Galloway Ellis Drugs in Kamloops, BC, became a partner in 1965, sole owner in 1988 and retired in 1993. During this time, he also tutored chemistry students and assessed pharmacy qualifying exams for many years. Thanks to Shig's influence, all four of his children pursued post-secondary education. Shig's legacy encompasses not only his professional success but also the enduring impact of his advocacy for education and devotion to team sports and community. This award celebrates Shig's life and his contributions to the pharmacy profession. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available 2024/2025 winter session).

**Lee Stewart Levin Bursary for Women in Arts**

Bursaries totalling \$2,000 have been made available annually through a gift from Professor John S. Levin (B.A. 1968, Ed.D. 1989) in honour of Lee Stewart Levin (B.A. 1982, M.A. 1986) for undergraduate students in the Faculty of Arts who are women. Preference will be given to students studying in the Gender, Race, Sexuality, and Social Justice program. John is establishing this bursary to recognize Lee's interest and expertise in women's history and to celebrate Lee's 80th birthday in 2024. Lee is the author of *"It's up to you": Women at UBC in the early years* (UBC Press, 1990) and *Women volunteer to go to prison: A history of the Elizabeth Fry Society of BC, 1939–1989* (Orca Book Publishers, 1993). Lee taught history at UBC, Malaspina College, Vancouver Community College (Langara College), and Douglas College. She resides in Tucson, Arizona. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

**Phil Lind Memorial Fellowship in Public Policy and Global Affairs**

A fellowship of \$15,000 has been made available annually through a gift from the Cable Public Affairs Channel (CPAC) in memory of Phil Lind (1943–2023) for an outstanding student entering the School of Public Policy and Global Affairs (SPPGA). Over the course of his career, Phil (B.A. 1966, J.D. 2002) worked with Ted Rogers to build a small radio and cable company into Rogers Communications Inc., and held several key positions including Vice-Chairman on the Board of Directors. As the founder and long-time Chair of CPAC, Phil gave Canadian voters unprecedented insight into democratic proceedings through House of Commons and other public policy programming. This long-standing commitment to supporting democratic debate, as well as a desire to recognize the importance of Canada-U.S. relations and his deep connection to UBC, led to the establishment, in 2015, of the ongoing Phil Lind Initiative, which invites prominent U.S. scholars, writers, and intellectuals to the SPPGA to share ideas with the UBC community. The award is made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

**Garry Douglas McCorrie Memorial Scholarship in Medicine**

A \$5,000 scholarship has been made available annually through an estate gift from Garry Douglas McCorrie (1943–2022) for an outstanding third-year or fourth-year M.D. student in the Southern Medical Program. The award is made on the recommendation of the Southern Medical Program. (First award available for the 2024/2025 winter session).

**Akash Villing & Family Prize for Oral and Maxillofacial Surgery**

A \$2,000 prize has been made available annually through a gift from Dr. Akashdeep Villing (B.Sc. 2009, D.M.D. 2013) for a fourth-year student in the D.M.D. program who demonstrates excellent proficiency in Oral and Maxillofacial Surgery. Dr. Villing, a Board-Certified specialist in oral and maxillofacial surgery, currently serves as Head of Oral and Maxillofacial Surgery for

the Fraser Valley division of the BC Cancer Agency and is a clinical instructor in oral surgery at UBC. He is a proud UBC alumnus and the Villing family have established this award to support the next generation of aspiring dental professionals. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2023/2024 winter session).

### **Akash Villing & Family Award for Community Service**

A \$2,000 award has been made available annually through a gift from Dr. Akashdeep Villing (B.Sc. 2009, D.M.D. 2013) for a third-year student entering the D.M.D. program who demonstrates community service and involvement in the dental community. Dr. Villing, a Board-Certified specialist in oral and maxillofacial surgery, currently serves as Head of Oral and Maxillofacial Surgery for the Fraser Valley division of the BC Cancer Agency and is a clinical instructor in oral surgery at UBC. He is a proud UBC alumnus and the Villing family have established this award to celebrate the community contributions made by the next generation of aspiring dental professionals. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2024/2025 winter session).

### **Dr. Joshua Yoneda Memorial Award in Medicine**

Awards totalling \$2,500 have been made available annually through the Dr. Joshua Yoneda Memorial Foundation for M.D. students whose research and/or practice is exemplary in its integration of mind, body, spirit and community. Joshua (1994–2022; M.D. 2022) completed his Bachelor of Science at Thompson Rivers University and his Master of Science at the University of Regina, and then pursued his medical studies at the Southern Medical Program at UBC, where he graduated with a medical degree. During this time, he spent a year in Clinical Clerkship at the Royal Inland Hospital in Kamloops, BC. Joshua's passion for a career in medicine was an embodiment of his values of empathy, compassion, kindness, and grace. Joshua believed in the power of meditation and had a strong interest in spirituality. He explored different philosophies to find meaning and purpose in his life. Joshua found strength in meditation, and support from his loving communities gave him courage during his most challenging battle. His family and friends are honoured to be able to support M.D. students who are enhancing medicine with compassion and care. Recipients are encouraged to explore their own spirituality so they can better understand and address their patients' needs. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

### **Mee Ying Yue and Ken Tow Yue Award**

Awards totalling \$2,000 have been made available annually through a gift from Shirley (Yue) Tam (B.A. 1980) and Stanley Tam (B.Sc. 1977), in honour of Mee Ying Yue (1930–2019) and Ken Tow Yue, for outstanding domestic undergraduate students in the Faculty of Arts. Preference will be given to students who are enrolled in the Minor in Asian Canadian and Asian Migration Studies program and/or students who demonstrate an interest in the history of Chinese migration to Canada. Ken Tow immigrated to Canada with his father, leaving his wife, infant

daughter, and mother in China so that he and his father could pave the way for the family to live in Canada. It took over a decade before the rest of the family was able to join them. Together, Mee Ying and Ken Tow worked tirelessly to ensure that their children would have the many opportunities that they did not have. They consistently provided help to their relatives and communities in China, sending financial aid for decades and helping fund the building of a well so that their village could have access to clean water. Shirley is establishing this award to recognize her parents' many sacrifices to ensure that she and the rest of the family would be able to call Canada their home. She and Stanley are proud to support students who will benefit from financial assistance. The awards are made on the recommendation of the Faculty of Arts. (First award available for the 2023/2024 winter session).

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

### **Endowed Awards**

#### **5778 - Entrance Award in Medicine for Black Students**

##### **Rationale for Proposed Changes**

As per our colleagues in the Faculty of Medicine, the criteria for this award is too restrictive. Changes have been made to remove "outstanding" from the criteria and to add financial need as preference language. The faculty will now adjudicate the award so changes have been made to reflect this.

##### **Current Award Description**

Entrance awards totalling \$7,000 have been made available through an initial endowment established by Dr. Felix Durity (B.A. 1958, M.D. 1963, O.B.C.) and augmented by donors in support of outstanding students entering the M.D program who identify as Black, with preference given to students entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions pathway. The award is made on the recommendation of Enrolment Services, in consultation with the Faculty of Medicine.

##### **Proposed Award Description**

Entrance awards totalling \$7,000 have been made available through an initial endowment established by Dr. Felix Durity (B.A. 1958, M.D. 1963, O.B.C.) and augmented by donors in support of ~~outstanding~~ students entering the M.D program who identify as Black, with preference given to students **who demonstrate financial need and are** entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions Pathway. The award is made on the recommendation of ~~Enrolment Services, in consultation with~~ the Faculty of Medicine.

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## Annual Awards

### 7659 - College of Pharmacists BC Bursary

#### Rationale for Proposed Changes

To modify the award title to more accurately reflect the organization name and award subject area.

**Current Award Title:** College of Pharmacists BC Bursary

#### Current Award Description

A \$750 bursary has been made available annually through a gift from the College of Pharmacists of British Columbia, for a first-year student enrolled in any undergraduate program at the Faculty of Pharmaceutical Sciences. The bursary is adjudicated by Enrolment Services.

**Proposed Award Title:** College of Pharmacists of BC Bursary in Pharmaceutical Sciences

#### Proposed Award Description

A \$750 bursary has been made available annually through a gift from the College of Pharmacists of British Columbia, for a first-year student enrolled in any undergraduate program at the Faculty of Pharmaceutical Sciences. The bursary is adjudicated by Enrolment Services.

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### 8509 – Juhn and Mary Wada First Nations Bursary

#### Rational for Proposed Changes

Indigenous has become the preferred term over Aboriginal. The title and description have been updated to reflect the change. Changes have also been made to bring the language into alignment with our current award description writing practices.

**Current Award Title:** Juhn and Mary Wada First Nations Bursary

#### Current Award Description

An annual bursary of \$1,500 will be awarded to an aboriginal student in the M.D. Undergraduate program. The bursary is adjudicated by Enrolment Services.

**Proposed Award Title:** Juhn and Mary Wada First Nations Bursary in Medicine for Indigenous Students

**Proposed Award Description**

Bursaries totalling \$4,000 have been made available annually through a gift from Dr. Juhn Wada (1924–2023) O.C., for First Nations, Inuit or Métis of Canada students in the M.D. program. Juhn (M.D., D.Sc. 2003), a Professor Emeritus in the Department of Psychiatry and Neurosciences, was appointed Officer of the Order of Canada in 1992 and awarded the Queen Elizabeth II Diamond Jubilee Medal in 2012. Juhn developed a test for cerebral hemispheric dominance of language function, known as the Wada test, which is widely used by epilepsy patients who are considering surgery. ~~An annual bursary of \$1,500 will be awarded to an aboriginal student in the M.D. Undergraduate program.~~ The bursaries are bursary is adjudicated by Enrolment Services.



21 February 2024

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

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The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties and encloses those proposals it deems as ready for approval including 23 new courses, 1 discontinued program, 1 new course code, 1 new Master's degree specialization, and 1 new minor.

The following is recommended to Senate:

***Motion: That the Senate approve the new courses, new course code, new Master's degree specialization, new minor and discontinued program brought forward by Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, and Land and Food Systems), and Science.***

Respectfully submitted,

Dr. Catherine Rawn  
Chair, Senate Curriculum Committee



## FACULTY OF APPLIED SCIENCE

### *Discontinued program*

Bachelor of Environmental Design

### *New courses*

**CIVL 427 (3)** Applied Machine Learning for Construction and Facility Management; **MTRL 484 (3)** Materials for Aerostructures and Engines

## FACULTY OF ARTS

### *New course code*

CAP Coordinated Arts Program

### *New courses*

**ANTH 275 (3)** Migration and (Im)mobilities: Anthropological Perspectives; **ANTH 376 (3)** Diasporas and Belonging: Anthropological Perspectives; **ARBM 450 (3)** Advanced Studies in Modern Arabic Language and Cultures; **ASIX 383 (3)** What is Modern Arabic?; **CAP 101 (3)** Introduction to Reading and Research in Literary, Cultural, and Media Studies; **GEOG 492 (3)** Oceanic Geographies: Movement, Materiality, and Mobility; **HIST 204 (3)** History Through Video Games; **HIST 300 (3)** Vikings: Then and Now; **HIST 362 (3)** The Islamic Golden Age; **NORD 341 (3)** Indigenous Activism; **VISA 376 (3)** Artist Books as Form and Idea; **WRDS 498 (3-6)** Special Topics in Writing Studies; **WRDS 499 (3-6)** Directed Studies in Writing Studies

### *New minor*

Minor in Asian Language and Culture (Persian, Persianate and Iranian)

## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### Applied Science

#### *New course*

**MINE 545 (3)** New Perspectives on Mine Closure

### Arts

#### *New courses*

**ASIA 553 (3-9)** Topics in Indigenous Asia; **MUSC 548 (3)** Historical Performance Practice; **PPGA 569 (3)** Global Health Policy





*New specialization*

Master of Music > Historical Performance Practice

### **Land and Food Systems**

*New course*

**FRE 603 (3)** Advanced Food and Resource Economics

### **FACULTY OF SCIENCE**

*New course*

**BIOL 302 (3)** Biodiversity, Human and Planetary Health; **CHEM 409 (3)** Astrochemistry;

**MATH 461 (3)** Projects in Mathematical Modelling



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> Applied Science <b>Department:</b> School of Architecture and Landscape Architecture <b>Faculty Approval Date:</b> 14 April 2022 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2024	<b>Date:</b> 14 April 2022 <b>Contact Person:</b> Theresa Juba, Academic Coordinator <b>Phone:</b> 604 822-0205 <b>Email:</b> academicservices@sala.ubc.ca
<b>Proposed Calendar Entry:</b>	<b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0</a>  <b>Present Calendar Entry:</b>  <del>Bachelor of Environmental Design</del>  <del>Contents</del> <u><a href="#">Introduction</a></u> <u><a href="#">Admission</a></u> <u><a href="#">Academic Regulations</a></u> <u><a href="#">Degree Requirements</a></u> <u><a href="#">Coordinated International Experience</a></u> <u><a href="#">Minor in Arts</a></u>  <b>Type of Action:</b> Delete section  <b>Rationale for Proposed Change:</b> The B.En.D. program is no longer offered. The remaining candidates for the B.En.D. will graduate May 2022.
<b>Proposed Calendar Entry:</b>	<b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,695">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,695</a>  <del><b>Present Calendar Entry:</b></del>



### Introduction

**Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.**

The School of Architecture and Landscape Architecture offers a Bachelor of Environmental Design (B.En.D.) honours degree focusing on interdisciplinary design education in architecture, landscape architecture, and urban design. Intake to the B.En.D. program takes place at the third year of undergraduate studies.

A design studio sequence providing foundational skills in design forms the core of the curriculum. Additional required coursework in history, theory, media and technology contribute to a well-rounded design curriculum. Elective coursework provides the student opportunity to explore areas of his/her particular interest.

The B.En.D. 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 associated fields of study.

### Academic Advising

Academic Advising is provided through the Bachelor of Environmental Design Office located in Macmillan 379, 2357 Main Mall,



	<p><del>Vancouver, B.C., V6T 1Z4. The office is open year-round Monday to Friday, 9 am—4 pm for enquiry in person, telephone ((604) 827-7252) and email at <a href="mailto:ends@sala.ubc.ca">ends@sala.ubc.ca</a>.</del></p> <p><b>Type of Action:</b> Delete Entry</p> <p><b>Rationale for Proposed Change:</b> The B.En.D. is no longer offered. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,696">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,696</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Admission</del></p> <p><del>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</del></p> <p><del>Admission to the Bachelor of Environmental Design requires completion of the equivalent of 60 UBC credits including 6 credits of English literature and/or composition and 6 credits of Geography. Physical geography is highly recommended.</del></p> <p><del>Applicants must have achieved an overall academic average of 65% or better, including any failed courses, on the most recent 30 credits of post-secondary coursework, in order to be considered for admission to the Bachelor of Environmental Design. The overall average is calculated in accordance with the <u>general admission requirements for undergraduate applicants from a college or university.</u></del></p>



~~All applicants to the B.En.D. are required to demonstrate competence in the English language prior to application. Applicants are directed to UBC's [English Language Admission Standard](#) for further information.~~

#### ~~Application Process~~

~~Application for admission to the Bachelor of Environmental Design program must be made through UBC Enrolment Services no later than the [published deadline](#). The applicant is responsible for ensuring that all supporting documents, including official transcripts, and fees are submitted by the deadlines provided by UBC following the submission of an application, otherwise the application will not be considered.~~

~~Applicants to the Bachelor of Environmental Design must satisfy both University undergraduate admission requirements and B.En.D. requirements including the submission of a Supplemental Application to the Environmental Design Program.~~

~~New or previous UBC students must complete an [online application](#). Current students must complete the Change of Degree Program/Campus form on the [Student Service Centre](#).~~

#### ~~Mature Applicants~~

~~Consideration will be given to applicants applying to the Bachelor of Environmental Design as a mature applicant. Further information is available [here](#).~~



### ~~Supplemental Application~~

~~A Supplemental Application to the Environmental Design Program must be submitted no later than the published deadline. Detailed information on the Supplemental Application to the Environmental Design Program is available from the Environmental Design website.~~

~~The Supplemental Application is comprised of the following:~~

- ~~• a Statement of Interest~~
- ~~• a Biographical Statement~~
- ~~• a Portfolio reflecting, in visual terms, evidence of creativity and design aptitude~~
- ~~• ONE set of Official Transcripts, in sealed and endorsed envelopes, issued by the Registrar[s] of the home institution[s] from ALL post secondary institutions attended~~
- ~~• TWO Letters of Reference including at least ONE academic reference~~
- ~~• a Statement identifying three compelling places, buildings or landscapes, each fifty words maximum, and how they define the applicant's current understanding of environmental design~~

~~The Supplemental Application is mailed to the Environmental Design Office as noted below:~~



	<p><del>Admissions Committee</del></p> <p><del>Environmental Design Program</del></p> <p><del>University of British Columbia</del></p> <p><del>379—2357 Main Mall</del></p> <p><del>Vancouver, B.C. V6T 1Z4</del></p> <p><del>The Bachelor of Environmental Design program accepts thirty students annually. The number of qualified applicants far exceeds the number of seats available. Fulfillment of the minimum entry requirements does not guarantee admission.</del></p> <p><b>Type of Action:</b> Delete entry.</p> <p><b>Rationale for Proposed Change:</b> The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1487">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1487</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Academic Regulations</del></p> <p><del>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</del></p> <p><del>Dean's Honour List</del></p> <p><del>A student with a Sessional Academic Average of 80% or better while taking 30 credits in any Winter Session will be recognized with the</del></p>



~~notation "Dean's Honour List" on the student's academic record.~~

#### ~~Degree with Distinction~~

~~A student with an overall academic average of 80% or better on all core and elective requirements while registered in the B.En.D. program will be granted a Degree with Distinction upon graduation that will be notated on the student's academic record.~~

#### ~~Design Studio Requirement~~

~~A grade of 60% is required as a passing grade for all design studio courses [ENDS 301, 302, 401, 402] or any substituting courses. Students must register in a design studio course in each term of the Winter Session.~~

#### ~~Academic Standing and Promotion Requirements~~

~~Academic Standing will be determined by the student's Sessional Academic Average at the end of each Winter Session. One of three academic standings will be assigned as a result of a Sessional Academic Evaluation: In Good Standing, On Academic Probation, or Failed.~~

#### ~~Good Standing~~

~~A student first admitted to the program is in Good Standing. To remain in Good Standing, a student must achieve a Sessional Academic Average and a grade of 60% or better in any~~





~~design studio course (ENDS 301, 302, 401, 402 or any substituting course). A student in Good Standing will be eligible to continue.~~

#### ~~Promotion~~

~~A student will be promoted from third to fourth year if in Good Standing or on Academic Probation and the student has successfully completed 90 UBC or equivalent credits. A student must also have completed all required first and second year courses.~~

#### ~~Academic Probation~~

~~If a student achieves a Sessional Academic Average or grade between 50% and 59% in any design studio course (ENDS 301, 302, 401, 402 or any substituting course), that student will be placed on Academic Probation. During the probationary term, a student on Academic Probation must register in a schedule of courses including a design studio course, the schedule of which must be approved by the Chair of Environmental Design.~~

#### ~~Returning to Good Standing from Probation~~

~~In order to return to Good Standing from Probation, the student must achieve a studio grade of 60% or better, a passing grade in all coursework and a sessional average of 60% or better on an approved schedule of courses during the probationary term. The schedule of courses is arrived at in consultation with the Environmental Design Student Services~~



~~Coordinator and on approval by the Chair of Environmental Design.~~

~~A student may only be placed on Academic Probation for a single term while in the program.~~

~~If the student fails to meet these requirements, a Failed Standing will be assigned to the student.~~

*~~Failed Standing~~*

~~A student may be assigned a Failed Standing either by failing to meet the requirements of a probationary term as noted above or by achieving a Sessional Academic Average or grade of less than 50% in any design studio course (ENDS 301, 302, 401, 402 or any substituting course). A student assigned a Failed Standing will be required to withdraw from the program.~~

*~~Returning and Readmission After Failed Standing~~*

~~The earliest a student may be readmitted to the Bachelor of Environmental Design program after being required to withdraw due to a Failed Standing is twelve months following the requirement to withdraw.~~

~~In seeking to return after the failed standing, the student must submit an application for readmission by the stated UBC deadline.~~



	<p><del>Students seeking to return will be considered for readmission based on a combination of</del></p> <ul style="list-style-type: none"> <li><del>• Space availability;</del></li> <li><del>• Strength of the application against the current applicant pool;</del></li> <li><del>• A letter of appeal outlining how the student has prepared to succeed in further studies at UBC; and</del></li> <li><del>• Two reference letters pertaining to the student's academic and/or work experience since withdrawing from the program.</del></li> </ul> <p><del>A student planning to apply for readmission is required to meet with the Student Services Coordinator in Environmental Design well in advance of the application in order to develop a plan for readmission.</del></p> <p><b>Type of Action:</b> Delete Entry</p> <p><b>Rationale for Proposed Change:</b> The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p><b>Present Calendar Entry:</b></p>



	<p><b>Degree Requirements</b></p> <p><b>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</b></p> <p><b>First and Second Years: 60 credits, including:</b></p> <p>6 credits of English in literature and composition</p> <p>6 credits of Geography<sup>†</sup></p> <p>First year physics is recommended for students planning to Architecture program.</p> <p><b>Third Year</b></p> <p><del>ARCH 403</del></p> <p><del>ARCH 437</del></p> <p><del>ENDS 101</del></p> <p><del>ENDS 220</del></p> <p><del>ENDS 301</del></p> <p><del>ENDS 302</del></p> <p><del>ENDS 320</del></p> <p><del>ENDS 420</del></p> <p><del>LARC 440</del></p> <p>Total Credits</p> <p><b>Fourth Year</b></p> <p><del>ARCH 411 or LARC 431</del></p> <p><del>ENDS 404</del></p> <p><del>ENDS 402</del></p> <p><del>ENDS 440</del></p> <p><del>One of: ARCH 404, 405, or LARC 522</del></p> <p><del>Elective(s)</del></p> <p><del>Total Credits</del></p> <p><del>Minimum credits for degree</del></p> <p><del><sup>†</sup>Physical Geography is highly recommended.</del></p> <p><b>Type of Action:</b> Delete entry.</p> <p><b>Rationale for Proposed Change:</b></p>
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	<p>The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1629">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1629</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Coordinated International Experience</del></p> <p><del><b>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</b></del></p> <p><del>The Coordinated International Experience (CIE) program offers a student the opportunity to apply to study a pre-selected and pre-approved set of courses over one academic term at an international CIE partner institution. The student gains new, global perspectives with the credit received from courses completed counting towards the student's B.En.D. degree.</del></p> <p><del>Participation in the CIE program is by application. A student may apply in the second term of Year 3 in order to participate in the CIE program in the first term of Year 4 in lieu of ENDS 401 and required elective coursework. Admission to the CIE program is competitive and admittance can not be guaranteed.</del></p> <p><del>The CIE program is administered by the Faculty of Applied Science. Further information is available at the Bachelor of Environmental Design <a href="#">website</a>.</del></p>



	<p><b>Type of Action:</b> Delete entry.</p> <p><b>Rationale for Proposed Change:</b> The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1608">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1608</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Minor in Arts</del></p> <p><del>A student in the Bachelor of Environmental Design may undertake a Minor in Arts as noted below:</del></p> <ul style="list-style-type: none"> <li><del>• An acceptable minor program must comprise courses in the Faculty of Arts that are for credit toward a B.A. degree and must consist of a minimum of 18 upper-level credits [300-400 level] in a single subject or field of specialization.</del></li> <li><del>• Students should design a coherent and academically sound course of studies for the proposed minor.</del></li> <li><del>• The proposed course of studies for the Minor in Arts must be approved by the Chair of Environmental Design or their designate.</del></li> </ul>



~~Upon successful completion of the minor program, the notation 'Minor in Arts' will be added to the student's transcript.~~

~~Students wanting a subject specific minor may undertake a minor in a specific Arts discipline's major or minor program, which requires the completion of at least 30 credits in a single subject or field of specialization, of which at least 18 credits must be numbered 300 or higher. The proposed course of studies must be approved by the Chair of Environmental Design or their designate following approval from an advisor from the appropriate unit within the Faculty of Arts.~~

~~Upon successful completion of the 30 credit subject specific minor program, the subject specific minor or field of specialization will be added to the student's transcript by including the notation 'Minor in [Subject]'.~~

**Type of Action:**

Delete entry.

**Rationale for proposed change:**

The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.

### UBC Curriculum Proposal Form Change to

Category: 1	Course
<p><b>Faculty:</b> Applied Science  <b>Department:</b> Civil Engineering  <b>Faculty Approval Date:</b> 11/02/23  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> September 20, 2023  <b>Contact Person:</b> Perry Adebar  <b>Email:</b> adebar@civil.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CIVL 427 (3) Applied Machine Learning for Construction and Facility Management</b>            Introduction to classical machine learning algorithms, including linear regression, logistic regression, decision trees, and neural networks, and their applications to Civil Engineering practices, such as construction safety, building energy conservation, and traffic simulation. Other topics at the discretion of the instructor. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0].  <i>Prerequisite:</i> CIVL 300.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1135">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1135</a></p> <p><b>Present Calendar Entry:</b></p> <p>N/A</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> This course will replace a topics course that has been offered since 2021. This course has been popular among undergraduate students who wants to focus on project and construction management.</p> <p>This course will complement our other offerings in project and construction management and introduce students to machine learning as a tool to use. With the advent of modern technologies, like generative AI, proper use of these tools in our specializations is integral. There is demand for design of these courses from practicing engineers and this course will prepare our students to meet that demand.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>            (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>            Student assessment will be letter grade based to align with other courses offered by UBC Civil Engineering</p>



## UBC Curriculum Proposal Form Change to Course

### Category: (1)

<p><b>Faculty:</b> APSC  <b>Department:</b> Materials Engineering  <b>Faculty Approval Date:</b> 11/02/23  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> 2023-September-28  <b>Contact Person:</b> Sergey Kravchenko  <b>Phone:</b> 672-514-3265  <b>Email:</b> <a href="mailto:sergey.kravchenko@ubc.ca">sergey.kravchenko@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MTRL 484 (3) Materials for Aerostructures and Engines</b>  Engineering theory of aerospace structural material mix: metal alloys, ceramics, and polymer composites. Material requirements for weight-, damage tolerant-, cost efficient-design. Overview of material characterization, including fracture and fatigue. Statistical variability, material allowables, structural certification.  <b>[3-0-0]</b></p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/mtrl">https://vancouver.calendar.ubc.ca/course-descriptions/subject/mtrl</a></p> <p><b>Present Calendar Entry:</b> N/A  (Cut and paste from the current web Calendar.)</p> <p><b>Type of Action:</b> New Course  (e.g. new course, delete course, etc.)</p> <p><b>Rationale for Proposed Change:</b>  The purpose of this course is to introduce the engineering theory of materials used in aerostructures and engines. The performance characteristics, cost and safety of aerospace vehicles are, to a large extent, a result of the high-performance materials and manufacturing technologies used in both the airframe and propulsion systems. This course intends to overview the selection principles, design guidelines, testing methods, and manufacturing processing of materials for aerospace applications, focusing on structural material mix: metal alloys and fiber reinforced polymer composites. Aerospace materials and structures represent a field in which structural engineering, materials theory and manufacturing technology contribute equally, making trade-offs and compromises necessary. Engineers are continuously looking to improve the material mix to meet the stringent safety standards required for aviation and aerospace applications and the needs for lighter weights, increased strength, as well as greater resistance to corrosion, creep and fatigue. The course will elucidate the</p>

	<p>material requirements for design, recent advances in the material developments, challenges faced by recent aerospace materials, and future trends in aerospace materials.</p> <p>The course will contribute to the training of the 4th year undergraduate students in APSC Materials Engineering and Mechanical Engineering who are interested in pursuing careers in the aerospace engineering sector. As both programs are building their aerospace options, there is a need for a course that provides a necessary background in performance, reliability, and durability analysis of the materials when choosing and developing materials for aerospace systems. This course develops specialist skills for deep understanding of aerospace materials, to train next generation workforce and support the continued growth of the Canadian and global aerospace sectors.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department:</b> Coordinated Arts Program (CAP), part of First-Year &amp; Interdisciplinary Programs (FYIP)  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> September 20, 2023  <b>Contact Person:</b> Dr. Moberley Luger (CAP chair); Kelly Chan (staff support); Jason Lieblang (FYIP Director)  <b>Phone:</b> 604-822-3480  <b>Email:</b> <a href="mailto:moberley.luger@ubc.ca">moberley.luger@ubc.ca</a> ; <a href="mailto:support.fyip@ubc.ca">support.fyip@ubc.ca</a>; <a href="mailto:Jason.Lieblang@ubc.ca">Jason.Lieblang@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <b>CAP – Coordinated Arts Program</b></p>	<p><b>URL:</b> Create a <b>new page</b> for CAP courses. Please include the link on all appropriate Calendar pages.</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course Code</p> <p><i>Note: This proposal is submitted at the same time as a Category 1 proposal to create a new course CAP 101 and a Category 2 proposal to change the existing course ASTU 101 to CAP 100</i></p> <p><b>Rationale for Proposed Change:</b>        We wish to create a new code – CAP – to use for new courses in the Coordinated Arts Program (CAP) and to recode an existing ASTU (Arts Studies) undergraduate 100-level course that has been part of the CAP program. The proposed course code CAP is aligned with the name of the program and therefore makes more sense to be used to identify the program’s required courses. ASTU is not a meaningful code for the first-year students in this program. The proposed “CAP” code would highlight the central place of the courses in the CAP program and would be used for the core courses in the program. The CAP courses will tie together themes from other courses in the different program streams and this code will help unify a small learning</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	community for students as they transition from high school to university.
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Anthropology  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> July 10, 2023  <b>Contact Person:</b> Alexia Bloch (Course author); Nicola Levell (Undergraduate Studies Chair)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:abloch@ubc.ca">abloch@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 275 (3) Migration and (Im)mobilities: Anthropological Perspectives</b></p> <p>Introduction to foundational topics in the anthropological study of migration, asylum, border-crossing, and (im)mobilities. Recommended: At least one 100-level or 200-level social science course (e.g. ANTH, SOCI, GEOG, POLI)</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth">https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth</a></p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  ANTH 275 is intended to provide students with the opportunity to take a course that centres an ethnographically grounded perspective on the study of global migration and critical border studies. We feel this proposed course establishes strong anthropological foundations for understanding migration.</p> <p>There are no prerequisites for this course. However, it is recommended that students have taken at least one 100-level or 200-level social science (e.g. Anthropology, Sociology, Geography, or Political Science) course.</p> <p>Despite the growing importance of the study of migration, the Department of Anthropology does not currently offer undergraduate courses in this area. The proposed ANTH 275 introduces students to how people cross borders and the challenges they face in the process. More specifically, the course will introduce students to the human consequences of border control policies; the causes of mass displacement today; and what border crossing means for different communities. Other specific topics that emerge from these themes will include: refugee resettlement, newcomer and Indigenous interactions, intersectional experiences of</p>

	<p>im/mobilities and diaspora communities' engagement with various states. Students will gain an understanding of a key area of anthropological inquiry into migration, namely the conditions which enable some people to cross borders and be "mobile" and those which make it difficult or impossible for others to border cross, making them "immobile". Overall, ANTH 275 will provide students with an opportunity to begin to develop a critical perspective on migration. They will gain an introductory understanding of qualitative approaches to the study of borders, displacement, and the search for refuge in different geographic contexts.</p> <p>ANTH 275 will not make any new demands on departmental resources or the library.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b> (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Anthropology  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> August 8, 2023  <b>Contact Person:</b> Elif Sari, Helena Zeweri (Course authors); Nicola Levell (Undergraduate Studies Chair)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:elif.sari@ubc.ca">elif.sari@ubc.ca</a>,  <a href="mailto:helena.zeweri@ubc.ca">helena.zeweri@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 376 (3) Diasporas and Belonging: Anthropological Perspectives</b></p> <p>Examines how multiple generations of migrants find, build, and reimagine what community and belonging are beyond the confines of the nation-state. Centres ethnographies of diasporic identity and personhood.  Recommended: At least one 200-level social science course (e.g. ANTH, SOCI, GEOG, POLI)</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth">https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth</a></p> <p><b>Type of Action:</b>  New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>Despite the growing importance of the study of migration, the Department of Anthropology does not currently offer undergraduate courses in this area. The proposed ANTH 376 will examine the lived experience of finding community and belonging in the aftermath of displacement and in the wake of migrants’ ‘arrival’ to the border. Centring on a poetics of migration, ANTH 376 will utilize the power of multiple genres including: ethnographic texts and film, memoirs, oral histories, art, and studies in ethnomusicology. In doing so, it will show how migrants find and assert belonging through multiple mediums and genres.</p> <p>In terms of content, the course aims to unsettle conceptions of migrant belonging that tend to be rooted in territorial ideas of citizenship. Through the organizing concept of diaspora, the course will give students an understanding of how displaced peoples make communities across multiple borders and geographies through physical and emotional connections. In doing so, the course will help students develop the critical thinking and analytical tools to avoid generalizing the meaning of refuge,</p>

	<p>community, and home. It will also help students recognize the material, economic, and political factors that produce different experiences of displacement, resettlement, and community building.</p> <p>Although there are no prerequisites for ANTH 376, it is recommended that students have taken at least one second-year social science (e.g., Anthropology, Sociology, Geography, or Political Science) course.</p> <p>ANTH 376 will not make any new demands on departmental resources or the library.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department:</b> Coordinated Arts Program (CAP), part of First-Year &amp; Interdisciplinary Programs (FYIP)  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> September 20, 2023  <b>Contact Person:</b> Dr. Moberley Luger (CAP chair); Kelly Chan (staff support); Jason Lieblang (FYIP Director)  <b>Phone:</b> 604-822-3480  <b>Email:</b> <a href="mailto:moberley.luger@ubc.ca">moberley.luger@ubc.ca</a>; <a href="mailto:support.fyip@ubc.ca">support.fyip@ubc.ca</a>; <a href="mailto:Jason.Lieblang@ubc.ca">Jason.Lieblang@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAP 101 (3) Introduction to Reading and Research in Literary, Cultural, and Media Studies</b></p> <p>Applications of research and writing skills in the context of literary, cultural, and media analysis. Topics integrate CAP stream themes and vary each year. Restricted to students in the Coordinated Arts Program.  <i>This course is not eligible for <a href="#">Credit/D/Fail</a> grading.</i></p>	<p><b>URL:</b> <a href="#">New page for CAP courses</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><i>Note: This proposal is submitted at the same time as a Category 1 proposal to create a new course code – CAP (Coordinated Arts Program) – and a Category 2 proposal to change the course ASTU 101 to CAP 100.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>This proposal is to create a new course CAP 101.</p> <p>The Coordinated Arts Program (CAP) is a multidisciplinary cohort program for first-year students in the Faculty of Arts. CAP is divided into five streams. Each stream offers a coordinated timetable of courses across the Social Sciences and Humanities organized under a theme (e.g. Media Studies, Law and Society). Students are divided into small learning communities of 25 students where they develop their university research and writing practices. We currently offer two such courses: (1) ASTU 100, a 6-credit course fulfilling both the Faculty of Arts degree writing and literature requirements; and (2) ASTU 101, a 3-credit course fulfilling the Faculty of Arts degree writing requirement only. ASTU 100 is offered in 4 out of the 5 CAP</p>

streams; ASTU 101 is offered in 1 out of the 5 CAP streams.


We would like to update and streamline our offerings by doing the following:

1. Identify CAP courses with a new course code CAP, to create a unifying and easily identifiable offering for students in the CAP program. See Category 1 proposal for this new code.
2. Recode the existing 3-credit ASTU 101 course to CAP and change the number from 101 to 100 because CAP students are to take that course in Term 1, before they take the proposed CAP 101 course in Term 2. See the Category 2 proposal submitted separately.
3. Create new 3-credit course CAP 101 (this proposal) and eventually retire the 6-credit ASTU 100 course from the CAP program.

We wish to simplify the required courses and eventually to have all five CAP streams take the 3-credit CAP 100 and the 3-credit CAP 101 courses.

This proposal responds to developments in CAP as a program as well as in the UBC landscape more generally:

- UBC has introduced Workday Student, which does not work well with year-long courses.
- The Faculty of Arts has changed its degree requirements. For students who enter in 2024/25 or later, there is no longer a specific 3-credit literature requirement, which ASTU 100 fulfilled up until now. Students will now be asked to fulfill this learning through different areas of breadth.
- In CAP, we have an increasing commitment to knowledge

	<p>exchange and public research genres; we hold a student conference at the end of each year and sponsor a student-run journal creating opportunities for novice research dissemination.</p> <ul style="list-style-type: none"> <li>• In CAP, we have also observed an inequity among the five streams: we have seen the benefits of offering a full-year course to our cohorts and would like to expand that opportunity (through the pairing of ASTU 101/CAP 100 and CAP 101) to all five streams. This change would also help incoming students better understand the stream offerings at the point of registration.</li> </ul> <p>CAP 101 would be offered in Term 2 after students had taken CAP 100 (currently ASTU 101). The two 3-credit CAP courses would be taught by the same instructor and enroll the same 25 students. CAP 101 would build on the foundation in research and writing skills from Term 1 and deliver a revised version of the “literature half” of the current ASTU 100.</p> <p>These reconfigured course offerings are also being developed in consultation with Indigenous CAP student alumni, as one of CAP's Indigenous Strategic Plan actions. Our faculty are collaborating with recent student hires under a 2023-24 UBC Students as Partners (SaP) Grant to review Indigenous student experience in CAP, and to make curricular and student support recommendations informed by Indigenous ways of knowing and decolonial pedagogy.</p> <p> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><b><i>This course will be a requirement for the Coordinated Arts Program, thus we want it to be a percentage graded course. None of our previous program offerings – eg ASTU 100 or ASTU 101 – have been eligible.</i></b></p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> May 5, 2023  <b>Contact Person:</b> Desiree Valadares (Course author); Suzanne Lawrence (Curriculum staff support)  <b>Phone:</b> 510-725-8619  <b>Email:</b> <a href="mailto:desiree.valadares@ubc.ca">desiree.valadares@ubc.ca</a>; <a href="mailto:suzanne.lawrence@ubc.ca">suzanne.lawrence@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>GEOG 492 (3) Oceanic Geographies: Movement, Materiality, and Mobility</b>  Moves beyond continental landmasses to consider global oceanic connections, mobility and materiality, and seascape epistemologies or ways of knowing through a cultural, social and historical geographies perspective. Restricted to students with 3rd year standing or above.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/geog">https://vancouver.calendar.ubc.ca/course-descriptions/subject/geog</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>This seminar topic engages broader debates in geography namely, the volumetric turn - a scholarly discourse that considers space beyond a fixed, horizontal terrestrial surface.</p> <p>This proposed course will focus on the oceanic and attends to centering volumetric space beyond normative borders and continental landmasses to consider movement, materiality, and mobility. It centers on cultural and social geographies of the sea and positions the world's oceans as an analytic framework for advancing cross-regional, interdisciplinary research.</p> <p>GEOG 492 will be important to the broader UBC community and undergraduate students who are interested in debates in geography related to volumetric geographies (rethinking geography in terms of volumes rather than areas) such as oceanic spaces.</p>

	<p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> History  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> September 27, 2023  <b>Contact Person:</b> Sara Ann Knutson,  course author; Steve Lee, curriculum chair  <b>Phone:</b>  <b>Email:</b> sa.knutson@ubc.ca; sh.lee@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HIST 300 (3) Vikings: Then and Now</b></p> <p>Historical and archaeological study of Viking-Age and premodern Scandinavia and the Vikings' complex legacies in contemporary cultural heritage.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist">https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b>  There is a strong and enduring student interest on Scandinavian history and archaeology, especially the Vikings and their relevance in contemporary politics and heritage today. Currently, there are no Scandinavian history or archaeology courses offered in the Department of History or wider UBC. At the time of this proposal, there are two courses offered at UBC that focus on Viking Age literary sources: the Icelandic Sagas in NORD 338 and the prose and poetic eddas in NORD 339.</p> <p>This course instead proposes to take a multidisciplinary approach to premodern Scandinavian history, from ca. 700 CE to 1100 CE, and to this history's connections to cultural heritage today. While NORD 338 and 339 cover Scandinavian literary sources, this course draws on Archaeology, History, Anthropology, and Scandinavian Studies, and leading expertise in specifically Viking archaeology. "Vikings: Then and Now" examines how archaeological evidence and scientific techniques can help us to study the past. The course engages historical, rather than literary, texts to study the global exchanges of Viking-Age Scandinavians and does not focus on inner-Scandinavian developments</p>

	<p>and therefore will not overlap with NORD 338 or 339. This course also examines the role that Viking-Age history plays in contemporary (21<sup>st</sup> century) cultural heritage, especially among North Americans who claim Scandinavian ancestry.</p> <p>This course therefore addresses significant regional, temporal, and methodological gaps in the UBC curriculum. “Vikings: Then and Now” expands UBC students’ historical training and access to a multidisciplinary range of primary sources and secondary scholarship that are not otherwise taught at UBC. The course encourages students to approach the past from multidisciplinary perspectives and therefore appeals to both History and non-History majors.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>          The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> History  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> September 27, 2023  <b>Contact Person:</b> Sara Ann Knutson, course author; Steve Lee, curriculum chair  <b>Phone:</b>  <b>Email:</b> sa.knutson@ubc.ca; sh.lee@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HIST 362 (3) The Islamic Golden Age</b></p> <p>Political, economic, social, and cultural history of the premodern Islamic World and its global connections during the Abbasid Caliphate, with attention to the relevance of this past to our contemporary world.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist">https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b>  There is a strong and enduring student interest in history courses on the Middle East and Islam, as demonstrated by the recent development of the Middle East Studies program at UBC. Currently, there are no premodern Islamic history courses offered in the History Department; this course aims to help fill that significant regional and temporal gap to the curriculum.</p> <p>This course expands UBC students' historical training and access to a range of primary sources and secondary scholarship that are otherwise not taught at UBC. The course encourages students to approach the past from multidisciplinary perspectives and therefore highly appeals to both History and non-History majors and to underrepresented students who are culturally affiliated with the Middle East. There is also significant interest among humanities students for courses that introduce debates and approaches in the Digital Humanities; this course also helps fill that methodological gap in the History curriculum.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p>

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> CENES <b>Faculty Approval Date:</b> Nov. 9, 2023 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> June 28, 2023 <b>Contact Person:</b> Tim Frandy (course author), Caroline Rieger (dept curriculum chair) <b>Phone:</b> 604.822.5156 <b>Email:</b> <a href="mailto:tim.frandy@ubc.ca">tim.frandy@ubc.ca</a>; <a href="mailto:caroline.rieger@ubc.ca">caroline.rieger@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>NORD 341 (3) Indigenous Activism</b> Examination of contemporary political and social conflicts in the circumpolar north, focusing on ways Indigenous people have used art, performance and activism as a tool for resistance and decolonization.</p>	<p><b>URL:</b> <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/nord">https://vancouver.calendar.ubc.ca/course-descriptions/subject/nord</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b> The Department of Central, Eastern and Northern European Studies (CENES) acknowledges that the UBC Indigenous Strategic Plan is a response to Canada's continued colonial oppression and that the Plan moves beyond equity, diversity and inclusion to acknowledge Indigenous peoples' distinctive histories, experiences, and lived realities associated with and impacted by colonialism. We are committed to counter colonialism and wish to align our programs with Indigenous strategic priorities. The proposed course NORD 341 is part of that commitment.</p> <p>NORD 341 focuses on traditional and contemporary Indigenous political art from Sápmi, Inuit Nunangat, Khanty, Mansi, Evenk and Udegeh artists. It examines how art serves as a political and social tool to promote awareness, to cultivate community, to shape discourse, and to leverage social power. The course is thematically arranged, looking at the shared experiences Indigenous peoples have with colonization, resistance, and decolonization. To examine connections between diverse Indigenous cultures, NORD 341 will occasionally include discussion of works by First Nations artists from what is now called British Columbia. We are aiming for a mid-size to large course.</p>

	<p>Developed by Indigenous scholar Dr. Tim Francy, the proposed course will be taught by Dr. Frandy and other colleagues who have knowledge and expertise to teach Indigenous perspectives. This proposed course is on track to fulfill the Faculty of Arts <i>Place and Power</i> requirement that launches in 2024W. We embrace the fact that this means that any instructor teaching CENS 203 would need to be vetted by the internal FoA development currently underway.</p> <p>We are confident that NORD 341 will be popular with students in the Nordic Program and beyond.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> April 4, 2023  <b>Contact Person:</b> Sheryl Lim; faculty contact Jessica Main  <b>Email:</b> <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a>;  <a href="mailto:jessica.main@ubc.ca">jessica.main@ubc.ca</a></p>
<p><b>Calendar Navigation:</b> <a href="#">Homepage</a>  <a href="#">Faculties, Colleges, and Schools</a> <a href="#">The Faculty of Arts</a> <a href="#">Bachelor of Arts</a> Asian Studies</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Asian Studies</b></p> <p>[...]</p> <p><b>Combining Areas of Study</b></p> <p>[...]</p> <p><b>Major in Asian Areas Studies</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: China</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Chinese Literature</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Japan</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Korea</b></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?trce=12,197,282,62">http://www.calendar.ubc.ca/vancouver/index.cfm?trce=12,197,282,62</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Asian Studies</b></p> <p>[...]</p> <p><b>Combining Areas of Study</b></p> <p>[...]</p> <p><b>Major in Asian Areas Studies</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: China</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Chinese Literature</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Japan</b></p> <p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: Korea</b></p>

<p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: South Asian Languages</b></p> <p>[...]</p> <p><b>Minor in Asian Area Studies</b></p> <p>[...]</p> <p><b>Minor in Asian Language and Culture</b></p> <p>The Minor in Asian Language and Culture requires 30 total credits of coursework focused on a specific area of Asian language/culture.</p> <p>The areas of focus available are:</p> <ul style="list-style-type: none"> <li>• China</li> <li>• Hong Kong</li> <li>• Japan</li> <li>• Korea</li> <li>• South Asia (focusing on one of Hindi, Punjabi, or Sanskrit)</li> <li>• <b>Persian, Persianate and Iranian</b></li> </ul> <p>[...]</p> <p><b>The Minor in Asian Language and Culture with a focus on &lt;bold&gt;Persian, Persianate and Iranian&lt;/bold&gt; requires the completion of a total of 30 credits of coursework, as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>12–18 credits of PERS, ARBM of which at least 6 credits must be PERS at or above the 300-level</b></li> <li>• <b>12–18 credits of ASIA, of which at least 12 upper-level (300+) credits must be related to Persian literature, Iran, and the Persianate culture at large. See the Department of Asian Studies for a list of courses.</b></li> </ul> <p>[...]</p>	<p>[...]</p> <p><b>Major in Asian Language and Culture – Area of Focus: South Asian Languages</b></p> <p>[...]</p> <p><b>Minor in Asian Area Studies</b></p> <p>[...]</p> <p><b>Minor in Asian Language and Culture</b></p> <p>The Minor in Asian Language and Culture requires 30 total credits of coursework focused on a specific area of Asian language/culture.</p> <p>The areas of focus available are:</p> <ul style="list-style-type: none"> <li>• China</li> <li>• Hong Kong</li> <li>• Japan</li> <li>• Korea</li> <li>• South Asia (focusing on one of Hindi, <del>Persian</del>, Punjabi, or Sanskrit)</li> </ul> <p>[...]</p>
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	<p>[...]</p> <p><b>Type of Action:</b> New Minor in Asian Language and Culture with a focus on Persian, Persianate and Iranian.</p> <p><b>Rationale for Proposed Change:</b></p> <p>The Department of Asian Studies would like to add a Persian, Persianate, and Iranian area of focus to the existing minor in Asian Language and Culture program. The other existing areas of focus are China, Japan, Korea, Hong Kong, and South Asia. There is no existing minor with a focus on this area.</p> <p>With the introduction of the Persian (PERS) series of language courses in 2011 and the launch of the UBC Persian Language and Iranian Studies Initiative in the same year (see <a href="#">here</a> for more info), the Department of Asian Studies at UBC has been taking a leadership role in building teaching and research excellence in Persian and Iranian Languages and Cultures studies, as well as the diverse languages and cultures under the influence of Persian language and culture (i.e. Persianate).</p> <p>Recent tenure-track professorial hires in Persian Language and Culture (2021) as well as Modern Persian Literature (2022) have no doubt heightened the profile of Persian and Iranian studies at UBC; this expanded capacity allows the Department to offer a steady stream of Persian Language and Iranian studies courses.</p> <p>The activities of the faculty in organizing conferences, gatherings, and events over the past several years have put UBC at the forefront of Iranian Studies in Western Canada. These efforts were recognized by the Iranian-Canadian Community in BC.</p>
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	<p>Through generous support from the Persian community, which was matched with contribution from the UBC President's Academic Excellence Initiative, funding was secured to create a Professorship in Classical Persian Literature and Culture. The department led a successful search and hired a new tenure-track faculty member for the 2023-24 academic year.</p> <p>The growth in this area allows UBC students the unique advantage in Western Canada to redefine the future of Iranian and Persianate identity and culture through their studies and research and the proposed minor will further enhance UBC's distinctive profile and leadership in Persianate and Iranian Languages and Cultures in North America.</p> <p>Demands for our Iran-related, Persian language and Persianate studies courses have been robust and ever increasing, and interests in our academic events in person or online throughout the year have been strong. Over the past 2 years, even through the pandemic, the number of returning students (the students who take more than 2 language courses) has been steadily growing. Thus, it seems to be the right time to take this next step of program-building. The minor gives students a small but crucial incentive to take more Iran and Persianate courses to turn their electives into a minor.</p> <p>This proposal brings together existing courses and existing library collections into an already existing minor degree program. It does not require new courses or collections at this time although with the new faculty hire this year, new courses will be proposed and offered.</p> <p><u>AVAILABLE COURSES</u></p>
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	<p><b>PERS</b></p> <p>100 Basic Persian I</p> <p>101 Basic Persian II</p> <p>104 Reading and Writing for Heritage Students</p> <p>200 Low-Intermediate Persian I</p> <p>201 Low-Intermediate Persian II</p> <p>300 Intermediate- high Persian I</p> <p>301 Intermediate- high Persian II</p> <p>400 Persian Short Story for Native and Heritage Speakers</p> <p>401 Contemporary Iranian Cinema for Advanced Speakers of Persian</p> <p>451 Persian Through Shahnameh for Advanced Speakers of Persian</p> <p><b>ARBM</b></p> <p>101 Introductory Modern Arabic I</p> <p>102 Introductory Modern Arabic II</p> <p><b>ASIA</b></p> <p>328 Modern Islam</p> <p>391 Classical Islam</p> <p>392 Classical Persian Literature</p> <p>393 Iranian History</p> <p>394 Post-revolutionary Iranian Cinema</p> <p>395 Modern Persian Literature</p> <p>491 India and the Persianate World</p> <p>We anticipate adding more Persian language (PERS) courses in the near future, so students interested in completing the Minor will have even more choices.</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> June 29, 2023  <b>Contact Person:</b> Nesrine Basheer (course author); Sheryl Lim (curriculum support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> asia.curriculum@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIX 383 (3) What is Modern Arabic?</b></p> <p>Examines Arabic language and writing using approaches from sociolinguistics, with examples from Arabic-speaking communities in the Arab world, the diasporas, and beyond. Basic Arabic language proficiency is strongly recommended through completion of ARBM 101, ARBC 101, or a placement interview.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/asix">https://vancouver.calendar.ubc.ca/course-descriptions/subject/asix</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  The proposed course ASIX 383 explores social issues related to language variation across the Arabic speaking world. Because the course content focuses on linguistic aspects of Arabic culture that ‘crosses’ national boundaries, we have chosen to use the ASIX (Asian Studies Crossings) course subject code. As with all ASIX and ASIA coded courses, ASIX 383 will be taught in English and the content and assessment will be in English as well.</p> <p>Arabic is often discussed through the dichotomous lens of diglossia (coexistence of two varieties of the same language) where Modern Standard Arabic is compared and often deemed more prestigious and ‘proper’ than spoken regional dialects. However, how the language is being used by Arabic-speaking communities show a rich interaction between factors such as ideology, identity, digital media, attitude, religion, power, politics, and colonization. In this course, students will explore how such interaction has influenced language practices, language policies, and the evolution of the language itself.</p> <p>This course contributes to the range of Perso-Arabic/Islamicate courses offered by the Department of Asian Studies by filling</p>

	<p>a curriculum gap on the cultural, historical, and linguistic diversity of the Arab World, the diasporas, and non-Arabic macro-contexts (e.g., Arabic in Turkey, Uzbekistan, Afghanistan, Iran, and Chad).</p> <p>Although this course is not an Arabic language course, prior knowledge of Arabic is highly recommended as course readings and some assignments require the ability to engage with language description and analyses. However, similar to other language courses offered in our unit, we have decided to not assign a prerequisite restriction. We have included recommendation wording in the Calendar entry rather than assign a prerequisite, as prerequisites must be enforced in Workday. Following a similar process to some of our language courses (which recently changed from prerequisites to recommendations), our department will review enrolled students and those who have not completed ARBM 101 or ARBC 101 will set up an interview with the instructor to determine their eligibility for the course.</p> <p>The course will be of interest to undergraduate and graduate students in Asia, Ancient Mediterranean and Near Eastern Studies, and Linguistics. It will also attract Arabic heritage speakers who have good command of an Arabic dialect</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> N/A</p> <p><b>Rationale for not being available for Cr/D/F:</b> N/A</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> N/A</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> June 9, 2023  <b>Contact Person:</b> Nesrine Basheer (course author); Sheryl Lim (curriculum support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> asia.curriculum@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ARBM 450 (3) Advanced Studies in Modern Arabic Language and Cultures</b></p> <p>Advanced-level Arabic written and oral language course focused on contemporary topics related to Arab and Arabic-speaking cultures.</p> <p>Recommended: Provide evidence of ACTFL Advanced High or CEFR C1.1 proficiency in Modern Standard Arabic or take a placement test with the course instructor.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/arbms">https://vancouver.calendar.ubc.ca/course-descriptions/subject/arbms</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  This is an advanced Arabic language course. UBC currently offers beginner and intermediate language courses in the Department of Asian Studies (Modern Arabic - ARBM 101, 102, 201, and 202) and the Department of Ancient Mediterranean and Near Eastern Studies (Classical and Quranic Arabic - ARBC 101, 102, 201, and 202). No upper-level courses are available for heritage learners who may speak an Arabic dialect fluently but vary in their Modern Standard Arabic proficiency.</p> <p>In addition to filling a gap in UBC's Arabic offerings, the course promotes equity, diversity, and inclusion. It offers Arabic heritage learners the opportunity to develop and celebrate multilingualism, engage critically (in Arabic) with topics related to the contemporary Arab World and the diasporas, and express themselves as Arab residents in a Canadian context.</p> <p>This course is designed for heritage learners but will also be open to advanced learners from non-Arab backgrounds.</p>

	<p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> History  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> Received Oct. 14, 2023  <b>Contact Person:</b> Shoufu Yin (Course author); Steven Lee (Curriculum Chair)  <b>Email:</b> shoufu.yin@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HIST 204 (3) History Through Video Games</b>  Exploration of global histories through video games and uses of video games for research by historians.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist">https://vancouver.calendar.ubc.ca/course-descriptions/subject/hist</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  With the exception of HIST 201: History Through Photographs, the Department of History lacks courses that teach history through the lens of the everyday lives of our students. It is of tremendous importance to help students think with and about the history-based games they enjoy playing, as the American Historical Association acknowledged in 2021. The proposed course HIST 204 is designed to fill such a gap.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Dept. Art History, Visual Art and Theory  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> October 19, 2023  <b>Contact Person:</b> Greg Gibson (staff lead, curriculum change)  <b>Phone:</b> 2-1282  <b>Email:</b> greg.gibson@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>VISA 376 (3) Artist Books as Form and Idea</b>  Approaches to book creation from the perspective of contemporary art and exploration of the artist book as an expansion of both art and books.  Prerequisite: 3 credits of any 200-level VISA course.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/visa">https://vancouver.calendar.ubc.ca/course-descriptions/subject/visa</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>  The proposed course, VISA 376, has been taught numerous times over the past decade under the special topics course VISA 370 Special Studies I. We wish to make this 300-level VISA studio course available to our Visual Art majors and minors, as well as students from other programs who have the prerequisite. By making this course a stand-alone course with its own course Calendar entry, it will be more accessible to all interested students.</p> <p>This course is designed to explore the form of the artist book in its infinite expressions across media, from printmaking—as demonstrated in this sample syllabus—to photography, drawing, painting, sculpture, and textiles (and interdisciplinary combinations of these media). The interdisciplinary nature of this course prepares students for their more senior studio courses (e.g., VISA 401: Advanced Open Studio), which involve students conceptualizing projects that combine mediums.</p> <p>We expect this course to be popular not only with Visual Art majors (who will constitute the majority of enrollments), but also with students in Media Studies,</p>



	<p>Journalism, English, and Creative Writing, among other disciplines.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p>N/A</p> <p><b>Rationale for not being available for Cr/D/F: N/A</b></p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p> <p>N/A</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Writing, Research, and Discourse Studies (WRDS) in the School of Journalism, Writing, and Media (JWAM)  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> October 18, 2023  <b>Contact Person:</b> Dr. Jackie Rea (WRDS Curriculum Chair)  <b>Phone:</b> n/a  <b>Email:</b> jackie.rea@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>WRDS 498 (3-6) Special Topics in Writing Studies</b>  In-depth study of selected topics in Writing Studies. Topics vary year-by-year. Restricted to students with third year standing or higher.</p> <p><b>Prerequisites:</b> 3 credits from one of WRDS 150, WRDS 350, ENGL 100, SCIE 113, SCIE 300, CHEM 300, APSC 176, LFS 150, FRST 150, COMM 196, Arts One, ASTU 100, ASTU 101, CAP 100, CAP 101</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/wrds">https://vancouver.calendar.ubc.ca/course-descriptions/subject/wrds</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>- This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</li> <li>- A Category 2 proposal will be submitted to add this course as an option for students to take in the Minor in Writing and Communication</li> </ul> <p><b>Rationale for Proposed Change:</b>  In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media has developed new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change.</p> <p>This proposal is for <b>WRDS 498: Special Topics in Writing Studies</b>. This course will complement current WRDS course offerings that focus on writing, research, and knowledge production, knowledge translation, and knowledge mobilization across academic, professional, and public contexts.</p>

	<p>Several WRDS courses already cover core topics, issues, and skills central to Writing Studies and the Minor in Writing and Communication. This proposal is for WRDS 498: Special Topics in Writing Studies, a course that will be used to explore especially innovative, emerging, or timely topics within the field of Writing Studies.</p> <p>The topic of WRDS 498 will vary year-by-year, reflecting the competencies and interests of the course instructor, as well as emerging priorities and concerns within the field. WRDS 498 will enrich and diversify opportunities students have to take courses in the field of Writing Studies; it will also enrich and diversify opportunities Research, Writing, and Discourse Studies (WRDS) instructors or visiting scholars/practitioners have to bring their most current or timely work into the classroom and work closely with senior students to examine important topics, issues, and practices in-depth. WRDS 498 will also allow the WRDS unit to pilot promising courses — i.e., gauge student needs and interests — before developing Category 1 curriculum proposals to make the courses stand-alone WRDS course offerings.</p> <p>Some potential topics for course offerings of WRDS 498 are:</p> <ul style="list-style-type: none"><li>• Decolonizing Research Writing, Public Scholarship, and Knowledge Mobilization</li><li>• Writing (with) Machines: Writing Studies in the Context of Generative AI and Large Language Models (LLMs)</li><li>• Collaborative Writing: Emerging Theory and Practice</li></ul> <p>Course topics (and course content, activities, and assessments) will be developed by the course instructor in consultation with the WRDS Curriculum Committee and approved by the WRDS Chair, in conversation with the Director of JWAM, and will reflect the instructor's special areas of expertise and interest in Writing Studies. WRDS 498 may also feature unique learning experiences that allow students to engage with the course topic</p>
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	<p>in unconventional ways (e.g., community engaged learning; service learning; practicums) — reflecting and leveraging the course instructor’s special areas of pedagogical expertise and innovation. All versions of WRDS 498 will involve engaging with writing and communication research and practice at an advanced level, including the analysis, critique, production, or transformation of a variety of situated writing and communication issues, practices, and texts, in a variety of modes and genres.</p> <p><b>General Outcomes</b></p> <p>After completing WRDS 498 Special Topics in Writing Studies, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>EVALUATE &amp; CRITIQUE</i> writing and communication practices or theories in ways that reflect and engage with the Special Topics area.</li> <li>• <i>APPLY</i> theories and principles of writing and communication of the Special Topics area to design, produce, review, and revise knowledge-making texts (in appropriate genres and modes) that are accessible, relevant, and actionable for their specific audiences.</li> <li>• <i>ADAPT &amp; TRANSFORM</i> writing and communication practices and processes in ways that reflect and engage with the Special Topics area to reflect on, experiment with, and challenge established ways of knowing and producing/mobilizing knowledge.</li> <li>• <i>COMMUNICATE</i> complex ideas about writing and communication through the specialized theories and terminology of the Special Topics area.</li> </ul> <p>WRDS 498 may be taught by UBC faculty or visiting professors/professionals whose areas of expertise are in or intersect with Writing Studies (where the field of Writing Studies is broadly understood to study writing and communication as identity-forming, community-building, and knowledge-making activities that are shaped by — and that shape — the specific disciplinary, professional, and cultural contexts in which they are used). While</p>
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	<p>the name of the field — Writing Studies — centres around the term “writing,” experts in the field commonly use “writing” as shorthand for “communication,” recognizing the range of written, spoken, audio, visual, embodied, and multimedia practices that encompass the field; keeping this in mind, versions of WRDS 498 may centre on writing (alpha-numeric text) or around sonic, visual, embodied, or multimodal communication practices.</p> <p>Each version of WRDS 498 will be vetted — in the year preceding the course offering — by the WRDS Curriculum Committee, then approved by the Chair of the Writing, Research, and Discourse Studies (WRDS) unit, in conversation with the Director of the School of Journalism, Writing, and Media (JWAM). Students may take up to 2 different versions of WRDS 498 to fulfill the credit requirements of the Minor in Writing and Communication.</p> <p>Sections of WRDS 498 will be scheduled based on budget and student demand.</p> <p><b>Not available for Cr/D/F grading</b>  <input type="checkbox"/> (undergraduate courses only)          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Writing, Research, and Discourse Studies (WRDS) in the School of Journalism, Writing, and Media (JWAM)  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> October 18, 2023  <b>Contact Person:</b> Dr. Jackie Rea (WRDS Curriculum Chair)  <b>Phone:</b> n/a  <b>Email:</b> jackie.rea@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>WRDS 499 (3-6) Directed Studies in Writing Studies</b>  Individual project on a topic of interest in Writing Studies, completed under the guidance and supervision of a UBC faculty member with relevant expertise. Restricted to students with third year standing or higher and approval from the WRDS Chair.</p> <p><i>Prerequisite:</i> 3 credits from one of WRDS 150, WRDS 350, ENGL 100, SCIE 113, SCIE 300, CHEM 300, APSC 176, LFS 150, FRST 150, COMM 196, Arts One, ASTU 100, ASTU 101, CAP 100, CAP 101</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/wrds">https://vancouver.calendar.ubc.ca/course-descriptions/subject/wrds</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><i>Notes:</i>  -This Category 1 proposal for a new Directed Studies course is being submitted without a sample syllabus as per the policy described on p. 29 of the (July 11, 2022) updated curriculum guidelines for Special Topics/ Directed Study Courses.  - A Category 2 proposal will be submitted to add this course as an option for students to take in the Minor in Writing and Communication</p> <p><b>Rationale for Proposed Change:</b>  In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media has developed new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change.</p> <p>This proposal is for <b>WRDS 499 (3-6) Directed Studies in Writing Studies</b>. This course will be listed as an option in the Minor and will complement current WRDS course offerings that focus on writing, research, and knowledge production, translation, and mobilization across academic, professional, and public contexts. WRDS 399 will be offered as a 3-credit course and students may take two different versions of the course, up to a maximum of 6 credits.</p>

	<p>With the development of the Minor in Writing and Communication and several new courses, the WRDS unit is enhancing its ability to offer students from across the disciplines courses and learning opportunities specific to Writing Studies. WRDS 499 will offer students the opportunity to engage in advanced, in-depth study of topics in Writing Studies — specifically, topics not already offered in regular, upper-level WRDS course offerings — under the guidance and supervision of a faculty member with relevant expertise.</p> <p>WRDS 499 will offer students the opportunity to pursue, cultivate, and showcase high levels of engagement with and competency in a specific topic area in Writing Studies; it will thereby enrich student learning opportunities and help students transition into more advanced work beyond their undergraduate degree (for example, as graduate students, professionals in the public or private sector, or community activists or advocates).</p> <p><b>WRDS 499 Directed Studies in Writing Studies</b> requires that students design and complete an individual / independent project on a topic of their choice within the scope in Writing Studies, under the guidance and supervision of a WRDS faculty member. The course requires the permission of the supervisor and approval from the WRDS Chair, both secured in advance.</p> <p><b>Not available for Cr/D/F grading</b>  <input type="checkbox"/> (undergraduate courses only)  N/A</p> <p><b>Rationale for not being available for Cr/D/F:</b> N/A  <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail  <b>grading</b>  N/A</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Arts  <b>Department:</b> School of Music  <b>Faculty Approval Date:</b> Dec. 7, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2025</p>	<p><b>Date:</b> 11 May 2023  <b>Contact Person:</b> Alexander Fisher  <b>Phone:</b> 2-3524  <b>Email:</b> fisher@mail.ubc.ca</p>
<p><b>Calendar navigation:</b>  <a href="#">Home</a>  <a href="#">Faculties, Colleges, and Schools</a>  <a href="#">The Faculty of Graduate and Postdoctoral Studies</a>  <a href="#">Degree Programs</a>  Music</p> <p><b>Proposed Calendar Entry:</b>  <b>Music</b>  Degrees Offered: Ph.D., D.M.A., M.A.,  M.Mus.</p> <p><b>Members</b>  [...]</p> <p><b>Program Overview</b>  [...]</p> <p><b>Doctor of Philosophy</b>  [...]</p> <p><b>Doctor of Music Arts</b>  [...]</p> <p><b>Master of Arts</b>  [...]  [...]</p> <p><b>Master of Music</b>  The M.Mus. degree with specializations in composition, conducting, guitar, harpsichord, <b>historical performance practice</b>, opera, organ, orchestral instruments, piano, or voice is offered to students who have achieved necessary levels of attainment and productivity at the undergraduate level, and who give reasonable promise of further significant accomplishment. This degree is often a final</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1202</a></p> <p><b>Present Calendar Entry:</b>  <b>Music</b>  Degrees Offered: Ph.D., D.M.A., M.A.,  M.Mus.</p> <p><b>Members</b>  [...]</p> <p><b>Program Overview</b>  [...]</p> <p><b>Doctor of Philosophy</b>  [...]</p> <p><b>Doctor of Music Arts</b>  [...]</p> <p><b>Master of Arts</b>  [...]  [...]</p> <p><b>Master of Music</b>  The M.Mus. degree with specializations in composition, conducting, guitar, harpsichord, opera, organ, orchestral instruments, piano, or voice is offered to students who have achieved necessary levels of attainment and productivity at the undergraduate level, and who give reasonable promise of further significant accomplishment. This degree is often a final academic step for the musician who wishes to</p>



academic step for the musician who wishes to enter the professional world, although it may prove to be an intermediate step for those wishing to prepare for university teaching.

### ***Admission Requirements***

In addition to meeting the Faculty of Graduate and Postdoctoral Studies' minimum academic standards for admission, applicants must possess outstanding performing ability.

### ***Program Requirements***

Students in Performance present a recital or opera performance in lieu of thesis, while the graduate composition student presents a program of original works. A two year residency is the norm.

Credit requirements for the M.Mus. are: 33-39 credits (including a 6-credit thesis comprised of one or more required recitals, and 18-25 credits of required courses, including private study).

Program requirements for the M. Mus. specializations are as follows:

#### **1) M.Mus. in Composition:**

Specialization in Music Composition requires completion of 33 credits:

MUSC 507 Composition - 6 credits  
 MUSC 509 Advanced Orchestration and Arranging - 3 credits  
 MUSC 520 Introduction to Music Research - 3 credits  
 MUSC 549 Thesis - 6 credits  
 6 credits of Music Theory elective courses  
 9 credits of other elective courses

#### **2) M.Mus. in Conducting with emphasis in Choral, Orchestral or Wind:**

Specialization in Conducting requires completion of 37 credits:

MUSC 520 Introduction to Music Research - 3 credits  
 MUSC 544 Seminar in Conducting and Repertoire I - 4 credits

enter the professional world, although it may prove to be an intermediate step for those wishing to prepare for university teaching.

### ***Admission Requirements***

In addition to meeting the Faculty of Graduate and Postdoctoral Studies' minimum academic standards for admission, applicants must possess outstanding performing ability.

### ***Program Requirements***

Students in Performance present a recital or opera performance in lieu of thesis, while the graduate composition student presents a program of original works. A two year residency is the norm.

Credit requirements for the M.Mus. are: 33-39 credits (including a 6-credit thesis comprised of one or more required recitals, and 18-25 credits of required courses, including private study).

[...]

### **Type of Action:**

1. Create new M.Mus. specialization and add to M.Mus. program description
2. List program requirements for the existing 9 M.Mus. specializations and for the proposed specialization in Historical Performance Practice. No changes are being made to the existing 9 M.Mus. specializations.

### **Notes:**

- *A Category 1 (new course) proposal was submitted for MUSC 548 (3) Historical Performance Practice that students would be required to complete for the proposed Historical Performance Practice specialization. MUSC 548 is on track to be approved by the Senate Curriculum Committee.*

### **Rationale for Proposed Change:**

**1) Create new M.Mus. specialization and add to M.Mus. program description:**





MUSC 545 Seminar in Conducting and Repertoire II - 4 credits

MUSC 549 Thesis - 6 credits

MUSC 593 Music Performance (conducting lessons) - 6 credits

8 credits of Large Ensemble courses

6 credits of Music electives courses

### 3) M.Mus. in Guitar:

Specialization in Guitar requires completion of 33 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 Seminar in Performance Practices - 3 credits

MUSC 549 Thesis - 6 credits

MUSC 593 Music Performance (Guitar) - 6 credits

6 credits of Music Ensemble courses

6 credits of music electives courses

3 credits of Electives (music or non-music)

### 4) M.Mus. in Harpsichord:

Specialization in Harpsichord requires completion of 33 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 Seminar in Performance Practices - 3 credits

MUSC 525 Seminar in Baroque Music - 3 credits

MUSC 549 Thesis - 6 credits

MUSC 593 Music Performance (Harpsichord) - 6 credits

12 credits of music electives courses

### 5) M.Mus. in Historical Performance Practice:

Specialization in Historical Performance Practice requires completion of 34 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 548 Historical Performance Practice - 3 credits

MUSC 549 Thesis - 6 credits

MUSC 557 Early Music Ensemble - 4 credits

MUSC 593 Music Performance (Early Music) - 6 credits

The School of Music (SOM) wishes to add “historical performance practice” to the list of nine specializations (i.e., composition, conducting, guitar, harpsichord, organ, orchestral instruments, piano, opera, and voice) offered in the Master of Music (M.Mus.) program. All of these specializations share the same general program requirements of 33-39 credits, including a 6-credit thesis and 18-25 credits of required courses. As with the existing M.Mus. specializations, the “historical performance practice” specialization will form part of students’ formal graduate program of study and appear on students’ transcripts, but will not be printed on students’ parchments.

This request to create a specialization will not impact admission requirements or the overall credit requirements for the M.Mus. degree program, thus no changes are being requested for those sections.

We request to create a specialization in historical performance practice for several reasons:

a) In the last few decades, the field of historical performance practice has become increasingly prominent not only in the world of concert performance, but also in university-level pre-professional training. Traditionally identified with the field of “early music” — i.e., Western musical traditions from before ca. 1750 — historical performance practice is often relevant to musical repertoires extending into the late nineteenth century and even beyond. Historical performance practice involves attention not only to the scholarly study of historical sources and instruments, but also to the process of adapting historical music to the demands and expectations of modern concert venues and audiences.

b) Most major North American and European cities, and many cities globally, now host one or more professional ensembles or organizations devoted to the performance of early music; in Vancouver, for example, Early Music Vancouver and the Pacific Baroque Orchestra present and perform music at an international standard of excellence. Such



3 credits of Seminar in Early Music History (normally MUSC 523 (3) Seminar in Medieval Music, MUSC 524 (3) Seminar in Renaissance Music, or MUSC 525 (3) Seminar in Baroque Music)

9 credits of related Arts or music elective courses

**6) M.Mus. in Opera:**

Specialization in Opera requires completion of 35 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 537 Seminar in the Literature of Opera - 6 credits

MUSC 539 Opera Production - 6 credits

MUSC 549 Thesis - 6 credits

MUSC 591 Music Performance - 2 credits

MUSC 593 Music Performance - 6 credits

6 credits of related Arts or music electives courses

**7) M.Mus. in Orchestral Instrument:**

Specialization in Orchestral Instrument Performance requires the completion of 36 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 (for WPB instruments) Seminar in Performance Practices - 3 credits

MUSC 521 (for String instruments) Seminar in Performance Practices - 3 credits

MUSC 549 Thesis - 6 credits

MUSC 550 Large Instrumental Ensemble - 8 credits

MUSC 593 Music Performance (593C strings; 593D brass/woodwind) - 6 credits

10 credits of music electives courses

**8) M.Mus. in Organ:**

Specialization in Organ requires completion of 34 or 35 credits:

MUSC 311 Choral Conducting - 4 credits - or 406 Conducting II - 4 credits

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 Seminar in Performance Practices - 3 credits

ensembles offer significant professional opportunities to young performers who receive training in the conventions of historical performance and who have access to reproductions of historical instruments. A M.Mus. degree specialization at UBC would be able to offer this type of advanced training and thus increase the versatility and professional employability of its graduates. It is widely recognized by both faculty and students that professional success in the field of music increasingly requires performers to have a diverse toolkit, including the ability to perform early music convincingly and confidently. Historical performance also offers the potential to learn practices less “conventional” in traditional classical music training, such as improvisation, freedom from a score, and the use of different tuning systems.

c) Moreover, the field of historical performance practice has been enshrined in degree programs across North America. The most comparable Canadian programs to that of UBC, hosted at McGill University and the University of Toronto, have long offered a Master of Music degree in Early Music and in Historical Performance, respectively, programs that are well regarded and successful. No such program currently exists in West Canada, and would fill a much-needed gap.

d) None of the nine currently offered specializations of the M.Mus. degree, with the partial exceptions of the M.Mus. in Harpsichord and Organ, offer any sustained exposure to early music or to the methods of historically informed performance. The bulk of musical repertory studied in most of the existing specializations in music performance (i.e., Guitar, Opera, Orchestral Instrument Performance, Piano, and Voice) focuses on music of the nineteenth, twentieth, and twenty-first centuries, with some limited attention to music composed back to the mid-eighteenth century. Music composed before ca. 1750 is mostly absent in these specializations, nor is there sustained attention to the philosophy or methods behind historically informed performance. The M.Mus. specializations in Harpsichord and Organ do focus partly on



MUSC 549 Thesis - 6 credits

MUSC 553 University Singers - 4 credits - or

554 University Choral Union - 3 credits

MUSC 593 Music Performance (Organ) - 6 credits

6 credits of Music Theory elective courses

3 credits of non-music elective course(s)

**9) M.Mus. in Piano:**

Specialization in Piano requires completion of 33 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 Seminar in Performance Practices - 3 credits

MUSC 535 Song Interpretation - 4 credits

MUSC 549 Thesis - 6 credits

MUSC 561 Piano Chamber Ensembles - 2 credits

MUSC 593 Music Performance (Piano) - 6 credits

6 credits of music electives courses

3 credits of non-music elective course(s) (300-level or higher)

**10) M.Mus. in Voice:**

Specialization in Voice requires completion of 35 or 38 credits:

MUSC 520 Introduction to Music Research - 3 credits

MUSC 521 Seminar in Performance Practices - 3 credits - or 539 Opera Production - 6 credits

MUSC 549 Thesis - 6 credits

MUSC 591 Music Performance (Voice) - 2 credits

MUSC 593 Music Performance (Voice) - 6 credits

12 credits of music elective courses

3 credits of non-music elective course(s)

Students' specialization will appear on their transcripts, but not on their parchments

[...]

music from before 1800, but this is entirely limited to music for keyboard instruments.

e) The UBC School of Music already offers a course—MUSC 557, Early Music Ensemble—that can serve as the backbone of the proposed M.Mus. specialization in Historical Performance Practice. MUSC 557 has achieved a considerable amount of success thanks to the contributions of a wide range of early music faculty and regional professionals. The Early Music Ensemble has established a fruitful working partnership with Early Music Vancouver and the Pacific Baroque Orchestra aimed at enhancing the training of UBC students and aspiring local professionals. In 2014 this collaboration resulted in the formation of the Baroque Orchestra Mentorship Program (BOMP), an ensemble composed of UBC students, community musicians, and the professionals of the Pacific Baroque Orchestra (PBO). A potential M.Mus. program in historical performance practice would already have a core teaching faculty in place with a track record of excellence.

f) We believe strongly that there is demand for such a specialization. The Early Music Ensemble has enjoyed increasing enrolments and interest over the last several years, and several “graduates” of the ensemble have gone on to pursue further advanced instruction in early music at institutions like the Juilliard School, the Early Music Institute at Indiana University, and in Europe. Moreover, several former students now perform on a regular or semi-regular basis with the PBO and with other professional ensembles. We have received numerous expressions of interest in a M.Mus. specialization from talented students who wish to pursue more advanced study without having to leave the Lower Mainland and the professional musical connections they have already established. There is currently no such M.Mus. degree specialization available in Western Canada; the closest comparable program offered is at the University of Oregon.

g) The proposed Historical Performance Practice specialization consists of 34 credits. As with all other nine specializations, students



will take MUSC 520 (3) Introduction to Music Research and MUSC 549 (6) Thesis. Unlike other MMUs specializations, students specializing in Historical Performance Practice will take 4 credits of MUSC 557 (2-6) Early Music Ensemble (as mentioned above), MUSC 548 (3) Historical Performance Practice, 6 credits of MUSC 593 (6-12) Music Performance (Historical Performance). In addition, students take 3 credits of any seminar in Early Music History, which refer normally to MUSC 523 Seminar in Medieval Music, MUSC 524 Seminar in Renaissance Music, and MUSC 525 Seminar in Baroque Music. Students are also required to take 9 credits of any electives offered by the School of Music or the Faculty of Arts.

h) The proposed 34-credit curriculum of MMus Historical Performance Practice is comparable to the MMus specializations in Composition, Guitar, Harpsichord, Piano (33 credits), MMus Organ (34 or 35 credits), MMus Opera (35 credits), MMus Orchestral Instrument (36 credits), MMus Conducting (37 credits), MMus Voice (35 or 38 credits).

i) Each specialization has its requirements, but MUSC 593 Music Performance is required by all specializations (including the proposed Historical Performance Practice one) except for MMus Composition, since its emphasis on musical composition demands a curriculum different from specializations focusing on music performance.

**2) List program requirements for the existing 9 M.Mus. specializations and for the proposed specialization in Historical Performance Practice:**

We neglected to include specific program requirements in the Calendar for each of the existing 9 M.Mus. specializations and now wish to list these requirements, along with the requirements for the proposed new specialization. We are not requesting any changes to the existing specialization requirements. Although students are able to access these requirements in the School of Music resources, we wish to publish them in



	<p>the Calendar so there is a clear record in case of student appeals. Potential students reviewing the UBC Calendar, will now be able to find a summary of the requirements for each specialization.</p>
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<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> May 29, 2023  <b>Contact Person:</b> Pasang Yangjee Sherpa (course author); Jessica Main (Curriculum Chair); Sheryl Lim (curriculum support)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:pasang.sherpa@ubc.ca">pasang.sherpa@ubc.ca</a>;  <a href="mailto:Jessica.Main@ubc.ca">Jessica.Main@ubc.ca</a>;  <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIA 553 (3-9) Topics in Indigenous Asia</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA">https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus, as per the policy described on p. 27 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.</i></p> <p><b>Rationale for Proposed Change:</b>  This course will contribute to the Department's efforts to Indigenize its graduate curriculum as per the university's Indigenous Strategic Plan. It stems from two recent tenure-track hires in the area of Indigenous Asia, a new field for the Department. This variable credit special topics course will enable the Asian Studies graduate program to more easily offer a range of courses on topics related to Indigenous Asia, an area in which there is growing student interest and we expect to continue to recruit MA and PhD students. There is also substantial interest in the study of Indigenous Asia from students outside Asian Studies, especially those interested in comparative Indigenities. Currently, there are no 500-level courses on such topics.</p> <p>The specific content for this new course will vary from year to year, reflecting the diversity of approaches used and geographic regions studied by our faculty. Regardless of topic, the class will emphasize fundamental learning outcomes in the studies of Indigenous Asia. The students will learn to critically reflect on the relationships with the Indigenous lands and</p>

	<p>the environment, and on ways of sharing knowledge in relational and ethical manners, and to critically examine concepts of Indigeneity in Asia, Asian diaspora, and transnational contexts.</p> <p>In specific course version offerings, methodologies from critical Indigenous studies, language and literature, film and media studies, environmental studies, anthropology, sociology, and geography may be introduced; knowledge of and ability to apply the methodologies of these approaches will become learning outcomes.</p> <p>Because this is a “topics” course that could be offered in multiple terms with different themes, it is appropriate for a student to take it up to three times. A student who completes both an MA and PhD in the Department takes a total of three terms of required coursework. A variable credit range of 3-9 is appropriate and is common among other ASIA 500-level courses.</p> <p>The addition of this course to the calendar will not change the basic curriculum of the Asian Studies MA or PhD program, and does not impact the degree requirements for either program. Rather, it will mainly clarify the course offerings and make more visible on a student’s transcript the nature of the courses they have completed. It will also help signal to graduate students outside of Asian Studies that such courses are being offered.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>
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	<p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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## THE UNIVERSITY OF BRITISH COLUMBIA



## UBC Library Curriculum Consultation

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages and, ideally, two weeks should be given to complete this consultation form. The name of your librarian consultant may be found at: <http://directory.library.ubc.ca/librarianconsultants>. Please complete the top portion of the form and send it to the librarian consultant electronically.

**To:**

Name: Shirin Eshghi	Date: June 8, 2023
Library Branch/Division: Asian Library	

**From:**

Name: Sheryl Lim	Dept./School: Asian Studies
Faculty: Arts	Phone: 604-827-2715
E-mail: asia.curriculum@ubc.ca	Fax: 604-822-8937

We are proposing curriculum changes for the following courses or programs:

ASIA 553 (3-9) Topics in Indigenous Asia
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**This section to be completed by librarian:**

Please indicate the effect in terms of library support, appending additional pages if necessary.

Library Service or Resource	Description of Effect (cost, etc.)
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	We note that this course is intended to contribute to the Asian Studies Department's efforts to indigenize, and that two recent tenure-track faculty have been hired for the new field, Indigenous Asia, for the Asian Studies Department. Given that this is a new field, and given that a "Topics" course allows for the potential of a vastly different special topics in a given year, the Library is extremely challenged to guarantee that we have the resources that will support the deep research that students in 500 level courses undertake, as well as support the research and teaching the new faculty will be expected to perform successfully in order to gain tenure.
Reference assistance (e.g., ongoing one-on-one help)	See above.

Collections – required and recommended readings, course reserves	It is impossible to say whether we have the required or recommended readings for a course without any parameters on content. Further, Asian Studies Graduate students typically use Asian language materials to fulfil at least part of the course expectations for 500 level courses. As such, these students have an expectation for adequate collections depth in the topics covered for each of the language specializations. For any topic that we do not have adequate collections coverage, we cannot guarantee that new print or digital collections can be purchased to cover the topic area. With adequate prior notice the library <i>may</i> be able to purchase materials to support individual course offerings in supported languages. Similarly, other areas of the library have a broad range of resources, but we cannot guarantee coverage of every topic put forward through this course. <b>If specific resources are required, funding from the department may be necessary.</b>
Collections – depth of the collection in relevant areas	See above.
Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations)	The Library has multiple electronic resources in both Asian and non-Asian languages that may be pertinent, depending on the course offerings. Instructors are encouraged to speak with the Asian Library during syllabus creation to ensure that adequate e-resources are available. E-resource acquisition takes time and funding. <b>If specific resources are required, funding from the department may be necessary.</b>
Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours)	The University Librarian and Associate University Librarian, Research and Scholarship were consulted.  While we generally have much overlap with Koerner Library with regards to Asian Studies, this course description is so broad it is impossible to know whether it would be Koerner Library or another unit that would need to be contacted for services and resources. <b>We cannot confirm that we will be able to adequately support all proposed topics under this course title.</b>
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Asian Library has a newly renovated space within the upper floor, as well as group study rooms on the main floor, all of which facilitate in-library work and group activities.
Other (specify)	

- Proposal has an impact on the Library and can be supported.
- Proposal cannot be supported without additional resources; see details above or appended.

The Library understands that the Faculty of Arts would like us to submit these consultations with a good faith understanding that issues around the lack of resources (funding for collections as well as language expertise in cataloguing, instruction and

research support) will be negotiated by the time this and other programs / courses are implemented. We commit to collaborating with the Faculty of Arts to address their challenges as well as our own.

As part of this good faith the Library would like to underscore our deep concern that without the means to adequately funding library resources (both collections and expertise based services) in order to support Asian Studies initiatives, the University is failing to address our commitments to our shared EDI values as articulated by the University's Inclusion Action Plan, Indigenous Strategic Plan, Anti-Racism and Inclusive Excellence (ARIE) and Strategic Equity and Anti-Racism Framework. The Library strives to provide equitable treatment to our users and provide equitable supports for faculty and students from marginalized communities, and particularly in our context that includes those with Asian ancestry. The lack of funding for new initiatives forces us to give little to no resources to them. This perpetuates racism and inequalities both in terms of poorer outcomes in research skills and sub-standard collections for Asian Canadian students and faculty members as well as workload impacts on Library and other (faculty and staff) employees (i.e. Asian Library employees and other library employees providing language support) who are also predominantly Asian Canadian.

In the case of this consultation specifically, if we do not address our lack of resources, please note that Indigenous faculty who may be responsible for the delivery of the course will be provided with sub-standard library support.

We invite those reading this document to 1) Read the entire document and make an effort to understand the scope of issues that are described here and 2) follow through on the good faith effort described above by collaborating with us to ensure that these issues are solved in an ongoing, sustainable manner for all new programs and courses.

Proposal has no impact on the Library.

Signature: 

Date: November 6, 2023

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

**Category: 1**

<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b>  <b>Faculty Approval Date:</b> March 8, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> 2022-07-21  <b>Contact Person:</b> Frederik Noack  <b>Phone:</b> 604 822-2619  <b>Email:</b> frederik.noack@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FRE 603 (3) Advanced Food and Resource Economics</b></p> <p><b>Prerequisites:</b> One of FRE 523, FRE 534, ECON 573</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course.</p> <p><b>Rationale for Proposed Change:</b>  All Ph.D. programs in Economics and related fields rely on Ph.D. level economics courses to prepare students for research. At UBC, no courses teach natural resources and agricultural economics at the graduate level. Our research students are expected to answer questions related to this field, but they don't currently have options to prepare them at an advanced level. We aim to fill this gap and provide the first course in Advanced Food and Resource Economics not only at LFS but at UBC. The expectation is that students from diverse backgrounds in economics can rigorously identify appropriate modeling choices and apply empirical techniques to tackle food and resource economics questions. In addition to the students from our department, this course may appeal to students enrolled in graduate programs in public policy, forestry, and environmental science interested in understanding advanced concepts and their application to the study of renewable and non-renewable resources regulation and topics in agricultural economics.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for</p>

	<p>this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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## UBC Curriculum Proposal Form New Course

**Category: (1)**

<b>Faculty:</b> Applied Science <b>Department:</b> Mining Engineering <b>Faculty Approval Date:</b> Nov 2, 2023 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2024	<b>Date:</b> 25 September 2023 <b>Contact Person:</b> Dr. John Steen <b>Phone:</b> <b>Email:</b> john.steen@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>MINE 545 (3) New Perspectives on Mine Closure</b>	<b>URL:</b> N/A  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create a new course.  <b>Rationale:</b> This course is designed to bring attention to the social and environmental dimensions of mine closure. Best practice frameworks for closure will be examined, analyzed and applied to new situations. We believe this course could be of great interest to students in Mining, Civil, Environmental, Materials and Geological Engineering.  <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading</b>  <b>Rationale for not being available for Cr/D/F:</b> Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>

<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> School of Music  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> 8 August 2023  <b>Contact Person:</b> Alexander Fisher  <b>Phone:</b> 2-3524  <b>Email:</b> fisher@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MUSC 548 (3) Historical Performance Practice</b></p> <p>Principles and practical application of the historically-informed performance of music. The philosophy, aesthetics, and key performance conventions of Western music before ca. 1800.</p> <p>Concurrent registration in MUSC 557 is required for students in the Historical Performance Practice MMUS specialization and is recommended for other students.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/musc">https://vancouver.calendar.ubc.ca/course-descriptions/subject/musc</a></p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> Create new course.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>- A Category 1 proposal will be submitted to add a specialization in Historical Performance Practice within the Master of Music degree.</li> <li>- A Category 1 proposal for MUSC 448 has been submitted.</li> </ul> <p><b>Rationale:</b></p> <p>The School of Music proposes the creation of a new course, MUSC 548, Historical Performance Practice, as a required component of a newly-proposed specialization in Historical Performance Practice within the Master of Music degree. The course is required for students in the MMUS degree who choose to specialize in Historical Performance Practice, but shall be an optional elective to other graduate students.</p> <p>MUSC 548 is designed to teach students the principles of historically informed performance practice, an approach to presenting music of the past that is attentive to styles, conventions, and conditions that existed when the music was first conceived. Historically informed performance offers a dynamic platform for the exploration of diverse perspectives on musics of the past, reflection on the nature of musical</p>

interpretation and artistic vision, and consideration of music's many contributions past and present both within and beyond the concert hall and recording studio. In short, this course offers students an opportunity to think critically and with curiosity about how their artistic practice dialogues with the past and communicates in the present.

Some content of MUSC 548 has previously been offered within a course version of MUSC 557 (Early Music Ensemble), but the establishment of a distinct degree specialization in Historical Performance Practice merits a full three-credit course dedicated to this content, which includes assigned reading, written assignments, and in-class discussion, as well as practical performance activities that are distinct from the musical repertoire performed in the context of MUSC 557. It is also recognized that MUSC 557, as a performance-based course with regular weekly rehearsals and concerts, does not allow sufficient time or resources to present concepts of historically-informed performance in a systematic and sustained manner.

Concurrent registration in MUSC 557 is required for students in the M.Mus. specialization in Historical Performance, but is recommended (though not required) for students not in this specialization. We acknowledge that this can't be programmed into Workday Student and that the School of Music will need to manage this manually.

Note:

It is anticipated that MUSC 548 will be co-located with an undergraduate level version of the same course proposed as MUSC 448, resulting in a mixed enrollment of advanced-level undergraduate students and graduate students. The undergraduate



	<p>course MUSC 448 will have lower expectations for the learning outcomes and assessed components, and the graduate course will have higher expectations. A separate Category 1 proposal for MUSC 448 has been submitted. The School of Music has successfully offered numerous co-located courses in the past in both the academic and performance areas (e.g. MUSC 403B and MUSC 533B, Music and Disability; MUSC 150A and MUSC 550A, Large Instrumental Ensemble) and it is widely understood within the School of Music learning environment that these students interact with each other productively and learn from each other. The two courses, however, will have differentiated requirements in assignments and assessments, reflecting the different expectations of an undergraduate vs. a graduate course. Graduate students will be expected, for instance, to periodically lead in-class discussion, and to submit and present final projects of greater scope and sophistication than would be expected of undergraduate students.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b> Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> School of Public Policy and Global Affairs  <b>Faculty Approval Date:</b> Nov. 9, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> June 15, 2023  <b>Faculty member contact:</b> Veena Sriram  <b>Email:</b> <a href="mailto:veena.sriram@ubc.ca">veena.sriram@ubc.ca</a></p> <p><b>SPPGA Curriculum faculty contact:</b>  Allison Macfarlane  <b>Email:</b> <a href="mailto:Allison.macfarlane@ubc.ca">Allison.macfarlane@ubc.ca</a></p> <p><b>Administrative contact (SPPGA):</b> Andrea Reynolds  <b>Email:</b> <a href="mailto:andrea.reynolds@ubc.ca">andrea.reynolds@ubc.ca</a></p> <p><b>Administrative contact (FoM):</b> Lena Kang  <b>Email:</b> <a href="mailto:lena.kang@ubc.ca">lena.kang@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <b>PPGA 569 (3) Global Health Policy</b>  Actors, processes and contexts shaping global health policy; politics and policy processes at the global and related levels; impact and influence of dynamics within and between different levels on health disparities and inequitable access to health services and technologies.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/ppga">https://vancouver.calendar.ubc.ca/course-descriptions/subject/ppga</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course</p> <p><i>Note: A Category 1 proposal will be submitted from the Faculty of Medicine to create a Master of Global Health program. PPGA 569 is intended to be a required course for students enrolled in the MGH program.</i></p> <p><b>Rationale for Proposed Change:</b>  The School of Public Policy and Global Affairs (SPPGA) wishes to create PPGA 569 (3) Global Health Policy because a course like this does not currently exist for MPPGA students and it will be a critical component for learning in the proposed new Master of Global Health (MGH).</p> <p>As demonstrated by the pandemic, global health policy can have far reaching impacts on citizens lives and health outcomes. As indicated in the course description, this course will help both MPPGA and MGH students understand the factors shaping</p>

	<p>global health policy and how politics and processes at the global level in relation to national, sub-national and local levels, and the interactions and intersections between these levels, shape health disparities.</p> <p>Students will also explore key historical, political, social and economic factors that shape global health policy, with a particular focus on the ways in which colonial and postcolonial pathways and policies have shaped global health inequities.</p> <p>PPGA 569 will serve as both an elective course within the Master of Public Policy and Global Affairs program in the Faculty of Arts and a required course in the newly proposed Faculty of Medicine Master of Global Health program.</p>
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## Course Outline

### Category: (1)

<p><b>Faculty:</b> Science  <b>Department:</b> Botany and Zoology  <b>Faculty Approval Date:</b> November 2, 2023</p>	<p><b>Date:</b> November 2, 2023  <b>Contact Person:</b> Norm Hutchinson  <b>Phone:</b> 604-822-8188  <b>Email:</b> norm@cs.ubc.ca</p>
<p><b>Effective Date for Change:</b> 24W  <b>Proposed Calendar Entry:</b></p> <p><b>BIOL 302 (3) Biodiversity, Human and Planetary Health</b></p> <p><b>Effects of biodiversity on human health, from human microbiome to ecosystem. Strategies for protecting, restoring and managing for biodiversity, human and planetary health.</b>  <b>[3-0-1]</b></p> <p><b>Prerequisites: One of BIOL 111, 121, GEOS 207 or SCIE 001; and third-year class standing.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> Human health is intimately intertwined with biodiversity and healthy ecosystems, from microbiomes that contribute positively to our physical, emotional and mental well-being, to the diversity of wild and cultivated plant, animal and fungal foods that we consume, to the ecosystems that regulate climate, nutrient and water cycles and create stable conditions supporting human life. Further, beyond creating the biophysical conditions allowing humanity to thrive, biodiversity is deeply interconnected with the cultures of various peoples, contributing to languages, customs, narratives, knowledges and religions, and/or valued for aesthetics, recreation, stewardship and science.</p> <p>Our species, however, is greatly altering the structure and function of Earth's natural systems and changing biodiversity</p>



patterns as well as leading us outside of a 'safe-operating space' for biophysical planetary boundaries. This course will explore how human health is intimately affected by the destruction of nature.

This course will be open to both Biology major and non-major students. In addition, it will provide students from other Faculties a means to fulfill Science breadth requirements for their program.

The course will provide students interested in pursuing health-related fields with a systems level understanding of the fundamental role of nature in promoting human health outcomes, and the concomitant necessity for maintaining planetary health for human health and well-being. It complements standard fundamentals training in biology, chemistry and physics for pre-health students, and their later specialized learning which focuses more on the identification, treatment and prevention of disease states.

**Supporting Documents: SCI-23-1-BIOL 302**



## UBC Curriculum Proposal Form

### Category: (1)

<p><b>Faculty:</b> Science  <b>Department:</b> Chemistry  <b>Faculty Approval Date:</b> November 2, 2023</p>	<p><b>Date:</b> November 2, 2023  <b>Contact Person:</b> Norm Hutchinson  <b>Phone:</b> 604-822-8188  <b>Email:</b> norm@cs.ubc.ca</p>
<p><b>Effective Date for Change:</b> 24W  <b>Proposed Calendar Entry:</b></p> <p><b>CHEM 409 (3) Astrochemistry</b></p> <p><b>Application of physical chemistry concepts and principles to the study of molecules in interstellar media and celestial bodies. CHEM 409 is co-located with CHEM 509. Credit will be granted for only one of CHEM 409 or CHEM 509. [3-0-0]</b></p> <p><b>Prerequisite: One of CHEM 312 or PHYS 304. Students with CHEM 205 with a minimum grade of 76% may be admitted with permission of the instructor.</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> The Department of Chemistry has made recent hires in the exciting area of Astrochemistry.</p> <p>This new elective course fills a curriculum gap in the Department of Chemistry's offerings at the senior undergraduate and graduate levels. There are no current courses in the Department that deals with these topics. It is suitable for students from Chemistry, Physics and Astronomy. Students in the Combined Major in Science specialization with appropriate prerequisites are also welcome. Credit exclusion is also included for CHEM 509, a proposed course with significant content overlap.</p> <p><b>Supporting Documents: SCI-23-1-CHEM 409</b></p>



## Course Outline

### Category: 1

<p><b>Faculty:</b> Science  <b>Department:</b> Mathematics  <b>Faculty Approval Date:</b> November 2, 2023</p>	<p><b>Date:</b> November 2, 2023  <b>Contact Person:</b> Norm Hutchinson  <b>Phone:</b> 604-822-8188  <b>Email:</b> norm@cs.ubc.ca</p>
<p><b>Effective Date for Change:</b> 24W  <b>Proposed Calendar Entry:</b></p> <p><b>MATH 461 (3) Projects in Mathematical Modelling</b></p> <p><b>Computational methods for mathematical modelling. Numerical methods for partial differential equations, stochastic processes, and data-driven models. Includes student-directed projects on current research and applications. [3-0-0]</b></p> <p><b>Prerequisites:</b> Either (a) MATH 360 or (b) one of MATH 210, CPSC 203, CPSC 210 and one of MATH 345, MATH 361.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> The Department of Mathematics has identified mathematical computing, communication and collaboration as core learning objectives in our undergraduate program. This course is designed to help students develop and master these professional skills. It will help them to become creative problem solvers and to develop a portfolio of work to help qualify them for quantitative work in a wide variety of applied contexts.</p> <p><b>Supporting Documents:</b> SCI-23-1-MATH 461</p>



To: Senate  
From: Nominating Committee  
Re: A) Committee Appointments  
B) Ad Hoc Labour Disruption Preparedness Committee  
Date: 9 February 2024

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### **A) Committee Appointments**

The Nominating Committee is pleased to recommend that Senate resolve as follows:

*That Rob Kozak be appointed to the Senate Research and Scholarship Committee until 31 August 2026 and thereafter until replaced, to replace Meigan Aronson;*

*That Joseph Al Rahmani appointed to the Student Appeals on Discipline Committee until 31 March 2024 and thereafter until replaced, to replace Kai Rogers*

*That Alex Mitchell be appointed to the Library Committee until 31 March 2024 and thereafter until replaced, to replace Joseph Al Rahmani; and*

*That Guy Faulkner be appointed to the President's Advisory Committee for the Selection of a Vice-President External Affairs.*

### **B) Ad Hoc Labour Disruption Preparedness Committee**

As Senate may be aware, under the University's Labour Disruption Policy (Formerly called the Strike Policy), if a strike of either the University's employees or public transit service to campus occurs or may imminently occur, the Senate Nominating Committee is to strike an "Ad Hoc Labour Disruption Preparedness Committee" to ensure the University's academic integrity and operations on behalf of Senate during a disruption. In light of the CUPE 4500 (transit supervisors) strike notice, such a committee was struck on 30 January 2024. The Nominating Committee is pleased to remind Senate that on 7 February 2024 a new collective agreement between the union and the Coast Mountain Bus Committee was ratified and thus the ad hoc committee was not needed. Therefore, the Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

*That the Ad Hoc Labour Disruption Preparedness Committee be discharged with the thanks of Senate.*





21 February 2024

To: Vancouver Senate

From: Vancouver Senate Tributes Committee

Re: Emeritus Standing

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Annually, during the fall and spring, faculties submit their recommendations for emeritus status to the Faculty Association. The Faculty Association confirms the eligibility of retiring faculty members and submits a recommendation to the Senate Tributes Committee (the Committee) for consideration.

This list is normally considered in December however there was a delay because of the Tributes Committee's compressed schedule at the beginning of the new triennium. This list is comprised of clinical professors in the Faculty of Dentistry who retired through 2023.

*The Senate Tributes Committee recommends that Senate approves the following motion:*

***Motion:***

*"That the attached list of individuals for emeritus status be approved."*

Respectfully submitted,  
Dr. John Gilbert, Chair  
Vancouver Senate Tributes Committee

**EMERITUS LIST EFFECTIVE 21 FEBRUARY 2024**

<b>Last Name</b>	<b>First Name</b>	<b>Rank/Title</b>	<b>Faculty</b>	<b>Emeritus Title</b>	<b>Department</b>
Best	Leandra	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Emanuel	Ingrid	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Fogelman	Mark	Clinical Associate Professor	Dentistry	Clinical Associate Professor Emeritus	Oral Health Sciences
Gardner	Karen	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Richardson	James	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences

The University of British Columbia

# ACADEMIC FUTURES

| 2023

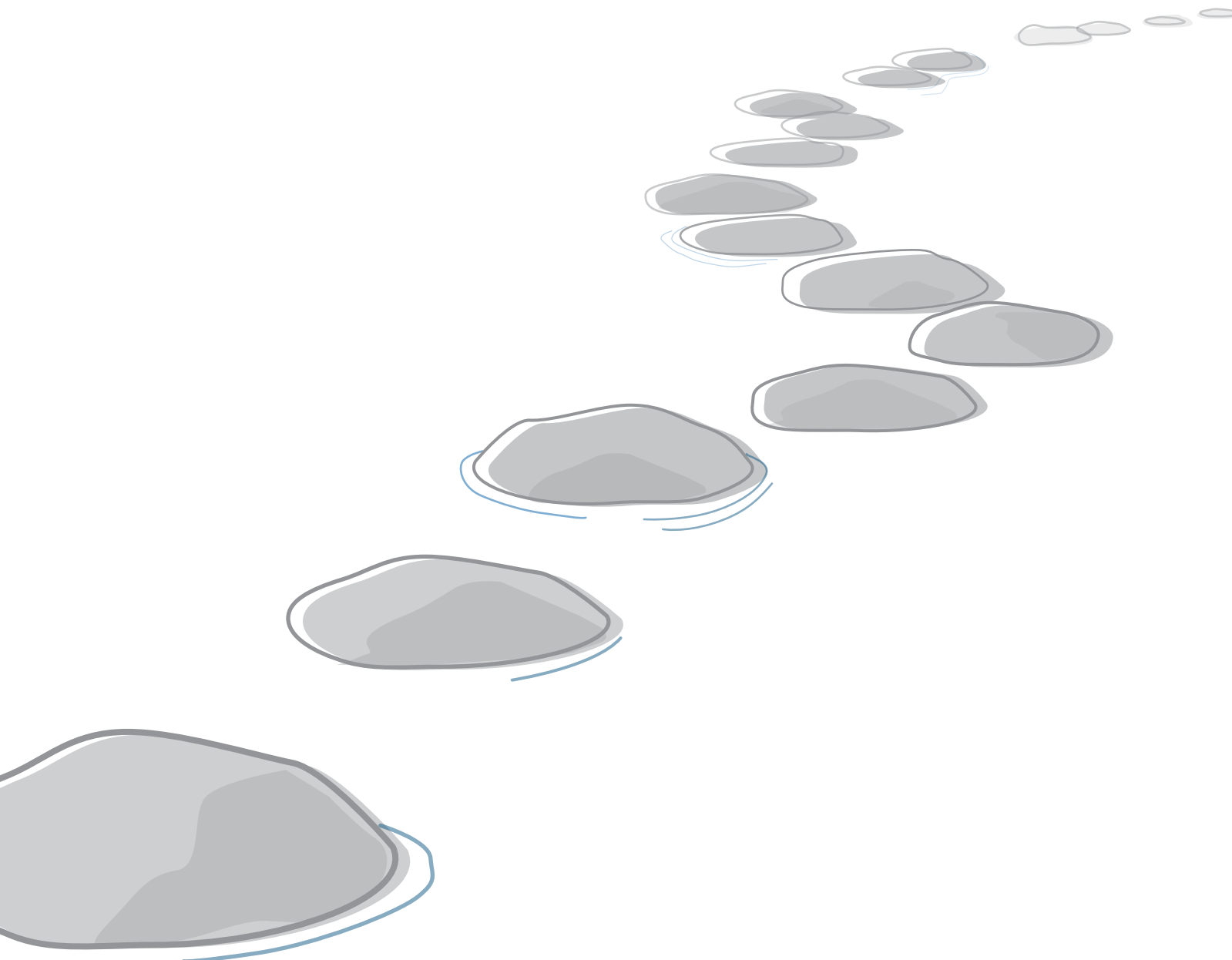


We honour, celebrate and thank the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), on whose traditional, ancestral and unceded territory the UBC Vancouver campus has the privilege to be situated. The x<sup>w</sup>məθk<sup>w</sup>əyəm have been stewards and caretakers of this land since time immemorial; to acknowledge and support this important role, UBC strives toward building a meaningful, reciprocal, and mutually beneficial partnership.

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# Foreword

## 1.0

Higher education is changing rapidly as the world faces challenges such as population growth, declining biodiversity, inequality, and climate change. Escalating geopolitical tensions and the COVID-19 pandemic have further impacted our sense of security. However, knowledge and research tools have never been more advanced, and technology continues to accelerate change. Artificial intelligence and machine learning present both great potential and unknown risks.

At such a time, it is bold – yet never more necessary – to plan, ask and pose answers for pressing questions about what our students will want, and what our society will need, not just next week or next year but in the unknowable decades to come. Accordingly, in 2021, UBC launched a multi-year, comprehensive planning and engagement process designed to deliver Campus Vision 2050<sup>1</sup>.

In parallel, the Academic Futures project was launched to ensure that the university’s potential academic outlook is carefully considered and used to inform the planning for the physical evolution of the campus.

UBC has created a number of academic and non-academic plans and frameworks in the past five years, including UBC’s Strategic Plan (2018-2028), the Indigenous Strategic Plan, the Inclusion Action Plan, as well as report recommendations from the Task Forces on Anti-Racism & Inclusive Excellence, Transgender Two-Spirit & Gender Diversity, and Climate Emergency, and various other plans. Additionally, Faculties and Vice-President portfolios have strategic plans that guide the academic directions of their respective units. Academic Futures aims to build upon these plans and amalgamate their visions to create a responsive, longer-term planning practice, including ongoing experiments to test ideas that will allow UBC to continue to be distinctive and transformative in the decades to come.

Although Academic Futures has been Vancouver-focused, the alignment and synergies with UBC Okanagan, distributed hospital sites, Robson Square, Great Northern Way, and the planning for UBC at Surrey were discussed.

This report is intended to be a first step in an ongoing and iterative process to contemplate possible futures and to test potential strategies that will enable UBC to maintain its advantage as a globally renowned research university. The hope is that the result will be a UBC well-positioned to inspire people, ideas and actions for a better world.

<sup>1</sup>Campus Vision 2050 is an ambitious, long-range plan for how best to transform the physical spaces on UBC’s Vancouver campus to support students, faculty, and staff, as well as the residents and, critically, the xʷməθkʷəy̓əm (Musqueam) people on whose traditional territory the campus sits.



# Executive Summary

## 2.0

This report provides an overview of the Academic Futures project, which took place from April 2022 to April 2023. It delves into the project's process, governance, guiding principles, key assumptions, and outcomes (experiments). The goal of Academic Futures was to inform physical infrastructure planning processes at UBC Vancouver. It should serve as a high-level framework, enabling the UBC community to contemplate the academic implications and opportunities that may arise from both expected and unexpected changes, and to plan for outcomes that will enhance UBC's reputation and influence in the next 10 to 30 years.

Led by a diverse co-design team, supported by three advisory circles representing students, post-doctoral fellows, early career faculty, and staff, the Academic Futures process examined UBC's current academic plans and frameworks and conducted a comprehensive review of the external higher education landscape and trends. This led to the formulation of a problem statement to facilitate the discussions:

**How might we co-steward the academic future of the UBC Vancouver campus to continue to be distinctive and transformative in the next 10 to 30 years?**

A set of principles and assumptions were established to guide the process, decisions, and outcomes of the project. Among the assumptions, for example, is UBC's commitment to uphold its reputation as a globally renowned research university, prioritizing research that is increasingly equitable, diverse, respectful and inclusive. Simultaneously, UBC aims to drive positive social and economic change through new knowledge and applications, while advocating for sustainability, planetary health, and climate solutions. The institution also recognizes the importance of serving an increasingly diverse and discerning student population, who may be seeking life-long learning delivered in flexible formats, pathways, and options.

One of the main challenges was to anticipate prospective transformations, disruptions, and opportunities that may occur in the next 30 years. To address this, the co-design team explored four hypothetical scenarios, envisioning how a leading institute could evolve in the coming decades. These scenarios were not intended to be predictions, but rather as thought experiments to uncover potential challenges or opportunities that need to be considered.

As a key outcome of the Academic Futures process, a set of experiments was developed to test ideas and gather information on their feasibility, sustainability, and scalability. The proposed experiments focus on the following areas: Expanding Indigenous Place-making for Learning; Exploring 'UBC One' Pathways; Broadening Alternative Assessment Approaches; Advancing Experiential Education; Reimagining Work-Integrated Learning; Extending Part-time Learning Pathways; and Promoting Collaborative, Impact-oriented Graduate Education and Research.

The Academic Futures process is designed to be iterative, recognizing the need for adaptability and continuity when planning for a complex institution like UBC over the next 30 years. The purpose of this process and report is to cultivate a long view and a sense of urgency in ensuring that UBC continues to be distinctive, transformative, inclusive, and globally influential in the decades to come.

# UBC Context

**3.0** UBC is a globally renowned university, contributing world-leading research, providing distinctive excellence in teaching and learning, attracting outstanding people domestically and internationally, and collaborating with pre-eminent universities and organizations around the world. The university is guided by its Strategic Plan, [Shaping UBC's Next Century](#), which sets out the following Vision, Purpose and Values, and reaffirms our dedication to Indigenous Engagement and Reconciliation, to the advancement of Equity, Diversity and Inclusion across all communities, and to strengthening commitments to climate justice and sustainability.

**3.1 VISION**  
Inspiring people, ideas and actions for a better world

**3.2 PURPOSE**  
Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world



**3.3 VALUES**

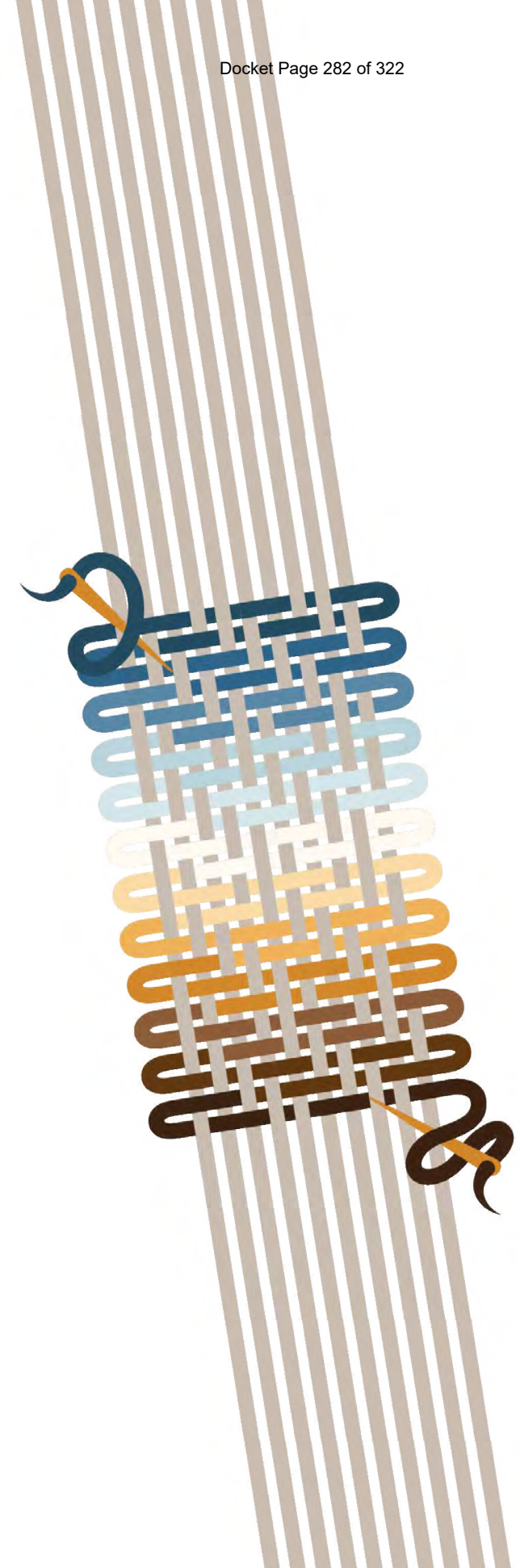
**Excellence** - A profound and aspirational value: the quality of striving to be, and being, outstanding

**Integrity** - A moral value: the quality of being honest, ethical and truthful

**Respect** - An essential and learned value: regard felt or shown towards different people, ideas and actions

**Academic freedom** - A unique value of the academy: a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure

**Accountability** - A personal and public value: being responsible for our conduct and actions and delivering upon our respective and reciprocal commitments





# Our Commitments to the Future

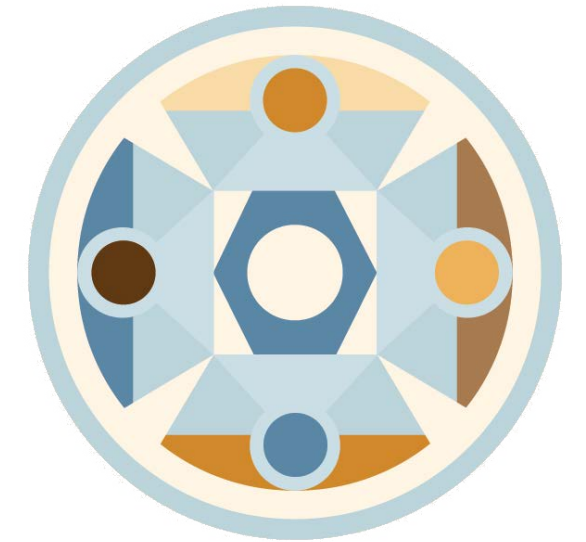
## 4.0 HONOURING PLACE AND INDIGENOUS RECONCILIATION

4.1 The UBC Vancouver campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) people. The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation. The xʷməθkʷəy̓əm and Syilx peoples have been stewards and caretakers of these territories since time immemorial. As stated in the [2020 Indigenous Strategic Plan](#), UBC is committed to addressing its history and to building meaningful, reciprocal, and mutually beneficial partnerships with its host nations, the xʷməθkʷəy̓əm (Musqueam) and the Syilx Okanagan peoples and other Nations.



## 4.2 NURTURING A CULTURE OF EQUITY AND INCLUSIVE EXCELLENCE

A culture of inclusion and respect is essential to creating a rich learning and research environment that fosters creativity and innovation. Excellence in research, teaching and community engagement can only be achieved through the meaningful participation of diverse peoples and the integration of diverse perspectives. The integral relationship between quality and diversity is at the core of the concept of inclusive excellence. UBC is committed to creating a welcoming, inclusive and supportive place for all members of our community, especially students, faculty, and staff from historically, persistently, or systemically marginalized groups to contribute to and participate in the life and work of the university.



## 4.3 STRIVING FOR SUSTAINABLE SOLUTIONS

UBC is dedicated to actioning the United Nations Sustainable Development Goals (SDGs) and combating climate change. As a leading centre in climate research, teaching, and learning, we lead by example in creating sustainable solutions and inspire others to act. It is our goal to foster environmental stewardship and social responsibility through academic programs, research endeavors, community engagement, and responsible campus operations. Together, we can drive positive change and contribute to a more sustainable, just, and equitable future.





# Introduction

## 5.0

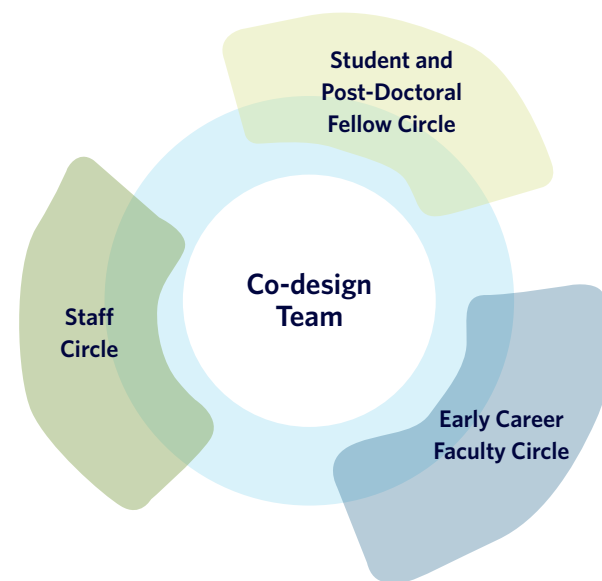
This report outlines the process, key assumptions, and results of the Academic Futures project undertaken between April 2022 and April 2023. Academic Futures was conceived as a high-level framework, enabling the community to come together and reflect on what UBC could/may be in 10 to 30 years.

In a world where the academic landscape is changing at an accelerating pace, it is clear that any effective long-term plan must include a dynamic framework for updating planning assumptions and institutional goals. For UBC, we strive to innovate and respond to local and global changes, while continuing to be a leader in teaching, learning, research, and innovation for a brighter future.

The Academic Futures process was not designed to envisage a precise amount or type of campus development, but to consider more deeply the nature of the institution we want and expect. This report is not an Academic Plan, but a thought-starter for UBC's future - a guide and, we hope, an instigation to treat planning as an ongoing opportunity and responsibility, to always maintain our focus on the implications of institutional and societal changes, even as we

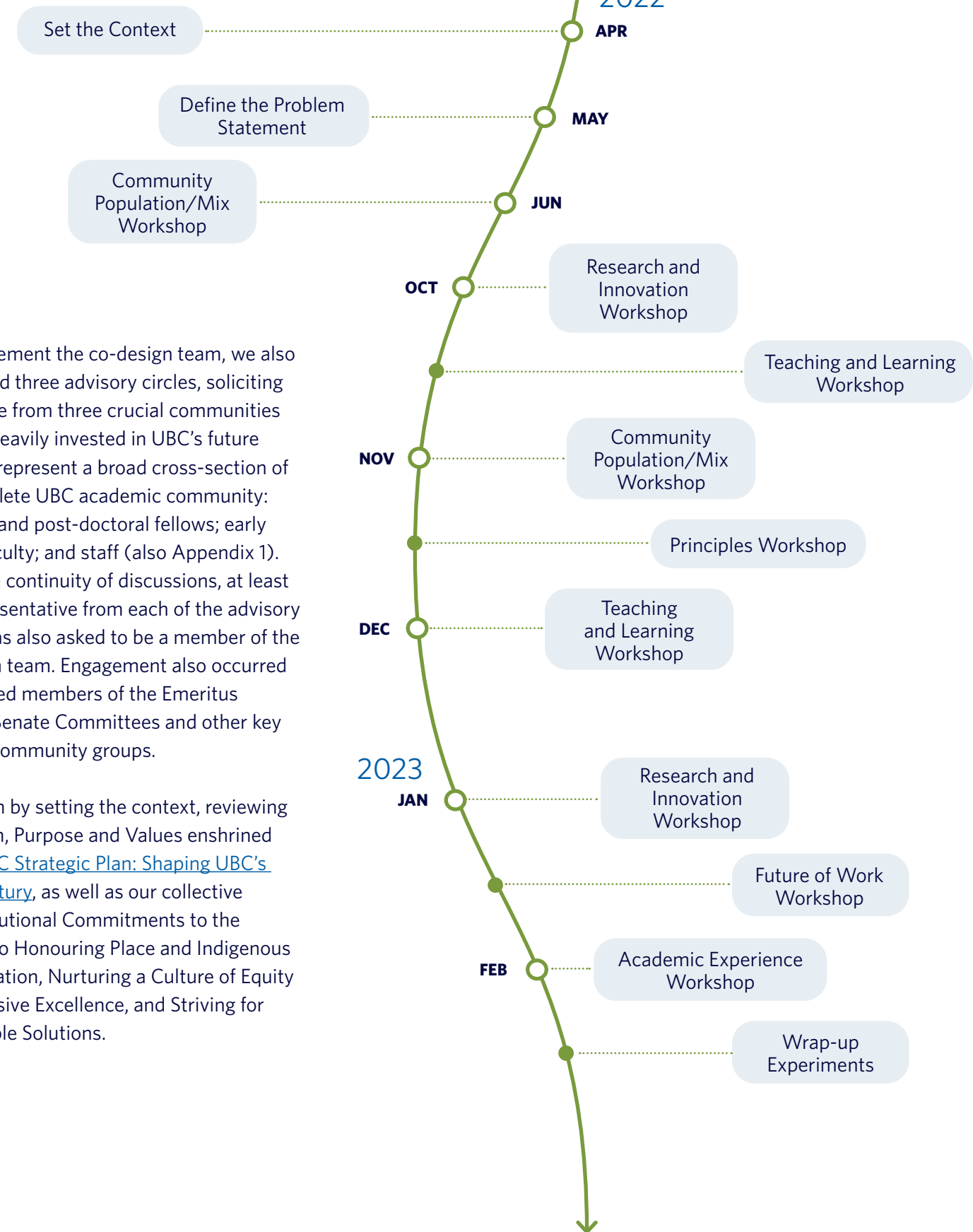
implement short-term projects and update long-term goals.

Our first undertaking in establishing an Academic Futures process was to assemble a co-design team with broad representation across the campus communities, ranging from senior academics and Deans to early career faculty members, students, postdoctoral fellows and staff (Appendix 1).



To complement the co-design team, we also assembled three advisory circles, soliciting assistance from three crucial communities that are heavily invested in UBC's future and who represent a broad cross-section of the complete UBC academic community: students and post-doctoral fellows; early career faculty; and staff (also Appendix 1). To ensure continuity of discussions, at least one representative from each of the advisory circles was also asked to be a member of the co-design team. Engagement also occurred with valued members of the Emeritus College, Senate Committees and other key campus community groups.

We began by setting the context, reviewing the Vision, Purpose and Values enshrined in the [UBC Strategic Plan: Shaping UBC's Next Century](#), as well as our collective and institutional Commitments to the Future - to Honouring Place and Indigenous Reconciliation, Nurturing a Culture of Equity and Inclusive Excellence, and Striving for Sustainable Solutions.



We also considered a broad environmental scan of the changing higher education landscape – which in turn led to a series of workshops centered around the evolving UBC community, the future of teaching and learning, the future of research, the future of work, and the new and evolving academic experience. With that input, we contemplated what changes we needed to consider, prepare for, and embrace as we think about the next 10 to 30 years.

Throughout the process, we looked at a broad-ranging list of questions, including (but not limited to):

- *How will digital technology transform learning and research?*
- *How will we adapt to new modes of working, thinking and operation?*
- *How do we anticipate and meet changing pedagogical and research requirements?*
- *What kinds of spaces and places will we require – by renovation? New construction?*
- *How can we leverage our growing regional presence and fulfill our responsibility as a public institution?*

Working from this list, and a host of other considerations, we then worked to refine the ultimate question: “What problem are we trying to solve?” After several iterations we landed on:

**How might we co-steward the academic future of the UBC Vancouver campus to continue to be distinctive and transformative in the next 10 to 30 years?**

To complement the problem statement, we drafted a list of eight key principles – to not only guide our discussions but also frame the future to which we aspire.

As the co-design team worked, we became increasingly conscious of the broad range of possible futures and the varying implications for change, depending on what drivers become most dominant and what choices UBC makes along the road. Accordingly, the team constructed a set of imagined ‘what-if’ scenarios that helped break down the nebulous task of imagining what the world could be in 30 years and to envision the possibilities and implications.

Finally, the team leveraged these scenarios to brainstorm a list of Experiments that could: test possible future elements to understand which of them may be achievable, sustainable, and preferable; inform policy that would help achieve the best result; and forge a new understanding of what new or revised infrastructure might be required to facilitate the best changes. The most promising of these experiments are identified in the penultimate section of this report.

The continuing challenge of the ongoing academic futures journey will be to maintain the focus on UBC’s Academic Future. This report – and the process on which it is based – is not a conclusion, but a starting point, a commitment to planning and institutional innovation that is flexible, iterative and continuous. If UBC is to achieve its potential as Canada’s leading post-secondary institution and as an internationally renowned research powerhouse, the whole community must share in the responsibility to consider and inspire our Academic Future.

# Background: The Changing Higher Education Landscape

## 6.0

Understanding the broader context is essential to the success of any planning process. Therefore, it was imperative that the Academic Futures process is well-rooted in the current local, national, and international higher education landscape.

It's difficult to contemplate any planning process in 2023 without harkening back to the unprecedented disruption caused by the COVID-19 pandemic. However, even before the pandemic, the global higher education community was grappling with an accelerating evolutionary paradigm shift. It is worthwhile to consider some of the major influences and aspirations in the international higher education world, as identified in May 2022 at the 3rd World Higher Education Conference convened by the United Nations Education, Scientific and Cultural Organization (UNESCO)<sup>2</sup>.

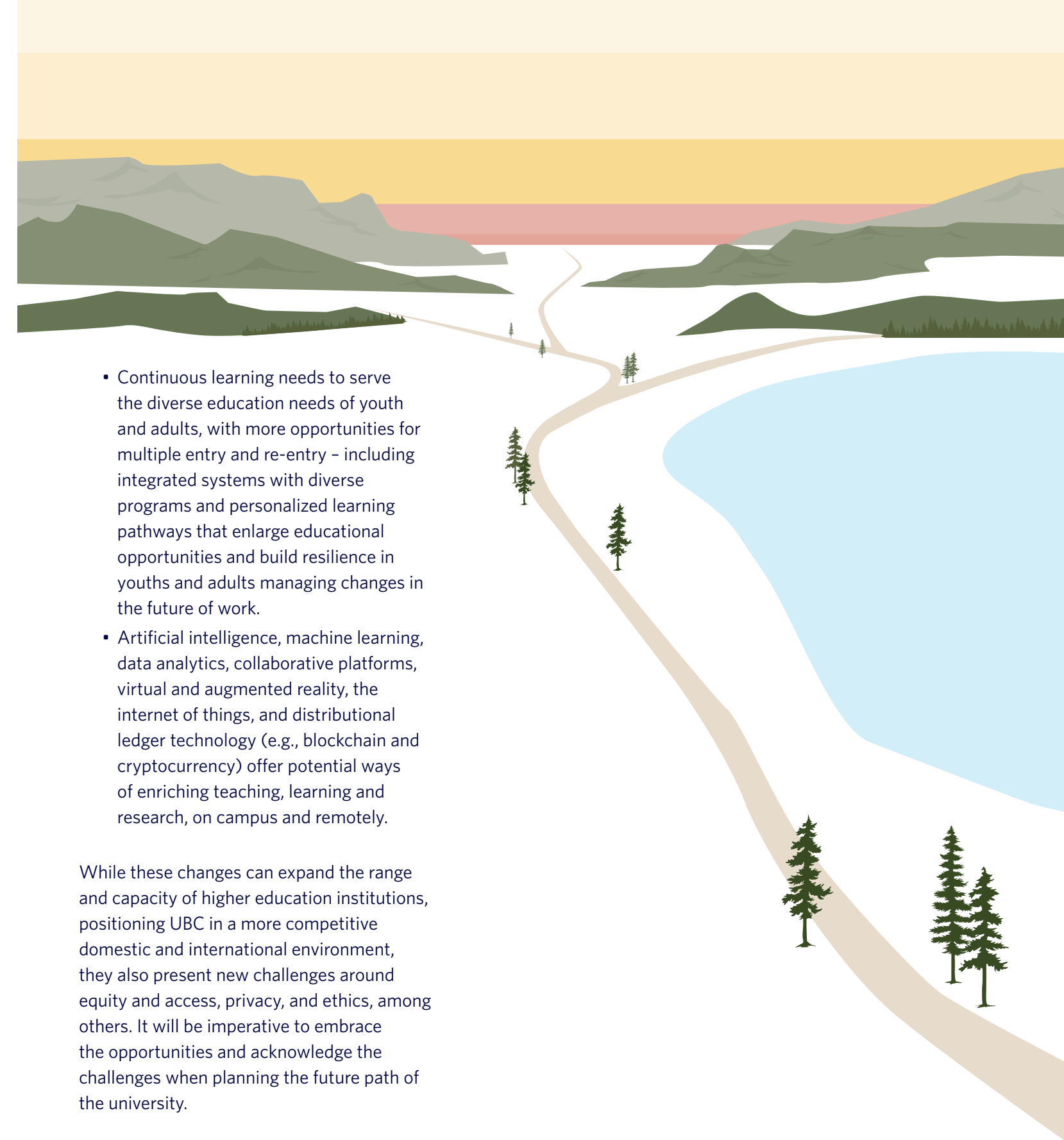
Since 1970, despite total enrollment worldwide rising to 40% from 10%, severe disparities in higher education persist. Students from traditionally underrepresented

and economically challenged groups continue to have lower access to digital tools and resources that are ubiquitous and ambient to others, and lower graduation rates, with lower performance and reduced labour market opportunities.

As the higher education sector continues to reinvent itself to meet the changing demands of future learners, scholars and employers, we need to consider some trends that have and will continue to affect and disrupt the academic landscape:

- Institutions need to prioritize a rich and diverse learning experience, lift the constraints of disciplines or professional practice, and foster democratic values that optimize human potential.
- Institutions should equip students to engage in inter- and trans-disciplinarity, open dialogue and build the foundations, attitudes, and habits to acknowledge and transcend their own disciplines and fields.

<sup>2</sup> The 3rd World Higher Education Conference brought together stakeholders to define and prepare a roadmap for a new era of higher education. This roadmap aims to respond to the challenges faced by humanity and the planet, with special attention to the global disruption created by the COVID-19.



- Continuous learning needs to serve the diverse education needs of youth and adults, with more opportunities for multiple entry and re-entry – including integrated systems with diverse programs and personalized learning pathways that enlarge educational opportunities and build resilience in youths and adults managing changes in the future of work.
- Artificial intelligence, machine learning, data analytics, collaborative platforms, virtual and augmented reality, the internet of things, and distributional ledger technology (e.g., blockchain and cryptocurrency) offer potential ways of enriching teaching, learning and research, on campus and remotely.

While these changes can expand the range and capacity of higher education institutions, positioning UBC in a more competitive domestic and international environment, they also present new challenges around equity and access, privacy, and ethics, among others. It will be imperative to embrace the opportunities and acknowledge the challenges when planning the future path of the university.

# Principles

## 7.0

For the ongoing Academic Futures process, the co-design team found it important to supplement the problem statement (*“How might we co-steward the academic future of the UBC Vancouver campus to continue to be distinctive and transformative in the next 10 to 30 years?”*), with a set of principles to guide their thinking, debates, discussions, and decisions.

The principles that follow are connected to the foundational values of the UBC Strategic Plan (2018 - 2028), which include excellence, integrity, respect, academic freedom, and accountability. They also serve as criteria for evaluating the output of the process, ensuring that the ideas under consideration align with and support the identified principles. These principles are designed to advance us towards meeting the SDGs and have also embedded relevant academic and social needs that have transpired across Canada and the world in the last few years. Our goal is to embody UBC’s purpose of *“pursuing excellence in research, learning and engagement, to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.”*



In all aspects of advancing our academic mission, UBC commits to honour and attend to diverse peoples and perspectives. We aim to understand and safeguard what Indigenous peoples and other

historically, persistently or systemically marginalized groups value most in education and research. As we transform our intentions into actions, we shall be guided by the following principles<sup>3</sup>:

**1 RESEARCH AND SCHOLARSHIP that is responsible, relevant and accessible.**

UBC researchers are dedicated to the pursuit of knowledge and addressing problems through both disciplinary and interdisciplinary excellence while focusing together to build a sustainable future for the planet and all its inhabitants.

**2 TEACHING AND LEARNING that is enriched and holistic.**

UBC educators strive to mentor and foster an open, challenging, and inspiring environment, through which learners develop deep disciplinary and cross-disciplinary knowledge, cultural awareness and sensitivity, and a broader range of competencies and capabilities.

**3 RESPECT for land, for community, for knowledge, for academic freedom.**

In all its relationships, UBC respects the contexts that diverse community groups bring. We respect the contributions of ancestors and acknowledge the long-term impacts of today's decisions on future generations.

**4 LEADERSHIP that is purposeful, candid, and responsive.**

As we seek to improve governance and decision-making, UBC leaders will endeavour to listen, learn, and act on inconvenient truths and complex realities on our campus and beyond.

**5 OPPORTUNITIES that are local, global, and meaningful.**

UBC educates global citizens, champions access, and offers distinctive pathways for learning, growth, and self-determination, including for historically, persistently, or systemically marginalized communities. Our academic offerings and facilities are designed to lead to the betterment of all.

**6 OPENNESS to traditional and innovative ideas.**

UBC promotes an environment of creativity, flexibility, and curiosity to solve the complex challenges of today and tomorrow through time-tested methods while prioritizing meaningful community engagement.

**7 COURAGE for fullhearted, sincere, and thoughtful actions.**

In our fast-changing and unpredictable environment, we aim to be bold yet humble, and to embrace varying perspectives, ideas, experiences, and risks.

**8 COLLABORATIONS that are reciprocal, collegial, and joyful.**

At UBC, we will connect across disciplines and experiences, building and honouring communities while sharing knowledge and excitement to develop a culture of kinship, dialogue, and trust, locally and globally.

<sup>3</sup>These principles are designed to support the goals and aspirations outlined in the UBC Strategic Plan, serving as a complement to one another.

# Assumptions for Our Academic Futures

## 8.0

We began the Academic Futures process by articulating our assumptions as a useful context not only for thinking ahead in a blue-sky way but also to understand the group's respective biases. These assumptions were refined throughout the Academic Futures process and it will be essential to continue to evaluate, to confirm if assumptions continue to ring true, and to adjust as circumstances change or assumptions become obsolete.

It is important to stress that the assumptions in this section are neither predictions nor aspirations for UBC's future. Rather, they are selected speculations of what may prevail at UBC and in the wider higher education sector in the next three decades based on current trends in teaching, learning, and research, as well as the changing technological, geopolitical, and social climates.

The following is an abbreviated list of high-level assumptions, which represent a foundation for discussion and are offered here for context.

## 8.1

### GENERAL ACADEMIC ASSUMPTIONS<sup>4</sup>



#### **Retention and renewal of faculty and staff will continue to be a priority**

UBC will continue to strive to attract and retain outstanding faculty and staff to secure our most aspirational academic future – while recognizing the impact of workload and life balance. UBC will have to face the challenges of competitive salaries, housing affordability, childcare demands, investments in traditional start-up and support, and high-quality research and teaching environments for academic and professional careers. The new challenges and opportunities of hybrid work will also affect talent recruitment and retention.

#### **The campus environment and global awareness will become even more important**

We must continue to be responsive to the changing needs of learners and continue to build on the best of our disciplinary and interdisciplinary programs, incorporating elements of experiential, applied and integrative learning. Learning should be curiosity-driven, linking research with teaching to optimize knowledge creation and advancement. Along with engendering broad knowledge and skills, local-global connections are essential. Student development, responsibility and leadership are paramount.

<sup>4</sup>Some of the assumptions presented in this section have been adopted from an earlier version of UBC's Academic Plan: Think about it. June 2000. pp 4-11 authored by Members of the Academic Plan Advisory Committee. Provost at the time: Dr. Barry McBride.



### **Broadened cultural awareness and commitment to inclusivity**

We see future demands for broadening cultural awareness through research, teaching, learning and community engagement. This will include Indigenization of curriculum and programs, as well as increasing literacy in Black, Asian, LGBTQIA2S+ and Disability studies.

### **UBC will continue to focus meeting the SDGs as we advocate for sustainability, planetary health and actively seek climate solutions**

UBC will strive to be a centre of excellence to conduct research, learn about and implement solutions to address the climate emergency. We will foster an environment that will attract the best professoriate, and create educational programs, research projects, and collaborate with local, national, regional, and global communities. There will be numerous academic pathways for scholars to engage, interact, learn, and research, with sustainability at the forefront of academic life.

8.2

## **TEACHING AND LEARNING ASSUMPTIONS**



### **Hybrid/multi-access learning is here to stay**

While the learning modality shifted almost entirely to remote access during the early days of the COVID-19 pandemic, the demand for the return to in-person teaching and learning demonstrates its continued desirability and value. UBC is choosing to build on this in-person value proposition while continuing or expanding online offerings where the pedagogical approach can support program needs and learner contexts. We also expect some deliberately designed hybrid and multi-access courses, with a focus on increasing access<sup>5</sup>, affordability and an enhanced learning experience.

### **Life-long and continuous learning is the new normal**

Given the evolving workplace and demographics, we anticipate that an increasingly diverse learner population will enter the higher education ecosystem, for different purposes, at different times, and with different needs. Moving away from a model in which most UBC students enter full-time programs immediately following high school, working while learning will become increasingly common and well-supported. Higher education learning will also be more continuous – life-long as opposed to one-time. This reflects an accelerating need, and appetite, for evolving workplace skills and knowledge.

<sup>5</sup>'Hybrid,' in this context, means a mix of in-person and online experiences across courses, programs and student support activities, with all students following the same modalities. In contrast, 'multi-access' permits either in-person or online activities for students, as designed by the instructor.

### **Learners will expect holistic, personalized, accessible, and flexible learning experiences and pathways**

Social changes, technological advances and evolving workplace requirements are likely to increase learner demand for more flexible and personalized learning and teaching options. For example, more learners may wish to skip or delay contiguous four-year degrees in favour of micro-credentialing, competency-based education, nano-degrees, and curated degrees. This could require the unbundling of tuition, with fees instead itemized separately for teaching, campus experience, and so on – raising economic implications if some students choose to opt out of some of the traditional aspects of university life.

The COVID-19 pandemic has already forced an intensive experiment in adjusting the learning and teaching paradigm, generating hard-earned insights into what was effective and what was not, from the different perspectives of teachers, learners, academic units and the institution.

### **Increasing demand for learning by doing and curiosity-driven learning**

While there is always strong demand for learning by doing, there is a clear and increasing appetite among learners and prospective employers for integration of higher and vocational education – a new blend of theoretical and applied learning. This challenges the traditional university model. With some exceptions (e.g., teaching

in many health professions), few university programs currently include extensive periods in practice, and work-experience programs are hard to scale up in the university's current operating model.

As a research-intensive university, UBC has a significant advantage in infusing curiosity-driven learning and research-based teaching, including land-based research, into our curriculum. Our professoriate has the capacity to bring their research insights into the learning environment, and to involve students in the research mission. This will further distinguish UBC and contribute to the UBC value proposition.

### **Meaningful indigenization of curriculum and programs**

Indigenous ways of knowing, culture, histories, experiences, and worldviews will be embedded in curriculum delivered across Faculties, programs, and campuses. UBC will continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered on campus as well as in the larger community. Faculty may increasingly connect curriculum to the local land and language – including integration of Indigenous and other traditional knowledge systems into western paradigms, incorporating local knowledge in a way that demonstrates UBC's respect for local Indigenous people and its commitment to reconciliation. This will strengthen local relationships, opening yet more opportunity

to work with Elders and community experts to expand curriculum further.

### **International student mobility will rise in a more competitive global market**

International student mobility has been growing at an unprecedented rate. Over 5.4 million students were studying abroad globally in 2017, a nearly threefold increase from just over 2 million in 2000. And despite a COVID-induced pause, this figure is forecast to grow to 8 million by 2025<sup>6</sup>. That movement may also supplement virtually as cultural and regulatory resistance to programs offered online by foreign institutions diminishes. Aided by technology, learners have myriad educational options that were once blocked by language, geography, costs, etc.

Education bolsters global stability, advancing multicultural awareness and understanding, and student exchanges increase the potential for international connection, so a competitive market in international higher education holds a potential benefit for all. As an established, high-performing international research institution in an open and stable democracy, UBC can expect to maintain a competitive advantage in that environment.

<sup>6</sup>[UNESCO, WHEC2022, Beyond Limits – New Ways of Reinventing Higher Education](#)

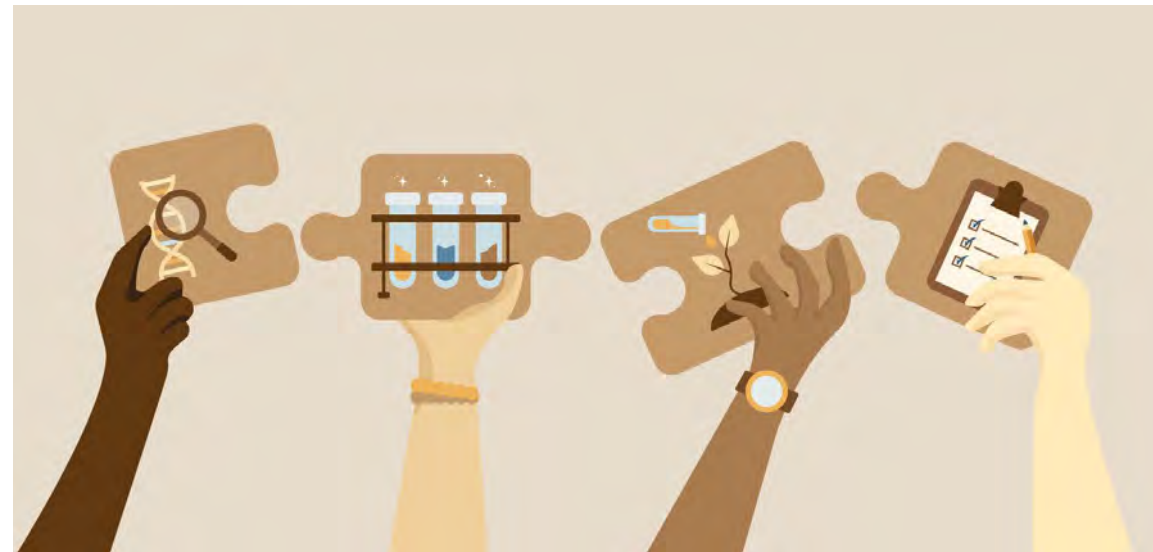
### **Technology innovations and disruptions will accelerate**

Technological advancement including artificial intelligence (AI), augmented and virtual reality (AR & VR), internet of things (IoT), automation, and robotics, are transforming businesses and will contribute to spur economic growth via contributions to productivity. While these have the potential to help address societal challenges ranging from health to climate change, new technologies will also disrupt the workplace, forcing more mid-career learners to acquire new skills and adapt to the increasingly capable machines alongside them.

These innovations will also improve educational options. The written word is already being accompanied by video, mixed reality, and simulations, with realistic holograms a possibility. Smart, discipline-based digital assistants for every subject open up the potential for personalized learning at scale, monitored by advanced learning analytics. And learners may access an increasing number of these opportunities remotely, especially as a new generation quickly adapts and incorporates these features.



## 8.3 RESEARCH ASSUMPTIONS


**UBC will continue to grow as a research powerhouse of national and international scope and importance**

As an established research powerhouse, UBC can expect to build on its world-class research performance across many fields. Our research has had a profound impact on nearly all areas of society. Continued success will require both disciplinary depth and collaboration within and across disciplines and communities. It will also require resources to enable researchers to continue to achieve excellence in a highly competitive landscape.

**Research will be more equitable, diverse, and inclusive**

UBC is a leader in developing the principles and practices that define a collaborative and inclusive research culture, which supports mentorship, scholarship, discovery, and creativity. Addressing the problems facing society requires the contributions of all, and UBC will continue to encourage diversity in perspectives and approaches, supporting a research culture that interacts positively and respectfully with Indigenous people and Indigenous knowledge, and that welcomes the participation of members of other historically, persistently, or systemically marginalized groups. We also will prioritize inclusive, transparent, and collaborative science, at all stages of discovery and mobilization.

Working with other research institutions, funding organizations, and communities, UBC will develop and promote research excellence that honours the three principles: equity (fairness); diversity (representation); and inclusion (valued participation). In this way, knowledge transfer/ mobilization/ exchange, multiple ways of knowing, and non-traditional research methodologies and outputs will stand as cornerstones in Canadian research.

By removing systemic barriers to accessing research funding and research opportunities, as well as embracing a diversity of peoples and perspectives, UBC will enhance the participation and retention of outstanding researchers, empowering the full breadth of UBC's scientific talent.

**UBC will drive positive social and economic change through new knowledge and solutions**

UBC recognizes its responsibility to make academic knowledge more accessible, understandable, and actionable. The university strives to be a unique, engaged partner in collaborative research programs and in the sharing of research outputs that enrich the lives of local and global communities. Our research will contribute to local and national debates, provide unique insights, and address complex global challenges, including climate change, migration, racism, discrimination, inequality, and the complexities of emerging technologies such as AI.

UBC will work with communities, businesses, and governments to create and mobilize knowledge to improve people's lives. From influential publications that push the boundaries of knowledge to new inventions with commercial applications, from discoveries that influence public policy to new developments in medical practice, we see UBC becoming an ever-more-effective catalyst for positive social and economic change.

**Open Science will be widely adopted**

Building on the principles of academic freedom, research integrity and scientific excellence, UBC will continue to promote science that is more accessible, inclusive and transparent, furthering the right of everyone to share in scientific advancement and its benefits as stated in Article 27.1 of the [Universal Declaration of Human Rights](#).

Open Science has the potential of making scientific process more transparent, inclusive, and democratic. It is increasingly recognized as an accelerator for achieving United Nations SDGs and for bridging gaps in science, technology, and innovation.

**Enhanced inter-institutional, inter-sectoral, national and international collaborations**

While creating value within the institution, UBC will continue to prioritize and support collaborations that benefit our communities and partners, and foster new alliances in areas of shared, strategic importance. Within our campus and many learning and

research sites—and through our connections in BC and beyond—UBC is well positioned to cultivate collaborative efforts within and across institutions and sectors, as well as partnering with federal, provincial, and international partners.

**Supporting research that is Indigenous led and promotes Indigenous peoples' self-determination**

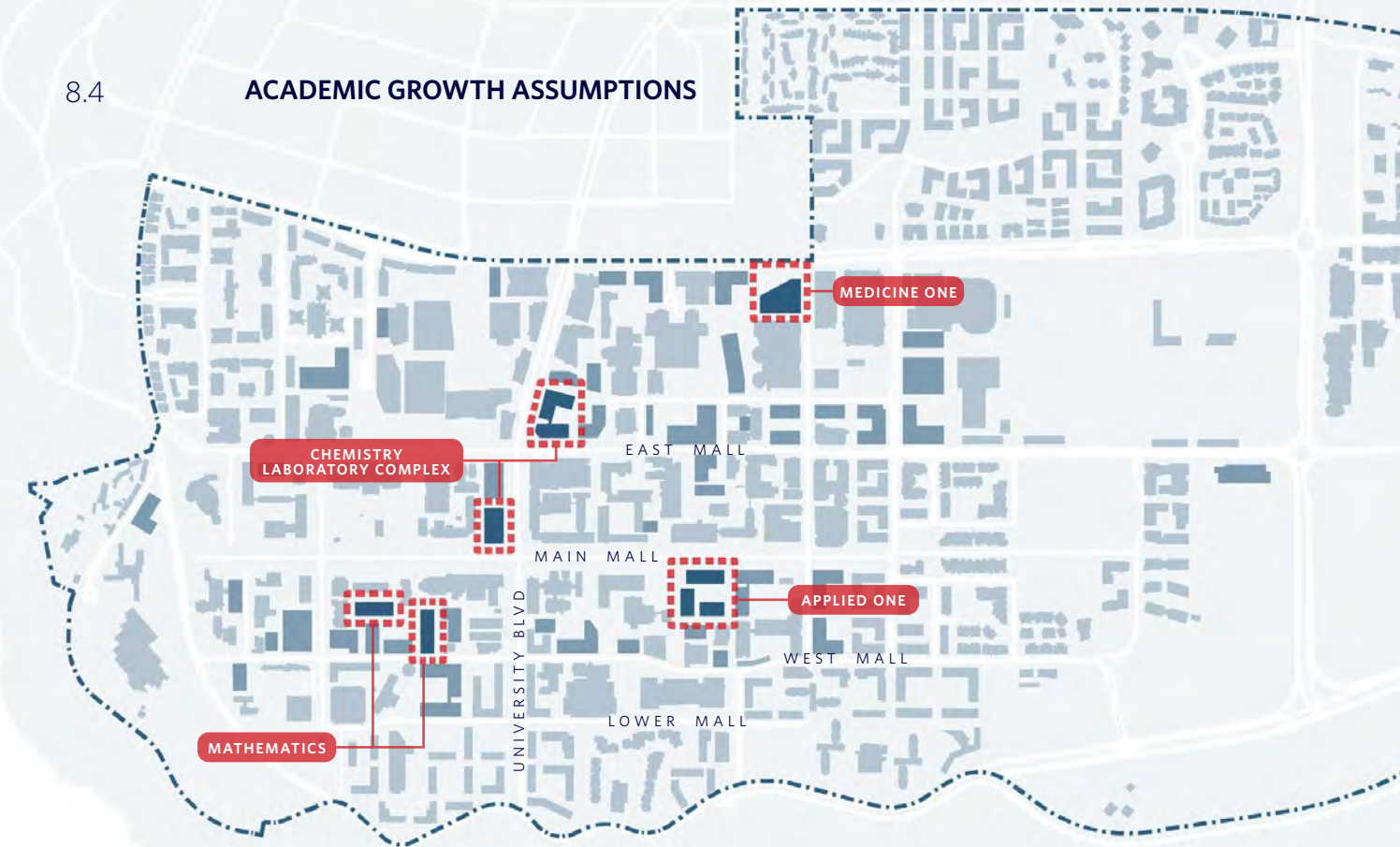
UBC will work to support to Indigenous research, recognizing the barriers that currently restrict access to research funding, resources and other supports for First Nations, Inuit,

Métis, and other Indigenous scholars. We will continue to build relationships with Indigenous scholars and communities; supporting research priorities of Indigenous Peoples; and championing Indigenous leadership, self-determination, and capacity-building in research.

Simultaneously, UBC will continue to respect and uphold the rights of Indigenous peoples to self-determine the management of Indigenous research data.

8.4

**ACADEMIC GROWTH ASSUMPTIONS**



- 10-Year Capital Priority sites
- Potential longer-term academic opportunity sites

*Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.*

In the next few decades, the campus may expect to experience some growth. This considers the Board of Governors approved 10-year plan, which has a Capital Projects Priority List that includes new, larger homes for Chemistry, Applied One, Medicine One, and Math, as well as planning for the replacement or upgrading of seismically vulnerable facilities. At the same time, many existing spaces may be repurposed to adapt to the changing ways of learning, research and working.

A number of scenarios were developed through researching and analyzing data on domestic and international population projections, admissions trends, as well as student transition rates (K-12 to post-secondary) to understand potential areas of growth for the university.

While it is challenging to predict how learner behaviours and preferences will shift in 30 years, current research suggests that UBC Vancouver has enough capacity to meet increases in enrollment due to population growth. However, potential growth will depend on a combination of demographic trends of traditional learners in BC and Canada, and on how UBC chooses to accommodate different types of learners. For example, it's likely that more older learners will return to university, and that younger learners may stay longer, to attain higher levels of skill and competence.

Although enrollment growth can offer numerous benefits to an institution, it is crucial to consider the challenges that it can pose and approach growth with caution. Enrollment increases may strain resources, infrastructure, and spaces – as well as potentially overburdening faculty members. Additionally, there will be increased pressure to deliver a high-quality educational experience. For instance, some programs may need to be redesigned to accommodate larger classes or to provide more small courses to maintain the same learner experience. Universities must carefully balance their desire to grow with their ability to maintain high academic standards and deliver an enriched learning experience.

As UBC continues to evolve in a rapidly changing academic landscape, the importance of thoughtful growth planning cannot be overstated. While the Vancouver campus has adequate space to accommodate potential academic growth, there are numerous uncertainties and external factors that must be considered. Regular reassessment of assumptions and academic needs will be crucial to ensure that UBC continues to fulfill its academic mandate. As such, a dynamic and flexible approach to growth planning will be necessary for the institution to remain competitive and responsive to the changing trends in higher education.





# Experiments

## 9.0

While exploring our Academic Futures, the co-design team, with input from the three advisory circles, began to generate potential experiments that could be used to explore or demonstrate alternative academic approaches or opportunities. Some ideas that emerged directly supported our goal of ensuring that UBC will continue to be distinctive and transformative. Success in such experimentation could give UBC evidence for adjusting its academic planning and practice in the decades to come.

As an institution of research, we want to use this opportunity to conduct pilot initiatives or expand on previously successful pilots, to assess their long-term feasibility, sustainability, scalability, and benefits. These programs and pilots, if successful, could point the way for wider UBC adoption and model success for other institutions of higher education. If not successful as replicable programs, they would nevertheless succeed as experiments, once again helping to inform where UBC should, or should not, apply its focus and resources as the academic landscape evolves.

It is important to note that many of these experiments have been playing out on the campus for some time. Our suggestion is that we focus on supporting and resourcing them, evaluating their effectiveness and scalability, reviewing their impact on other systems and structures, and determining the feasibility of expansion. A high-level description of the seven proposed experiments follows:

### Experiment 1:

#### EXPANDING INDIGENOUS PLACE-MAKING FOR LEARNING

Under Goal 5 of the Indigenous Strategic Plan - Enriching Our Space: Enrich the UBC campus landscape with a stronger Indigenous presence - Actions 19-23 call to include Indigenous spaces in the design of the campus, and particularly that the campus plan integrates spaces for non-traditional ways of learning and knowing into all buildings with Faculty support, helping to build respect for traditional ways of knowing/ communication/ knowledge/ learning/ teaching.

At the same time, ISP Goal 4, UBC has committed to include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses. The Indigenous Health Research and Education Garden (IHREG) is located at UBC Farm and the garden's traditional xʷməθkʷəy̍əm (Musqueam) name is xʷcičəsəm. The Centre for Indigenous Land-Based Education, Research, and Wellness at xʷcičəsəm aims to serve educational and research needs related to Indigenous knowledge and its intersections with other ways of knowing.

#### ACTION

Test the concept of the Centre for Indigenous Land-Based Education, Research, and Wellness at xʷcičəsəm at UBC Farm to create a series of learning spaces across the UBC Vancouver campus in partnership with Musqueam. Assign specific learning objectives to each space and observe the curriculum and learning connections for place-based learning.



**Experiment 2:****EXPLORING 'UBC ONE' PATHWAYS**

Historically, UBC has led in creating successful, integrated first-year learning experiences such as Science One/Arts One/Land One. These programs are competitive and popular, and students from these programs have provided positive feedback on how the 'One' approach has enabled their subsequent success.

There are many ways to think about a UBC One – there could be a suite of One programs: e.g., Climate One, Health One, Justice One, Community One, Indigenous One, or Artificial Intelligence One. Alternately, we could create a UBC One that would re-consider “new basics” and possible pathways – interdisciplinary learning, traditional ways of knowing, cultural awareness, planetary health – all integrated into a more personalized first-year learning experience.

**ACTION**

*Test the idea of UBC One with a small cohort of students to evaluate the set of skills and competencies that will be most suitable for first year students.*

**Experiment 3:****BROADENING ALTERNATIVE ASSESSMENT APPROACHES**

Currently, final examinations are used by most first and second year courses to gauge a learner's understanding and competency at the end of the course. Many studies suggest that across many disciplines, reasonable alternative assessment tools (e.g. papers, projects, presentations, mind maps, reflections, etc.) can more effectively promote student learning and help them to demonstrate their learning.

**ACTION**

*Review prior Teaching and Learning Enhancement Fund (TLEF) projects to see where alternative assessment methodologies have been piloted. Test the idea of wide implementation of alternative assessment approaches (including integrated assessments that allow learners to demonstrate consolidation of concepts across courses) by partnering with a Faculty to expand on existing successful pilots from prior TLEFs to see how widely alternative assessment can be adopted. The age of generative AI represents both a challenge and an opportunity with respect to assessment; these tools can be used to reframe assessment to support authentic learning in various disciplinary contexts.*

**Experiment 4:****REIMAGINING WORK-INTEGRATED LEARNING**

UBC's Strategic Plan's Strategy 13: Practical Learning focuses on how we are expanding experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni.

The UBC Co-op program is a very successful example. It allows students to gain industry work experience (applying their classroom knowledge to hands-on experience), subsidizes the students' education and enables students to try diverse opportunities in determining what they would like to do post university. However, co-op is not available to all students and the current structure does not meet the needs of all disciplines.

**ACTION**

*Test a few ideas with one Faculty that will broaden the work-integrated learning offerings. Explore redesigning some work-integrated learning programs to integrate simultaneous classroom learning and work learning. Explore expanding existing work-integrated learning programming to include a wider range of learning opportunities including shorter internships, multi-student projects, and community engaged learning.*

**Experiment 5:****EXTENDING PART-TIME LEARNING PATHWAYS**

Most UBC programs are offered to full-time learners, i.e., a learner cannot work full-time and continue their education at the same time. It is expected that many in the existing workforce will return to campuses to seek education to upskill and reskill over the next few decades.

Many industry partners have also raised the concern that the workforce requires new knowledge, skills and competencies, and employers are looking to higher education institutes to help them bridge such gaps.

**ACTION**

*Explore decreasing barriers to continuing education for returning learners by, (a) expanding partnerships between Extended Learning (EL) and Faculties to allow EL to help the Faculty create a few part-time, short-term, flexible and quick non-credit programs (including testing various business models, e.g. corporate subscriptions, to understand feasibility and demand); (b) develop/refine an expedited approval process for non-credit courses, accelerated through Senate or be exempt from Senate approval altogether; and, (c) explore allowing self-paced part-time learning in a few mainstream credit courses – allowing learners to complete a course at their own pace or challenge a course by demonstrating competency.*

**Experiment 6:****PROMOTING COLLABORATIVE, IMPACT-ORIENTED GRADUATE EDUCATION AND RESEARCH**

Whether to meaningfully tackle grand challenges or, more broadly, to work effectively in today's complex and interconnected world, the ability to seek out diverse perspectives and work collaboratively with multiple partners across disciplines and sectors is critical. Many graduate students are eager to work in partnership within and beyond the university in ways that will make a positive difference in the world. Conventional approaches to graduate education do not always support the development of collaborative capability or impactful scholarship.

**ACTION**

*a) Explore ways to enhance transdisciplinary collaboration opportunities amongst graduate students and acceptability of team-based thesis scholarship; b) Pilot funded cohorts of graduate students dedicated to collaborative, impact-oriented thesis research across disciplines and sectors.*

**Experiment 7:****ADVANCING EXPERIENTIAL EDUCATION**

Experiential education is essential for the quickly evolving global context – it is a key way to prepare students to be creative, resilient, and collaborative agents of change. Hands-on experiences allow students to put concepts into practice, receive feedback and reflect on their choices. Experiential learning teaches engaged citizens to rise to our global challenges and contribute where they can, even if they do not have all the answers. UBC's Strategic Plan guides us to engage in capacity building in strategies on practical learning, interdisciplinary learning, public relevance, global networks and coordinated engagement.

**ACTION**

*Identify existing experiential learning opportunities (including innovative ways to use generative AI tools for course and curriculum design and for learning) and test ways to further increase experiential education access for all students through improving access to information (website or a digital assistant similar to chatbot) and articulating pathways for students, so they can increase their experiential education quotient.*



# The Ongoing Academic Futures Journey

## 10.0

The Academic Futures process has engaged a diverse academic community and identified a range of opportunities, from pragmatic necessities to ambitious innovations. At the same time, it has identified a number of challenges and issues that should be carefully considered for the future. It has fostered cross-pollinating conversations and enabled the thoughtful foresight necessary to prepare for future challenges and decisions.

However, to truly succeed, the process must be ongoing. The academic world will continue to evolve beyond this particular Academic Futures exercise and while can accommodate the expected changes that we anticipate on campus today, the landscape is likely to shift.

The next step is to fund and recruit investigators to launch the seven experiments. Their progress will maintain the momentum and allow the community to plan, and perhaps advocate for changes that will make UBC more accessible, more collaborative, more creative and productive. All efforts (including careful spending) are an investment in UBC's future and, given our influence, a better global future.

The overarching goal of this process and the work ahead is to cultivate a continual, informed, and flexible engagement that anticipates the future while accommodating changes in the academy's form, format, and purpose. This imperative ensures that UBC will continue to inspire individuals, ideas, and actions for a better world.





# Appendix

## Academic Futures Participants

### Academic Futures co-design team

- Rumea Ahmed, Vice-Provost International *pro tem*
- Joseph Anthony, Associate Dean, Health Professions, Medicine
- Mehwish Anwer, Postdoctoral Research Fellow - Wellington Lab, Department of Pathology and Laboratory Medicine, President - UBC Postdoctoral Association
- Meigan Aronson, Dean, Science
- Gage Averill, Provost and Vice-Provost Academic, UBC Vancouver
- Simon Bates, Vice-Provost and AVP Teaching and Learning, *pro tem*
- Larry Bouthillier, Director, Extended Learning
- Jennifer Burns, AVP IT & Chief Information Officer
- Nicholas Coops, Head *pro tem*, Department of Forest Resources Management, Forestry
- Rachel Fernandez, AVP Research & Innovation
- Bhushan Gopaluni, Vice-Provost and AVP Enrollment and Academic Facilities, *pro tem*
- David Gramling, Head of Department of

Central, Eastern, and Northern European Studies, Arts

- Bob Helsley, Associate Provost, UBC at Surrey
- Joey Hoegg, Senior Associate Dean, Faculty, Sauder School of Business
- Tara Ivanochko, Academic Director, Climate Hub
- Marcus Johns, Post-Doctoral Fellow, Sustainable Nano Biocomposites Lab, Department of Wood Science, Forestry
- Eduardo Jovel, Director, Indigenous Research Partnerships
- Margaret Moss, Director, First Nations House of Learning
- James Olson, Dean, Applied Science
- Patrick Pennefather, Assistant Professor at UBC Theatre and Film, Arts
- Susan Parker, University Librarian
- Susan Porter, Dean and Vice-Provost, Graduate + Postdoctoral Studies
- Joanne Proft, Associate Director, Community Planning (Campus Vision 2050)
- Moura Quayle, Vice-Provost and AVP, Academic Affairs
- Arig al Shaibah, AVP, Equity and Inclusion

- Laia Shpeller, Student Senate Caucus Co-Chair, Senate Academic Building Needs Committee (SABNC) Chair
- David Shorthouse, Executive Director, Academic Portfolio Initiatives
- Leona Sparrow, Director of Treaty, Lands and Resources, Musqueam
- Jody Swift, Director, Strategic Initiatives, Applied Science
- Teresa Syrnyk, Acting Director, Facilities Planning
- Dana Turdy, AMS VPA/Anisha Sandhu, Interim AMS VPA & UA
- Naznin Virji-Babul, Senior Advisor to the Provost, Women and Gender-Diverse Faculty
- Michael White, Associate Vice-President, Campus + Community Planning (Campus Vision 2050)
- Rickey Yada, Dean, Land & Food Systems

### Special Advisors

#### Early Career Faculty Circle

- Anna Blakney, Assistant Professor, Michael Smith Laboratories
- Mahsa Jessri, Assistant Professor, Faculty of Land and Food Systems
- Lisa Nathan, Associate Professor, Coordinator, First Nations Curriculum Concentration, iSchool (School of Information)
- Patrick Pennefather, Assistant Professor at UBC Theatre and Film, Arts
- Adam Rysanek, Assistant Professor in Environmental Systems, SCARP
- Andres Varhola, Assistant Professor of Teaching, Forestry
- Nozomu Yachie, Associate Professor, School of Biomedical Engineering



**Student and Post-doctoral Fellow Circle**

- Mehwish Anwer, Postdoctoral Research Fellow - Wellington Lab, Department of Pathology and Laboratory Medicine, President - UBC Postdoctoral Association
- Eshana Bhangu, President, AMS
- Nicholas Ramuladi
- Ania Bogoslawski, Post-Doctoral Fellow, Life Sciences Institute
- Sabah Haque - Graduate student, School of Public Policy and Global Affairs
- Marcus Johns, Post-Doctoral Fellow, Sustainable Nano Biocomposites Lab, Department of Wood Science, Forestry
- Kamil Kanji, Vice-President Academic and University Affairs AMS (Elect until May 1), Student Senator-at-Large
- Christian Kyle, EUS President
- Yongzheng (Parker) Li, Ph.D. Candidate, Political Science
- Angela Low, Post-Doctoral Fellow, Early Child Health
- Simangele Mabena, Graduate student in LLED
- Jessica Schaub, Graduate student, Institute for Oceans and Fisheries
- Dana Turdy, AMS VPA/Anisha Sandhu, Interim AMS VPA & UA

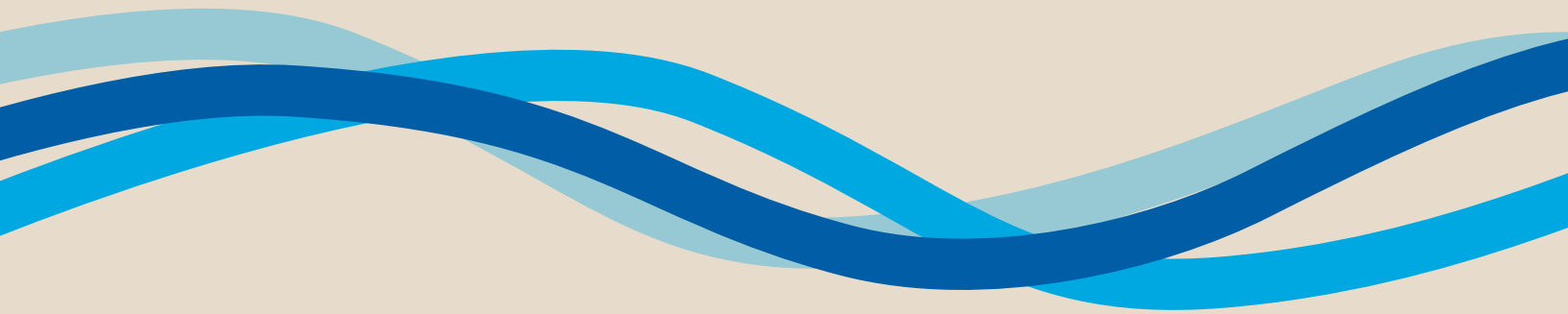
**Staff Circle**

- Lerato Chondoma, Associate Director, Indigenous Research Support Initiative, VPRI
- Julian Dierkes, Associate Professor, Coordinator, Program on Inner Asia, School of Public Policy and Global Affairs
- Sarah Dupont, Head, Xwi7xwa Library
- Ray McNichol, Assistant Dean, Finance, Resources & Operations, Science Faculty, Office of the Comptroller
- Kaila Mikkelsen, Assistant Dean, Students, Allard School of Law
- Jeremy Schmidt, Director, Dean's office, Allard School of Law
- Afsaneh Sharif, Faculty Liaison/Senior Project Manager, CTLT
- Jody Swift, Director, Strategic Initiatives, APSC
- Martina Valkovicova, Assistant Dean, Hari B. Varshney BCC, Sauder School of Business
- Gerald Vanderwoude, Assistant Dean, Faculty Operations, Arts

**Acknowledgments**

Moura Quayle, Lucy Li, Debbie Hart and Breeonne Baxter would like to acknowledge the privilege of working on the Academic Futures project with the co-design team and the three participant Circles. The experience gives us hope and energy to continue to ponder UBC's Academic Futures. We would also like to acknowledge the assistance of Richard Littlemore, writer and editor, in the development of this report.

Graphic Illustrations, Design and Layout by  
Amanda Weedmark, Leonardo Mones and Meghan Murray







# Emeritus College Annual Report

2022 - 2023



THE UNIVERSITY OF BRITISH COLUMBIA

Emeritus College





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This page: Ridington Room.  
Hover Collective / UBC Brand & Marketing



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# Principal's Message

In September 2022, the College Council and leaders of clusters and committees had a retreat to develop a strategic plan to guide the work of the College for the next three years.

We agreed on four priorities:

1. Enrich retirement for College members
2. Increase the community profile and involvement of members at all levels
3. Enhance recognition of the relevance and contributions of emeriti and the College to UBC
4. Ensure the College is effective, efficient, and sustainable

We were pleased to welcome 117 new emeriti (12 Okanagan and 105 Vancouver campus) and 6 electees which brought our total to 1885 College members. We also welcomed Queenie Law and Sarah Close Humayun to join manager Sandra van Ark in supporting the work and initiatives of the College.

Most of this year's 103 events were carried out on Zoom due to on-going concerns about COVID. While we may long to return to in-person meetings, it is likely the virtual option is here to stay. Thank you to all who helped carry out the work of the College and attend events.

Anne Junker  
Emeritus College Principal  
2022-2023





# UBC Emeritus College Awards

## Award Recipients

**The UBC Emeritus College Award for Excellence in Innovative and Creative Endeavours** is presented to UBC emeriti who have demonstrated excellence in their engagement in innovative research or artistic creation.

**The President's Award for Distinguished Service** is presented to UBC emeriti who have displayed exceptional leadership in volunteer community services.

For more information on nominating a colleague [visit the Emeritus College website.](#)



### **Robert Krell, Psychiatry**

UBC President's Award for Distinguished Service

Krell was selected for his lasting contributions to Holocaust Remembrance and Education. Of particular note was his founding of the Vancouver Holocaust Education Centre which remains a permanent community resource providing valuable education programs for students, teachers and anyone wanting to learn more about the Holocaust.



### **Patricia Shaw, Anthropology**

UBC President's Award for Distinguished Service

Shaw was selected for her lasting contributions to the documenting, teaching, revitalizing and promoting of hən̓q̓əmiñəm̓. She continues to work on perfecting and expanding current pedagogical materials in anticipation of full publication, to supervise doctoral students, mentor community language scholars and help to structure new initiatives to further hən̓q̓əmiñəm̓-focused study.



### **Roger Wilson, Archeology**

Emeritus College Award for Excellence in Innovative & Creative Endeavours

Wilson continues to be a prolific author, and was selected in recognition of his numerous significant scholarly contributions, particularly to aspects of Roman rural life, the late Roman and early Byzantine transformation of settlements, and the archaeology of the Roman provinces.

# Honours & Recognition



**20%**  
of UBC academics are Emeriti



**>100**  
Emeriti are listed as Experts with UBC Media relations



**19**  
Emeriti were reimbursed for expenses related to continuing scholarly and creative activities totaling \$27,855



**5**  
Emeriti joined College members who have been appointed to the Order of Canada since retirement



**Paul Joseph Dubord**

O.C. Professor Emeritus of Ophthalmology



**Allen Charles Edward Eaves**

O.C., O.B.C. Professor Emeritus of Medicine



**Eva-Marie Kröller**

C.M., Professor Emerita of English Language & Literatures



**David Frederick Ley**

O.C., Professor Emeritus of Geography



**Pitman Benjamin Potter**

C.M., Professor Emeritus of Law

## **Emeritus College Members Appointed to the Order of Canada**



# Enriching Retirement

by contributing to retirement planning

Our Transitions to Retirement group worked in partnership with UBC Faculty Relations to hold 3 half-day workshops, each with ~75 faculty approaching retirement. Participants heard stories from retired faculty who are making retirement work in different ways, and engaged in sessions on post-retirement benefits, insurance options, financial planning, and keeping a connection to UBC. At meetings between the College executive and Deans, Department Heads and Directors, we spoke to the extensive “successful retirement” resources developed by our group and kept up-to-date on [the College website](#).

Wendy A. Hall,  
Professor Emeritus of the School of Nursing,  
Emeritus College Council Member at Large



"As a member of the Emeritus College, I have continued my work as a researcher and my community work supporting families with children to promote and develop healthy sleep and groups helping families with sleep. Since 2019, I have been invited by the School of Nursing to teach in a number of courses and have published 13 papers. I continue to run and contribute to research grants. I received an Emeritus College Subsidy, which supports ongoing research for College members. As a member of the Emeritus College Council, I have enjoyed participating in the ongoing work of the College and planning future directions. I am also the Emeritus College representative for the School of Nursing. The 'Disciplines Over Time: Making, Keeping and Breaking the Boundaries of Knowledge' - a cross departmental collaboration between UBC's Green College and Emeritus College enabled exploration of nursing with colleagues Dr. Lydia Wytenbroek and Dr. Elizabeth Straus, about Broadening Horizons. I plan to participate in many of the interest groups supported by the College."





# Enriching Retirement

## by contributing to retirement planning

“Since retirement in 2016, I have often been reminded by the words of Antonio Machado: “Wanderer, there is no road. The road is made by walking”. While some steps on the road have followed my intended path, others have been less predictable. In particular, my PhD research on a corpus of letters from Stalin’s Gulag unexpectedly led to presentations in England, Germany, US and Canada; also, the publishing of two books and a documentary film for broadcast. This same road led to a surprising invitation to join the jury to select a design for Memorial to Victims of Communism in Ottawa. Then while attending an event at Green College, an invitation was extended to contribute to the Department of Central, Eastern and Northern European Studies at UBC. More recently, a research project at the Davis Centre for Russian and Eurasian Studies at Harvard has appeared on the path ahead.

More predictably, my former faculty position in professional communication has evolved to advising graduate/postgraduate students in Applied Science. I have also continued to sponsor refugees from Iraq, Syria, Afghanistan and Ukraine. Long term involvement with IRCC Canada and with a Ukrainian humanitarian organization has opened the pathway to continue to assist with medical aid, shelter, food and clothing, particularly during the ongoing war.

Although other activities enrich my days, it’s become clear that being open to where the road leads has provided unforeseen opportunities both academically and personally. “



Ruth Derksen,  
Professor Emeritus, Philosophy of Language  
Faculty of Applied Science





# Enriching Retirement

by provision of speaker and activity programs

## Collaboration



A collaboration with UBC's Green College began in 2020. This year, each session of a 6-part series brought together scholars from the same discipline but at different stages of their careers, to talk about how the boundaries separating their field of specialization from other fields have shifted over time. Mark Vessey, who has been Principal of Green College since 2008, is retiring and is warmly recognized by the College for his enthusiastic contributions to this partnership.

Please join us for the 2023-2024 series 'Psychological Trauma and Resilience'.



44 Speaker Events



72 Speakers



1398 Attendees

## 59 Special Interest Group Meetings



Photography



Cycling



Travel



Volunteering



Poetry



Wine Appreciation



Co-housing



# Contribution to the Community

## Volunteer Special Interest Group

Participants continued to hear about organizations and opportunities for volunteers, including Scholars at Risk, Academics without Borders, Doctors without Borders/Medicine San Frontieres, Neglected Global Diseases Initiative, YWCA, Megaphone and PEN Canada.

To mark the one-year anniversary of the Group, we heard from members who are engaged in so many amazing volunteer opportunities. It was an inspiring session in which members from a wide variety of backgrounds (medicine, science, engineering, education, social sciences and humanities) spoke about their volunteer activities, how they got involved, and potential opportunities for others in the group who might be interested. It was breathtaking to hear the extensive and varied range of activities, including promotion of English and Science literacy and education programs; facilitating conversations between youth and Indigenous elders; working with seniors; sponsoring and mentoring immigrants and refugees from the Ukraine, Afghanistan and African countries; working with women and homeless in the DTES; helping to establish a new university in Nepal; and participating on a wide range of advisory and governing boards.

Almost all the groups we've heard from are looking for volunteers, given the severe shortage of volunteers in B.C. and throughout Canada. Several members of the Community Volunteer Group have already connected with the above organizations and are now volunteering in interesting and valuable outreach activities. Visit the [College YouTube to watch past meetings](#).



Volunteers working at UBC farm.  
Photo Jamil Rhajjak / UBC





# Contribution to UBC

## Emeritus Climate Cohort (ECC)

The Emeritus College is a unique academic unit at UBC in that members represent almost all academic disciplines and fields. This provides the potential for an integrated and more far-reaching contribution to problems that face society than can be achieved by active faculty working within the silos of their disciplines. This year a link with the [Peter Wall Institute for Advanced Studies](#) and their [Catalyst Climate and Nature Emergency](#) program provided the ideal focus for transdisciplinary scholarly activity involving College members. The ECC was formed with 9 exceptional UBC scholars from 7 faculties who enjoyed successful academic careers, but rarely, if ever, had worked closely together. In addition to group meetings there were [12 outstanding events](#) with invited speakers who spoke from the diverse perspectives of Political Science, Health, Forestry, Engineering, Law, Oceans & Fisheries, Public Policy, Geography, and History. There was a strong commitment to uplifting Indigenous voices. ECC members continue to be heavily involved in global decision-making: **Jo-ann Archibald** represents the resilience of Indigenous people as they adapt to climate change and reclaim Indigenous knowledge systems in the [UNDRIP](#) process. **Hadi Dowlatabadi** advises the Premier on provincial energy and sustainability policy. **Penny Gurstein** advises municipal government officials on housing policy and affordability. (continued next page)



Above left to right: Six members of the [EC Cohort](#), Frank Tester, Jo-ann Archibald, Graeme Wynn, Penny Gurstein, Ralph Matthews, and Olav Slaymaker. Photo by Roy Saunders, member of the [College Photo Group](#).



# Contribution to UBC

## Emeritus Climate Cohort (ECC)

**Ralph Matthews** advises rural communities on the implications of climate change. **Bill Rees**'s Ecological Footprint Analysis has spoken directly to European national budgets and global institutions about the dangers of overshoot. **Olav Slaymaker** advises the United Nations on defining World Heritage Sites, on protected areas policy and, nationally, on various environmental assessments. **Douw Steyn** advises national and provincial agencies on atmospheric science. **Frank Tester** works with First Nations communities in the Canadian Arctic and has achieved success in limiting environmental impacts of mining through direct advice to the Federal government. **Graeme Wynn** advises governments on the perils of industrial growth.

## Indian Residential School History and Dialogue Centre Tour

The Continuing Scholarly Activity and Engagement Committee coordinated an in-person tour of UBC's [Indian Residential School History and Dialogue Centre](#) on May 16. Members were introduced to the exhibition space of the centre by Community Outreach Coordinator, Jess Boon, and learned about the centre's important role, program, and resources regarding the colonial legacy of residential schools from Tricia Logan, Interim Academic Director and Kristin Kozar, Interim Executive Director.



Above: Members of the College use the interactive wall at [the Indian Residential School History and Dialogue Centre](#) to explore the collection housed at the Centre.





# Contribution to UBC



**179**

Emeriti doing research  
(self-reported 2021 survey)



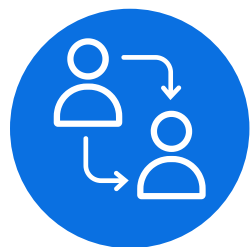
**70**

Emeriti listed as Principal Investigator  
for grants totaling ~ \$4.5M  
(UBC PAIR\*)



**83**

Emeriti continuing to teach  
(self-reported 2021 survey)



**95**

Emeriti doing committee work and  
mentoring colleagues  
(self-reported 2021 survey)



**5**

Emeriti serving as UBC Senators

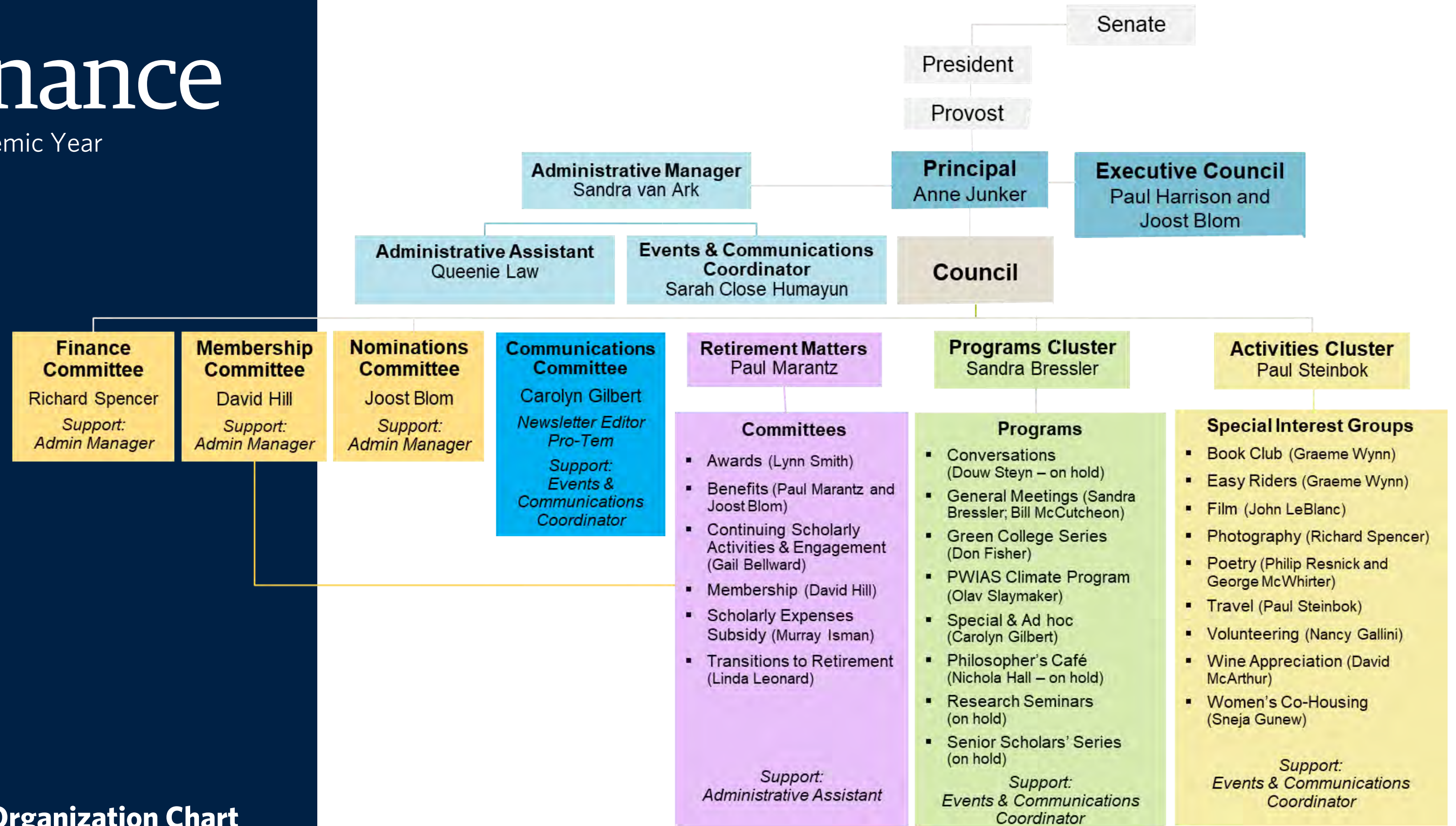
## Post-Retirement Appointments

The College Executive worked with HR to promote Post-Retirement Appointments (PRA) for retirees who continue to be involved in professional activities. The PRA was drafted for tenure-stream faculty, librarians and directors, and the Provost has approved inclusion of clinical faculty. The PRA has been in existence for years, but greatly underutilized, often because of a lack of knowledge about its existence and benefits to both retirees and the university. Individuals who want to remain engaged in teaching, research, educational leadership, collection development, and service including administration can do so through an officially recognized university term appointment which is arranged through their academic unit.

The PRA identifies emeriti as being “active” in Workday and covered by the University’s liability insurance. More comprehensive use of PRAs will help the College and UBC to know more about the considerable contributions continuing to be made by emeriti to their discipline, department, and/or the university as a whole.

# Governance

2022 - 2023 Academic Year



## UBC Emeritus College Organization Chart





# Governance

2022 - 2023 Academic Year



THE UNIVERSITY OF BRITISH COLUMBIA  
Emeritus College

## Executive Council



**Anne Junker**  
Principal  
Pediatrics



**Paul Harrison**  
Vice-Principal  
Botany



**Joost Blom**  
Past Principal  
Law

## Members-at-large



**Gail Bellward**  
Pharmaceutical  
Sciences



**Sandra Bressler**  
Occupational Therapy



**Wendy Hall**  
Nursing



**Niamh Kelly**  
Pathology and  
Laboratory Medicine



**Alan Mackworth**  
Computer Science



**Paul Rogers**  
Pediatrics



**Patricia Shaw**  
Anthropology



**Vijay Verma**  
TRIUMF



**Marvin Westwood**  
Counselling  
Psychology



# Statement of Revenue & Expenditures

Account	Carry Forward	Revenue	Expenses	Surplus/Deficit	Balance
Operating	122,500	257,610	223,167	34,442	156,942
College	51,221	32,678	2,000	30,678	81,899
<b>Total</b>	<b>173,721</b>	<b>290,288</b>	<b>225,167</b>	<b>65,121</b>	<b>238,842</b>
Endowment Capital	230,316	11,000	-	11,000	241,316

Thank you to our donors!

The Emeritus College Endowment account is held by UBC Endowment and we welcome donations.



### Report Prepared by

Pictured left to right:

**Queenie Law**, Administrative Assistant

**Sandra van Ark**, Administrative Manager

**Anne Junker**, Principal

**Sarah Close Humayun**, Events and Communications Coordinator

### UBC Emeritus College

The University of British Columbia  
Room 110, Ponderosa F  
2008 Lower Mall  
Vancouver, BC V6T 1Z2

We acknowledge that UBC’s campuses are situated within the traditional territories of the xʷməθkʷəy̓əm (Musqueam), Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples. UBC’s activities take place on Indigenous lands throughout British Columbia and beyond.







21 February 2024

To: Vancouver Senate

From: Rella Ng, Associate Vice-President Enrolment Services & Registrar

Re: 2024/25 Academic Year

Key dates for the 2024/25 **Winter Session** are as follows:

### Winter Session Term 1

Term 1 begins	Tuesday, September 3, 2024
Mid-term break	November 11-13, 2024*
Last day of Term 1 classes	Friday, December 6, 2024
First day of exams for Term 1	Tuesday, December 10, 2024
Last day of exams for Term 1	Saturday, December 21, 2024
Number of Teaching Days	63

### Winter Session Term 2

Term 2 begins	Monday, January 6, 2025
Mid-term break	February 17-21, 2025**
Last day of Term 2 classes	Tuesday, April 8, 2025
First day of exams for Term 2	Saturday, April 12, 2025
Last day of exams for Term 2	Sunday, April 27, 2025
Number of Teaching Days	62

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

\*\*Inclusive of Family Day (February 17) statutory holiday observed in British Columbia.

Key dates for the 2025 **Summer Session** are as follows:

### Summer Session Term 1

Term 1 begins	Monday, May 12, 2025
Last day of Term 1 classes	Thursday, June 19, 2025
First day of exams for Term 1	Monday, June 23, 2025
Last day of exams for Term 1	Friday, June 27, 2025
Number of Teaching Days	28

**Summer Session Term 2**

Term 2 begins	Wednesday, July 2, 2025
Last day of Term 2 classes	Friday, August 8, 2025
First day of exams for Term 2	Tuesday, August 12, 2025
Last day of exams for Term 2	Saturday, August 16, 2025
Number of Teaching Days	27

Please note that graduate and professional programs may have their own term dates as set out in the Academic Calendar.

Draft term and examination dates for academic years up to and including 2027/28 may be viewed on the Senate website: <https://senate.ubc.ca/vancouver/termdates>.



To: Senate  
From: Rella Ng, Associate Vice-President Enrolment Services & Registrar  
Re: Matters Approved by Email  
Date: 9 February 2024

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This is to inform Senate that as no objections were received the following motions distributed by email on 12 January 2024 by the deadline of 24 January 2024, they are approved pursuant to Senate Rule 24:

- 1) *That the candidates for degrees, as recommended by the faculties of Graduate & Postdoctoral Studies and Science, be granted the degrees for which they were recommended, effective January 2024, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments; and*
- 2) *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor, Associate Professor, Professor of Teaching, and Associate Professor of Teaching be added to the Roll of Convocation effective 31 December 2023*

**BRIEFING NOTE**

**Date:** February 21, 2024

**To:** UBC Senate - Vancouver

**From:** Faculty of Medicine & Faculty of Science

**Re:** **Delegation of Authority between FoM/FoS**

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**Background**

Since the inception of the Faculty of Medicine (FoM) Curriculum Pathways in 2019, the FoM Curriculum Team have been evaluating the pathways in order to identify areas to streamline the process further.

Historically, FoM has delegated authority of course curriculum approvals to the Faculty of Science (FoS) for curriculum proposals for Bachelor of Science (BSc) specializations in Biochemistry (BIOC), Cellular, Anatomical, and Physiological Sciences (CAPS), and Pharmacology (PCTH), which are long-standing collaborations between the FoM and FoS. The UBC Senate Office requires BIOC, CAPS, and PCTH course proposals to be approved by the FoM to align with the University Act Section 40, which states “A faculty has the following powers and duties:” “(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;”.

To allow for continued seamless curriculum changes for undergraduate BIOC, CAPS, PCTH courses, the following delegate authority to the Faculty of Science Curriculum Committee to approve new, changed, and deleted undergraduate BIOC, CAPS, PCTH course is being proposed.

**Delegation Details**

FoM delegates authority to the Faculty of Science Curriculum Committee to approve new, changed, and deleted undergraduate BIOC, CAPS, PCTH courses with the proviso that:

- FoS Curriculum Committee includes at least one faculty member from each of the Department of Biochemistry & Molecular Biology, the Department of Cellular & Physiological Sciences, and the Department of Anesthesiology, Pharmacology & Therapeutics.
- FoS Curriculum Committee includes a FoM Administrator to be present at meetings when undergraduate BIOC, CAPS, PCTH courses are discussed.
- BIOC, CAPS, PCTH curriculum proposals continue to be reviewed by FoM Finance.
- The delegation of authority from FoM to FoS process is to be re-evaluated by the FoM Curriculum Team, and the FoS Curriculum Committee every three years, to verify the effectiveness and to identify opportunities for improvement.

## Formal Motion

*“The Faculty of Medicine delegates authority to the Faculty of Science to **approve new, changed, and deleted** undergraduate BIOC, CAPS, PCTH courses, with the proviso that the Faculty of Science curriculum committee has appropriate representation from the Faculty of Medicine, including at least one faculty member from **each of** the Department of Biochemistry & Molecular Biology, the Department of Cellular & Physiological Sciences, and the Department of Anesthesiology, Pharmacology & Therapeutics, and one Faculty of Medicine Administrator. This process will be evaluated in three years in order to identify any opportunities for improvement.”*

## Summary of Review

Reviewing Committees	Date of Review	Action Taken
Faculty of Science Curriculum Committee	November 20, 2023	Reviewed
Faculty of Science Dean’s Office	August 29, 2023	Approved
Faculty of Medicine Curriculum Team	August 28, 2023	Reviewed
Faculty of Medicine - Dean’s Executive Committee (DEX)	October 25, 2023	Endorsed
Faculty of Medicine - Department Heads and School Directors (DHSD)	November 1, 2023	Endorsed
Faculty of Medicine - Faculty Executive Committee (FEX)	November 14, 2023	Faculty Approval
Faculty of Medicine - Full Faculty (FF)	November 21, 2023	Acknowledgement

## Requested Action

The delegation of authority briefing note to be reviewed, and the motion to be approved by the Senate.