Vancouver Senate

THE NINTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2023/2024 ACADEMIC YEAR

WEDNESDAY, 15 MAY 2024
6:00 P.M.
LSC 1003 AND VIA ZOOM

1. Call to Order and Territorial Acknowledgment – Dr Benoit-Antoine Bacon

2. Senate Membership – Dr Rella Ng
   
   a. New Members:
      Dr Sean W. Graham, Faculty Member for the Faculty of Science, until 31 August 2026 and thereafter until replaced, to replace Dr Mark MacLachlan, resigned. (information)
      Dr Laura Moss, Faculty Member for the Joint Faculties, until 31 August 2026 and thereafter until replaced, to replace Dr Jaclyn Stewart, resigned. (information)

   b. Nominating Committee – Student Members
      As a result of the call for nominations issued last month, Kareem Hassib and Dredyn Fontana are acclaimed as elected to the Senate Nominating Committee until 31 March 2025 and thereafter until replaced. (information)

   c. Nominating Committee – Non-Student Non-Convocation Member
      As a result of the call for nominations issued this term, Dr Clare Haru Crowston is acclaimed as elected to the Senate Nominating Committee until 31 August 2026 and thereafter until replaced. (information)

   d. Vice-Chair of Senate
      A call for nominations is issued for a Vice-Chair of Senate for a term of no more than one (1) year pursuant to Section 37(1)(a) of the University Act. (election)

3. Minutes of the Meeting of 17 April 2024 – Dr Benoit-Antoine Bacon (approval)
   (docket pages 5-22)

4. Business Arising from the Minutes – Dr Benoit-Antoine Bacon (information)
5. **Remarks from the Chair – Dr Benoit-Antoine Bacon** (information)

6. **Candidates for Degrees – Dr Benoit-Antoine Bacon**

   The list as approved by the faculties 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 candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective May 2024, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.* (approval) (2/3 majority required).

7. **Report from the Provost – Dr Gage Averill**

   Progress Report on the Strategic Equity and Anti-Racism (StEAR) Framework – with Associate Vice-President Arig al Shaibah (information) (docket pages 23-96)

8. **Report from the Chancellor Search Committee – Dr Ingrid Price** (information) (docket page 97)

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

   a) Faculty of Graduate & Postdoctoral Studies – Revisions to Grading Practices for Diploma and Certificate Students (approval) (docket pages 99-101)

   b) Faculty of Graduate & Postdoctoral Studies – Revisions to Academic Progress Regulations – Master’s, Graduate Diploma and Graduate Certificate Students (approval) (docket pages 102-107)

   c) Faculty of Graduate & Postdoctoral Studies – Revision to Academic Regulations for Withdrawal, Reinstatement, and Readmission (approval) (docket pages 108-114)

   d) Faculty of Graduate & Postdoctoral Studies – Revisions to Residency Requirements and Duration of Program – Master’s, Graduate Diploma and Graduate Certificate Students (approval) (docket pages 115-118)

   e) Faculty of Graduate & Postdoctoral Studies – Revisions to Academic Progress Regulations to Provide Exceptions – Master’s, Graduate Diploma and Graduate Certificate Students (approval) (docket pages 119-124)
f) Revisions to Policy V-302: Graduate Student Leaves of Absence (approval)  
(docket pages 125-133)

10. Admissions Committee – Dr Joanne Fox
   a) Affiliation Agreement with the University of Helsinki (approval) (docket pages 134-154)
   b) Revision to Admission Requirements for Graduate Diplomas and Graduate Certificates (approval) (docket pages 134, 155-164)
   c) Annual Report (information) (docket pages 166-172)

    New Program Option: Master of Forestry Dual Degree, Green Business Option – with the University of Helsinki (approval) (docket pages 173-186)

12. Agenda Committee – Kamil Kanji
    Delegation of Authority to the Academic Policy and Curriculum Committees for Changes Necessary for the Implementation of Workday Student (approval) (docket page 187)

13. Awards Committee – Dr Lawrence Burr
    a. New Awards and Changes to Existing Awards (approval) (docket pages 188-204)
    b. Annual Report on Matters of Delegated Authority (information) (docket page 205)

14. Curriculum Committee – Dr Santokh Singh
    a. Curriculum Proposals (approval) (docket pages 206-317)
    b. Discontinuation of Degree Averages on Transcripts (approval) (docket pages 318-321)
    c. Annual Report on Matters of Delegated Authority (approval) (docket page 322)

15. Library Committee – Mathew Ho
    Annual Report (information) (docket page 323)

16. Nominating Committee – Dr Paul Harrison
    a. Appointments to the Advisory Committee for the Selection of an Associate Vice-President Research and Innovation (approval) (docket page 324)
    b. Committee Adjustments (approval) (docket pages 324-325)
17. Research & Scholarship Committee – Dr Wendy Norman
   Statement on Research Security (approval) (docket pages 326-327)

18. Student Appeals on Discipline – Mr George Tsiakos
   Annual Report (information) (docket pages 328-330)

19. Tributes Committee – Dr John Gilbert
   Candidates for Emeritus Status – Updates to Emeritus Titles (approval) (docket pages 331-332)

20. Report from the Provost – Dr Gage Averill
    Guidelines for the use of Generative AI in Teaching and Learning (information) (docket pages 333-344)

21. Report from the Registrar – Dr Rella Ng
    2024 Senate By-Elections Results (information) (docket page 345)

22. Other Business

23. Adjournment
   Section 17(b) of the Rules and Procedures of the Vancouver Senate states that meetings will adjourn no later than 8:30 p.m. Regrets: facsec@mail.ubc.ca
VANCOUVER SENATE

MINUTES OF 17 APRIL 2024

DRAFT

Attendance


Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Benoit-Antoine Bacon called the eighth meeting of the Senate for the 2023/2024 academic year to order at 6:01 pm.

Senate Membership

NEW MEMBERS

The Registrar, Dr Rella Ng, welcomed the following new and returning student members to Senate for terms until 31 March 2025 and thereafter until replaced:

• Drédyn Fontana, Faculty of Applied Science
• Tony Xiutong Jiang, Faculty of Forestry (Continuing)
• Joseph Al Rahmani, Faculty of Land & Food Systems (Continuing)
• Jasper Lorien, Faculty of Arts
• Jacky Xue, Faculty of Commerce & Business Administration
• Kai Rogers, Peter A. Allard School of Law (Continuing)
• William Zhu, Faculty of Medicine
• David Qi, Faculty of Pharmaceutical Sciences (Continuing)
• Salva Sherif, Faculty of Science
• Enav Zusman, Graduate & Postdoctoral Studies
• Siddharth Rout, Graduate & Postdoctoral Studies (Continuing)
• Kareem Hassib, At-large (Continuing)
• Kamil Kanji, At-large (Continuing)
• Kyle Rogers, At-large
• Taushifa Shaik, At-large
• Solomon Yi-Kieran, At-large

RESIGNATION

The Registrar informed Senate of the resignation of Dr Jaclyn Stewart, Faculty Member for Science.

NOMINATING COMMITTEE:

A first Call for Nominations for two student members of Senate for the Senate nominating Committee to serve until 31 March 2025 and thereafter until replaced was made.

A third Call for Nominations for a non-student non-convocation Member of Senate for the Senate Nominating Committee to serve until 31 August 2026 and thereafter until replaced was made.

Minutes of Previous Meeting

Susan Forwell
Elisa Baniassad

That the minutes of the meeting of 20 March 2024 be approved as corrected.

Corrections: Senator Ford was present.

Remarks from the Chair

The President opened his remarks noting that it was approaching the end of term and expressing his thanks to everyone.

Dr Bacon noted the recent federal budget presented by Minister Freeland. He observed the poetic title of the budget, "fairness for every generation," highlighting its resonance with themes of intergenerational equity—a topic of interest shared during a conversation with UBC Professor Paul Kershaw, known for his work on intergenerational fairness. The President emphasized the importance of the budget's inclusion of approximately 3.5 billion dollars in new funding for Canada's research ecosystem over the next five years. This funding, encompassing various facets of research and including support for students, emerges as a welcomed relief following two challenging cycles in 2022 and 2023. The President referenced the $1.8 over 5 years earmarked for SSHRC, CIRC and CIHR as well as structural changes proposed for the Tri-Councils, signaling a potential shift towards greater multidisciplinary collaboration.
and mission-driven research within the academic landscape. Dr Bacon also commented on the significance of investments in institutionally-based science infrastructure, particularly noting the allocation of 400 million dollars for the particle accelerator at UBC. Finally with respect to the budget, the President highlighted the proposed commitments to scholarships, fellowships, and talent support, including substantial increases in master scholarship values and additional funding for indigenous participation in research. Overall, the President expressed his gratitude for the positive aspects for higher education in the proposed budget.

In closing, the President extended his best wishes to students taking their examinations currently, and reminded everyone of the upcoming graduation ceremonies next month.

Senator Singh asked about support for undergraduate students and if any additional grant funding would be available.

The Provost, Dr Gage Averill, replied that they would look into the matter and advise at the next meeting.

2024-2025 Budget Presentation

Dr Averill presented, noting that the budget was unanimously approved by the Board of Governors at a meeting the previous month. He set out the collaborative process involved in creating the budget. They highlight the roles of various stakeholders, including the Chief Budget Officer, Deputy Vice Chancellor, Vice President for Operations and Finance, faculty members, students, and the community. The results of that work were presented on behalf of the President to the Board. Dr Averill emphasized the extensive consultation and collaboration that occurs throughout the budgeting process, including the involvement of students, faculty, and the community, highlighting the importance of input from various perspectives.

The Provost noted the primary objectives of the budget, which include supporting students, researchers, and the university's mission. He emphasized the goal of creating a sustainable institution that continually improves its impact on the world. Dr Averill then went over the timeline of the budget process.

With respect to budget assumptions and revenue, Dr Averill referenced factors influencing revenue, such as tuition rates, government grants, and other sources like student housing and bookstore sales. He highlighted challenges related to international student tuition and government policies affecting student intake. He also noted strategies for diversifying revenue streams are discussed, including initiatives like lifelong learning programs, micro-credentials, and commercialization efforts, so long as those revenue-generating activities align with the university's core mission.

With respect to expense management strategies, Dr Averill noted including cost-saving measures, administrative budget cuts, and efforts to align resources efficiently. He reiterated the importance of prioritizing core mission objectives while managing expenses.
Dr Averill then went over the approved budget allocation, including research funding, and capital expenditures.

In closing, the Provost commented on UBC’s financial health, acknowledging both the strengths and challenges facing the university's budget. While he highlighted a balanced operating budget and healthy reserves, he also acknowledged the financial pressures experienced by certain faculties and administrative units.

Senator Hassib said he wished that the presentation happened before the budget was approved so feedback could have effect. He highlighted food only being referenced with regards to revenue but food security was a large issue for students.

The Provost advised that the $800 000 for food security was expected to be a recurring expense. He agreed that there was a collapsed time scale for the budget and that a place needed to be found for earlier conversations.

Senator Britton asked of the emphasis on rankings given the growing scrutiny of their importance and manipulation.

Dr Averill said they were examining the situation with rankings; the paradox for UBC is that they are increasingly importance for recruitment of both faculty and students. Because of this we need to stay engaged with them but should not take them too seriously.

Senator Singh asked with the changes in international visas, shouldn’t there be a revenue shortfall?

Dr Averill said we were budgeting for a 17% drop between our targets and expected enrolment for international students. These targets were slightly higher, but this was only new international students, not continuing.

Senator von Bergmann said that in her faculty discussions were on the increase in travel expenses, noting the low amount provided to graduate students. There was a need to find affordable suppliers and support for students.

Dr Averill replied that travel was a complicated aspect of our budget. It is a major aspect of our carbon footprint but important for collaboration and collegiality. He noted other ways to contribute collegially other than travel for conferences. The administration was trying to reduce travel. Faculty budgets varied widely. He noted that Arts had been challenged this yea in particular.

Senator Pelech commented on international students, noting the 5.36 differential in tuition between domestic and international students. He also noted the challenges for recruitment given
costs of living in Vancouver. Finally, he asked if UBC had more Graduate students than supported by the Province.

The Provost said UBC purposefully decided to enrol more graduate students than were supported by our government grant.

Senator Pelech said that he appreciated the purpose of this document was for government, donors, and recruitment but he noted that the photos of people used were not representative of the demographics of British Columbia. He also

The Provost said that these were just photographs used and were irrelevant to the budget.

In response to a question, the Provost noted that UBC held international students to comparable admission standards to domestic.

Senator Shaikh on the increase in number of international students. Increase in financial disparity as domestic students had access to more need-based aid.

Dr Averill said that Canadian governments have tended to pull back from direct financial support for universities and have limited our tuition revenues. As a result, domestic tuition is heavily subsidized. As a result, international student tuition is a major component of how the province expects us to finance the University. UBC was try trying to keep our tuition similar to our peer institutions.

Academic Policy Committee

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

COURSE STANDINGS

Kin Lo  
HsingChi von Bergmann

That Senate approves removing the course standings Course in Progress (CIP) and Not Submitted (NS) from Workday Student, effective immediately; and.

That Senate approves the new course standing Grade Not Submitted (GNS), denoting a course for which the deadline for grade submission has passed and a grade was not submitted by the instructor, in Workday Student effective for the 2024 Winter Session and thereafter

Senator Lo set out the nature of the change, noting that the IRP was using the term “course in progress” atypically. A further review of the matter showed that two standings could be
combined. He noted that in most cases, a missing grade was due to an extraordinary event for an instructor rather than delay by a student.

In response to a question from Senator Singh, the Clerk to the Senate, Mr Christopher Eaton, advised that the Association of Registrars of Universities and Colleges of Canada had a national transcript guide that set out terms for consistency in transcripts, this included the generally understood meaning of “course in progress”. He noted that originally two standings were needed to maintain the past practice of converting missing grades to “F” standings after a period of time as a way of motivating students to address missing grades with their instructors; however, the Academic Policy Committee no longer felt this was an appropriate way of motivating students to correct what were normally issues with instructors.

Admissions Committee

The Vice-Chair of the Senate Admissions Committee, Mr Kevin Doering, presented.

BACHELOR OF APPLIED SCIENCE – GUARANTEED PROGRAM PLACEMENT OFFICE

Kevin Doering
Kareem Hassib

That Senate approve the revised Guaranteed Program Placement Policy for the Bachelor of Applied Science degree, effective for the 2024 Winter Session and thereafter.

Approved

BC SECONDARY SCHOOL GRADE 11 GRADES

Kevin Doering
Jasper Lorien

That Senate approve the BC High School grade 11 admission requirements for undergraduate applicants, effective for the 2026 Winter Session and thereafter.

Approved

NR Doering noted that the change is for 2026 to give applicants time to adjust their focus.

A senator asked that without grade 11 grades would we have sufficient data.
Senate recognized Mr Sam Saini, Director of Undergraduate Admissions, who said that we would still look at grade 11 and 12 grades as those grade 11 courses would still be a graduation requirement or a pre-req in most cases.

**CONDITIONAL ADMISSION PROGRAM**

Kevin Doering
Susan Forwell

*That Senate approve revisions to the Conditional Admission Program for admission to the 2024W Session only.*

Senator Hassib said from the committee this was to target specifically the faculty of arts, but the proposal said that it just excludes Science and Applied Science. He asked if this proposal applied to other faculties? Secondly, considering this change is just for 1 year he asked if the motivation was because of a decline in applicants?

Mr Saini said that it was primarily of use to Arts, but other programs such as Kinesiology or Land and Food Systems may be able to admit a few more students. Secondly, he said yes, this was to provide a small increase in potential enrolment.

Senator Lavallee asked how these students faired when admitted. She asked if expanding the pool would still admit students who could fare well.

Mr Saini said that we were trying to keep our admission standards as consistent as possible between domestic and international students. The 50% rule was program by program. We have looked at the performance under the current rules. We would need to pay attention to the absolutely rates but this shouldn’t compromise our standards.

Senator Menzies said that these students were not as competent with English communication, especially in person work. He suggested that we need to fund remedial English instruction if we support such programs.

**Awards Committee**

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

**NEW AND REVISED AWARDS**
Appendix A: Awards Report

Lawrence Burr
Ben Britton

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.

Approved

Curriculum Committee

MARCH CURRICULUM REPORT

See Appendix B: Curriculum Report

Catherine Rawn
Gage Averill

That the Senate approve the new courses and revised program brought forward by the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Arts, Pharmaceutical Sciences), and Pharmaceutical Sciences

Senator Rawn set out the proposals in brief.

Approved

Research and Scholarship Committee

The Vice-Chair of the Senate Research and Scholarship Committee, Dr Guy Faulkner, presented.

DISESTABLISHMENT OF THE PETER WALL INSTITUTE FOR ADVANCED STUDIES

Guy Faulkner
Rob Kozak

That pursuant to Policy V-5 Research Centres & Research Institutes, Senate approve the disestablishment of the Peter Wall Institute for Advance Studies.

Senator Menzies asked what the status was of the transdisciplinary institute proposal.
The Provost said that the Advisory Committee has recommended it. The proposal was still in the design phase and new funding would need to be found.

Senator Menzies commented on the good work of the Institute and its scholars over many years.

Senator Harrison asked if the Research and Scholarship Committee would have an ongoing part in those discussions around the transdisciplinary institute.

Senator Faulkner said that the Committee should as it’s a key term of reference for the Committee.

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Tributes committee

ACADEMIC REGALIA FOR PHARMACY

John Gilbert
Enav Zusman

That Senate approve the following changes to academic regalia for the Faculty of Pharmaceutical Sciences effective immediately:

- **Bachelor of Pharmaceutical Sciences**
  - Hood – Dark (hunter) green
  - Hat – None
  - Gown – Black

- **Graduate Diploma in Pharmacy Leadership**
  - Hood – none
  - Hat – none
  - Gown – Black

Report from the Registrar

2024 VANCOUVER STUDENT SENATE AND BOARD OF GOVERNORS ELECTIONS

As required by Sections 15 and 16 of the University Act, the Registrar presented the following elections results to Senate
Student Representative of a Faculty to the Senate

Pursuant to Section 15 of the University Act, the following students are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning 1 April 2024 and ending 31 March 2025 and thereafter until successors are elected:

- Drédyn Fontana, Faculty of Applied Science
- Tony Xiutong Jiang, Faculty of Forestry (Continuing)
- Joseph Al Rahmani, Faculty of Land and Food Systems (Continuing)

Additionally, pursuant to Section 16 of the University Act, the following students are elected as representatives of a Faculty on the Vancouver Senate for terms beginning 1 April 2024 and ending 31 March 2025 and thereafter until successors are elected:

- Jasper Lorien, Faculty of Arts
- Jacky Xue, Faculty of Commerce and Business Administration
- Kai Rogers, Peter A. Allard School of Law (Continuing)
- William Zhu, Faculty of Medicine
- David Qi, Faculty of Pharmaceutical Sciences (Continuing)
- Salva Sherif, Faculty of Science

A third call for nominations is required for the Faculty of Dentistry position.

N.B. the Education student senator's term runs from 1 October 2023 to 30 September 2024.

Graduate Student Representative to the Senate

Pursuant to Section 15 of the University Act, the following student is acclaimed as elected as graduate student representative on the Vancouver Senate for a term beginning 1 April 2024 and ending 31 March 2025 and thereafter until a successor is elected:

- Siddharth Rout (Continuing)

Additionally, pursuant to Section 16 of the University Act, the following student is elected as graduate student representative on the Vancouver Senate for a term beginning 1 April 2024 and ending 31 March 2025 and thereafter until a successor is elected:

- Enav Zusman

Student Representative At-Large to the Senate

Pursuant to Section 16 of the University Act, the following students are elected as representatives at-large on the Vancouver Senate for terms beginning 1 April 2024 and ending 31 March 2025 and thereafter until successors are elected:

- Kareem Hassib (Continuing)
- Kamil Kanji (Continuing)
- Kyle Rogers
- Taushifa Shaikh
- Solomon Yi-Kieran

Student Representative to the Board of Governors
Pursuant to Section 16 of the *University Act*, the following students are elected as representatives of students on the Board of Governors for terms beginning 1 April 2024 and ending 31 March 2025 and thereafter until successors are elected:

- Eshana Bhangu (Continuing)
- Kamil Kanji

The Provost thanked students for being willing to serve.

**Other Business**

*By general consent, a motion to consider a candidate for a degree was added for immediate consideration.*

**Candidate for a Degree**

Jasper Lorien
Enav Zusman

*That the candidates for the degree of Bachelor of Applied Science, recommended by the Faculty of Applied Science, be granted the degree effective April 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.*

The Chair explained that this was being brought forward as the graduand needed their degree for a job offer and visa in the United States.

**Adjournment**

Seeing no other business, the meeting was adjourned at 7:40 pm.
Appendix A: Awards Report

NEW AWARDS – ENDOWED

Dr. Margaret Carlson Fellowship in Music
Fellowships totalling $10,500 have been made available through an endowment established by Dr. Margaret A. Carlson (B.Sc. 1958, M.D. 1964) for outstanding graduate students in the UBC School of Music. Financial need may be considered. Music has always played a vital role in Dr. Carlson’s life especially during the years when she practiced family medicine in Merritt, BC. Dr. Carlson created this award to assist students in pursuing their musical passions. The awards are made on the recommendation of the UBC School of Music, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

NEW AWARDS – ANNUAL

Babcock Canada Award in Mechanical Engineering for Indigenous Students
A $5,000 award has been made available annually through a gift from Babcock Canada for an outstanding First Nations, Inuit or Métis student of Canada in second, third, or fourth year of the Bachelor of Applied Science program, studying Mechanical Engineering who demonstrate an interest in the aviation or marine industry. Preference will be given to students who demonstrate community involvement and/or leadership. Babcock Canada specializes in marine, aviation, nuclear and land systems. The company is actively involved in designing, constructing, managing, operating and maintaining critical assets. With a focus on the marine and aviation industry, Babcock Canada provides essential services including specialized training and purpose-driven infrastructure solutions. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2024/2025 winter session).

Thunderbird Award for IBPOC Students
Awards totalling $10,000, which may range from a minimum value of $500 to the maximum allowable under athletic association regulations, have been made available annually through a gift from Gary Pooni of the Pooni Group and Mina Pooni of the Pooni Group Foundation, for student athletes, in any varsity team, who are First Nations, Inuit or Métis of Canada and/or who identify as Black and/or as a Person of Colour. Preference will be given to student athletes who identify as South Asian. Gary Pooni was born in New Westminster, BC. He is a real estate development consultant and the President of the Pooni Group, a Vancouver-based urban planning and communication company. Gary was recognized on Business in Vancouver’s Top 40 Under 40 list in 2009 and was ranked #17 on Vancouver Magazine’s list of the Power
50 in 2024. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2024/2025 winter session).

NEW AWARDS – INTERNAL

UBC Ph.D. CoLab Award
Awards have been made available annually through the Faculty of Graduate and Postdoctoral Studies to support outstanding Ph.D. students who are working in collaborative, inter/transdisciplinary teams to advance learning and innovative scholarship across disciplinary bounds. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

1998 - Wendy Sutton Graduate Scholarship in Early Childhood Literacy

Literacy Rationale for Proposed Changes
After further consultation with the Early Childhood Education unit and the Department of Language and Literacy Education, we have determined that the best unit to administer the award would be the Department of Language and Literacy Education. Furthermore, students studying early childhood literacy may be enrolled in multiple programs and are not limited to the Early Childhood Education Program.

Current Title: Wendy Sutton Graduate Scholarship in Early Childhood Literacy

Current Award Description
A $1,500 scholarship has been endowed by Dr. Wendy K. Sutton, a specialist in children's literature and a dedicated educator, for an Education graduate student in the Early Childhood Education Graduate Program whose scholarly work advances the understanding and practice of early childhood literacy, with priority given to a graduate student focusing on the preschool years. The award is made on the recommendation of the Early Childhood Education unit in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Title: Wendy K. Sutton Graduate Scholarship in Early Childhood Literacy

Proposed Award Description
A $1,500 scholarship has been endowed by Dr. Wendy K. Sutton, a specialist in children's literature and a dedicated educator, for an Education graduate student in the Early
Childhood Education Graduate Program, whose scholarly work advances the understanding and practice of early childhood literacy, with priority given to a graduate student focusing on the preschool years. The award is made on the recommendation of the Department of Language and Literacy Education, Early Childhood Education unit in consultation with the Faculty of Graduate and Postdoctoral Studies.

7220 - Dr. Kenneth Wilson Family Memorial Award in Immunotherapy

Rationale for Proposed Changes
As instructed by colleagues in the Faculty of Science, the criteria for this award are too restrictive and it could not be assigned annually. The criteria has been changed to preference language to ensure a pool of eligible students.

Current Award Description
Awards totalling $4,000 have been made available through an endowment established by Dr. Kenneth S. Wilson for outstanding students taking their Faculty of Science Co-op placement at the Deeley Research Centre in Victoria, BC with an interest in immunotherapy research. Dr. Wilson emigrated to Saskatoon in 1977 where he began his career in medical oncology. He joined BC Cancer Agency in Victoria in 1980 and was appointed Clinical Professor of Medicine at UBC in 2006. He witnessed major advances in immunotherapy from early non-specific stimulants to specific checkpoint inhibitors which have transformed the prognosis in many solid cancers. The award is made on the recommendation of the Faculty of Science.

Proposed Award Description
Awards totalling $4,000 have been made available through an endowment established by Dr. Kenneth S. Wilson for outstanding students taking their Faculty of Science Co-op placement at the Deeley Research Centre in Victoria, BC with an interest in immunotherapy research. Preference will be given to students who demonstrate an interest in immunotherapy research. Dr. Wilson emigrated to Saskatoon in 1977 where he began his career in medical oncology. He joined BC Cancer Agency in Victoria in 1980 and was appointed Clinical Professor of Medicine at UBC in 2006. He witnessed major advances in immunotherapy from early non-specific stimulants to specific checkpoint inhibitors which have transformed the prognosis in many solid cancers. The award is made on the recommendation of the Faculty of Science.

5935 - Kim-Bautista Award in Law

Rationale
The donors have requested a change in the preference criteria, seeking a revision from 'Asian heritage' to 'East and Southeast Asian heritage,' which mirror the donors’ personal backgrounds and cultural identities.

**Current Award Description**
Awards totalling $1,750 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school or have overcome barriers in order to attend UBC. Recipients will have demonstrated academic excellence and/or community service. Preference will be given to students of Asian heritage.

Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law.

**Proposed Award Description**
Awards totalling $1,750 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school or have overcome barriers in order to attend UBC. Recipients will have demonstrated academic excellence and/or community service. Preference will be given to students of Asian heritage.

Preference will be given to students of East and/or Southeast Asian heritage. Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law.

**Annual Awards**
1056 - BentallGreenOak Award in Real Estate

Rationale for Proposed Changes
Company has changed their name and would like to update the award title. They would also like to make additions to the biographic language in the description.

Current Award Title: BentallGreenOak Award in Real Estate

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

Proposed Award Title: BGO BentallGreenOak Award in Real Estate

Proposed Award Description
A $2,500 award has been made available annually through a gift from BGO BentallGreenOak for a Bachelor of Commerce student in the Real Estate option with outstanding academic achievement. Eligible students must demonstrate an intent to pursue a career in real estate. Preference will be given to First Nations, Inuit, and or Metis students of Canada. BGO BentallGreenOak is a real estate investment manager, developer, lender, and service provider with a globally recognized and awarded focus on environmental sustainability and social impact. This academic award is made on the recommendation of the UBC Sauder School of Business.

Internal Awards

1547 - Real Estate Council of British Columbia

Scholarship Rationale for Proposed Changes
The division funding this award have requested that we update the biographic information in the award description.

Current Award Description
A $9,700 scholarship has been endowed for an undergraduate student entering the Bachelor of Commerce Program at the Sauder School of Business. The award honours the Real Estate Council of B.C.’s 50th Anniversary and recognizes the long-standing partnership in education between the Council and the Sauder School. Candidates must be able to demonstrate an interest in or connection to the real estate industry. The award is made on the recommendation of the School.

**Proposed Award Description**

A $9,700 scholarship has been endowed for an undergraduate student entering the Bachelor of Commerce Program at the Sauder School of Business. The award, funded by the UBC Sauder Real Estate Division, was originally established to honour the 50th anniversary of the Real Estate Council of British Columbia (now BC Financial Services Authority) B.C.’s 50th Anniversary and recognizes the long-standing partnership in education between the Council/BCFSA and the Sauder School. Candidates must be able to demonstrate an interest in or connection to the real estate industry. The award is made on the recommendation of the UBC Sauder School of Business.
Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New course
PLAN 448 (3) Special Topics in Urban Studies

FACULTY OF ARTS

New courses
ARTH 386 (3) Art and Ecologies;
HIST 203 (3) The Global War on Terror

FACULTY OF EDUCATION

New courses
KIN 413 (3) Sensori-Motor Control of Human Balance;
KIN 434 (3) Exercise, Nutrition, and Metabolism

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts
Revised program
Master of Public Policy and Global Affairs

Pharmaceutical Sciences
New course
PHAR 520 (3) Applied Omics Science for Drug Discovery and Development

FACULTY OF PHARMACEUTICAL SCIENCES

New course
PHRM 324 (3) Primary Care Pharmacy Practice
STRATEGIC EQUITY AND ANTI-RACISM (StEAR) PROGRESS REPORT – 2024

May 2024

Prepared by the Equity & Inclusion Office
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MESSAGE FROM THE AVPEI

I am thrilled to be releasing UBC’s 2024 Progress Report on the Strategic Equity & Anti-Racism (StEAR) Framework and Roadmap for Change. This Report is a culmination of the careful and thorough efforts of the Equity & Inclusion Office team to identify and apply robust frameworks and methods for collecting, reviewing, mapping, and analyzing vast amounts of information needed to help operationalize and monitor progress on the university’s equity and anti-racism priorities. The Report is also a result of deep collaborations with numerous campus community members and partners that have enabled the coordinated approach required to advance priorities within UBC’s large and decentralized context.

As we reflect on progress today, we must also always recognize the work that has preceded us, and especially acknowledge the steadfast and propelling efforts of historically persistently and systemically marginalized (HPSM) students, faculty, staff to advance inclusion, equity, anti-racism, and accessibility at UBC over the years. While this Report will help us gauge where we are with the aim of setting goals for where we want to be, our understandings and aspirations must be informed by lessons from the past as well as considerations of contemporary social and political forces and their implications on our current efforts and future aspirations.

Two decades ago, in 2005, UBC signaled one of its most tangible commitments to EDI leadership within the sector by becoming the second university in Canada to establish a senior administrative role with explicit responsibilities for addressing equity – the first such senior role dedicated solely to advancing institutional equity priorities. Since that time, there has been a great deal of thought leadership and change agency mobilized by equity champions among UBC faculty, staff and students to identify and address historical, persistent and systemic inequities within UBC and across the higher education sector. In 2009, UBC was one of the first universities in Canada to establish a stand-alone strategy for advancing equity and diversity: Valuing Difference: A Strategy for Advancing Equity & Diversity. In 2013, a campus consultation led to the Implementing Inclusion Report and two responses to the Report recommendations: Phase I and Phase II. In 2018, the university launched its 2018 – 2028 strategic plan Shaping the Next Century, reinforcing inclusion as a key pillar. Within the last five years, UBC has been particularly productive in this space, releasing several equity related plans and reports: the 2019 Inclusion Action Plan; the 2019 Employment Equity Plan following a comprehensive Employment Systems Review; the 2022 Anti-Racism and Inclusive Excellence Task Force Report; the 2022 Trans, Two-Spirit and Gender Diversity Task Force Report; and the 2023 EDI Dimensions Action Plan to address equity in the research ecosystem, in addition to the Canada Research Chair EDI Action Plan.

When I joined UBC in July of 2022, I consistently heard from campus unit leaders and partners that effectively operationalizing the numerous plans and report recommendations felt like a daunting task for which they were seeking more guidance and capacity building. That overwhelming sentiment prompted my introduction of a Strategic Equity & Anti-Racism Framework – not as another plan, but as a tool to mobilize the implementation of priorities identified in the plethora of existing plans and reports – setting the stage for more effective iterative planning, implementation, evaluation, and communication of UBC’s EDI goals and priorities.
Today, UBC’s efforts to advance equity and anti-racism continue to be facilitated by the momentum built by societal and sector forces that took root a few years ago but which remain influential. External governmental and sector initiatives have helped to drive change efforts at UBC in the last five years. Universities Canada’s 2017 Inclusive Excellence Principles and EDI Action Plan had been leveraged to support the prolific EDI planning efforts that began in 2018 and continue today. The 2019 addendum to the 2016 Canadian Human Rights Settlement Agreement directing the Canada Research Chairs Program EDI requirements and practices has had transformative results on the representation of UBC CRCs. In 2020, the renewed groundswell of social movements highlighting the persistence and pervasiveness of structural racism and systemic inequities, mobilized sector-wide anti-racism actions including the 2021 endorsement of the Scarborough Charter on anti-Black racism and Black Inclusion, which continues to underpin UBC’s thrust to advance Black excellence. Our efforts have also been facilitated by the lessons learned from the necessity, and subsequent capability, to find more accessible and inclusive solutions in response to the 2021 global pandemic which exacerbated and amplified long-embedded systemic inequities. And, new provincial legislation, such as the 2022 BC Antiracism Data Act (ARDA) and the 2022 Accessible BC Act (ABC), has provided policy levers to accelerate efforts to advance anti-racism and accessibility commitments.

That said, recent geo-political conflicts, a resurgence of societal xenophobia, and a recurrence of backlash against campus EDI efforts are influencing the current climate for social change efforts. While such resistance is not new in the ebb and flow of work towards equity and social change, at this moment in time they point to the need to pay particular attention to the following imperatives: renewing understanding of antisemitism, Islamophobia, and anti-Arab racism; reinforcing commitments to inclusion of transgender people given social movements to curtail their rights; and reestablishing the benefits of EDI to the purpose of higher education and to all peoples across diverse faiths, ethnoracial backgrounds, and genders. Additionally, the rise in housing and food insecurity will most certainly exacerbate socio-economic inequities and access to education and employment for many prospective and current UBC students, faculty and staff. This environment calls for innovation and imagination to continue to advance accessibility, equity, inclusion, belonging and safety for all within our campus community and to realize a more contemporarily relevant role of the university and higher education sector in promoting social and global justice.

Thus, this Report should be viewed as a milestone in an ongoing iterative journey towards advancing a constellation of interrelated university-wide intersectional equity and anti-racism priorities and systems change goals that have implications in and beyond UBC. I hope it will serve as a beacon to inspire continued efforts towards fostering a culture of accountability for UBC’s mission-critical and purpose-aligned human rights, social justice, and inclusive excellence imperatives.

Dr. Arig al Shaibah, PhD, MPA  
Associate Vice-President, Equity & Inclusion
EXECUTIVE SUMMARY

UBC’s Strategic Equity & Anti-Racism (StEAR) Framework is a planning tool to guide the implementation and evaluation of equity and anti-racism priorities over a three-year time horizon.

This StEAR Progress Report provides an update on institutional and unit-level efforts for both UBC Vancouver and Okanagan campuses as of fiscal year end for 2023/2024 (March 31, 2024). The Report uses a multi-pronged approach to progress tracking, leveraging four sources of insights: (1) institutional indicators/outcome measures drawn from administrative and survey data; (2) self-reported information on the status of institutional strategic actions/central interventions; (3) an inventory of academic and administrative units' activities/decentralized interventions; and (4) strategic learning from continuous assessment and reflection on strategies, evaluation and contexts.

Institutional indicators of change (outcome measures)
The first set of institutional indicators tracked provides some promising indicators of institutional progress and highlight opportunities for continued improvement, particularly in addressing inequities that may become evident among particular groups and in particular spaces when disaggregated and intersectional data is analyzed.

- Senior administrative participation in the 2023 half-day equity and anti-racism professional development session was very high (UBCV: 90%; UBCO: 78%).
- Engagement of faculty and staff with the Employment Equity Survey is at an all-time high – the Survey returned the highest ever cumulative response rate (84.3%).
- The representation of federally designated groups and equity gaps across employee categories is detailed in the 2023 Employment Equity Report. Generally, at UBCV, the representation of women, racialized people and disabled people is in alignment with or higher, and the representation of Indigenous Peoples is lower, than the national comparator cohort. At UBCO, the representation of all four federally designated groups is higher or in alignment with the national workforce. This is an area where disaggregated ethnoracial and intersectional data may surface equity gaps for particular groups otherwise masked when presented in aggregate. Planning is underway to enhance future reporting to reflect this analysis.
- Women, Indigenous and racialized employees and students report more positive sense of personal dignity and wellbeing than the average on both campuses, while disabled, transgender, non-binary, and 2SLGBTQIA+ employees indicate less positive experiences. Future analysis of disaggregated and intersectional experiential data could also potentially identify any differential experiences masked when presented in aggregate.

Status of institutional strategic actions (central interventions)
Institutional level interventions span 135 strategic actions in the StEAR Roadmap for Change, most of which pertain to shared systems and processes for both UBCV and UBCO, and some of which are campus specific. Updates from implementation leads informed the status of strategic actions. Across all four domains of change, the majority of strategic actions - both institution wide and campus specific - are in progress or completed/ongoing. Highlights of institutional level efforts include those focused on contributions to the Black Excellence Ecosystem, advancements to inclusive research, guidance and promotion of equitable hiring practices, securing spaces for HPSM networking and community-building, and enhancing campus EDI capacity building.
Inventory of unit-level activities (decentralized interventions)

A wide range of decentralized interventions to advance equity and anti-racism are being implemented in faculties, vice presidential portfolios, units, and departments. An inventory of 111 decentralized units returned 94 responses. The responses reveal a high level of engagement in activities across the StEAR Roadmap objectives, and particularly on activities related to equitable and inclusive curriculum, pedagogy, and hiring practices. In contrast, units were least likely to report efforts underway related to unit conflict engagement capacity building and employee development and retention. The most common challenges in advancing equity and anti-racism efforts, cited by both academic and administrative units, were reported as lack of time (staff/workload capacity) and funding (financial resources). Given the robust response to the inventory, additional analysis of quantitative and qualitative data is being undertaken, and a subsequent report and database of initiatives will be forthcoming.

Strategic learning and implications (continuous assessment)

Several key insights have been gained from reflection on the planning and evaluation process and context. Key among these insights is the opportunity to enhance the articulation of StEAR Roadmap objectives and strategic actions to discern between those which will have a definite deliverable that can be reported as concluded and those which are ongoing in nature where the reporting of change in experiences and behaviours is as, if not more, important than reporting that ongoing work is taking place. The first iteration of the 2023 – 2036 Roadmap made language choices to remain as true to the source plans as possible while enabling the operationalization of priorities. We are learning that the Roadmap should be a dynamic document during its lifespan so that objectives and strategic actions can evolve to enhance the implementation and evaluation of priorities.

Another key insight is the flexibility required to build in approaches that strengthen relationships with and sufficiently engage the diversity of community members, implementers and equity champions, and senior administrators while also ensuring that any new consultation, communication and collaboration mechanisms do not become duplicative or overly burdensome. This flexibility was reflected in the EIO’s cautious approach to initiating new committees and communication mechanisms when developing the governance model.

The final salient insight relates to the need to carefully examine the costs and benefits of further investments in each of the data sources and methods. We will need to ask whether and what new resources and tools are needed to collect useful institutional metrics, whether and how status reporting on strategic actions can be a useful proxy for engagement, and whether and with what frequency the decentralized inventory returns useful information. A staged approach to the evaluation process will enable testing of the efficacy of evaluation methods and permit pivoting to abandon, enhance, or introduce new methods year over year as we understand what works and resonates.
1.0 BACKGROUND AND INTRODUCTION

1.1. Purpose of the Strategic Equity & Anti-Racism (StEAR) Framework

First introduced in the fall of 2022 by the Associate Vice-President, Equity and Inclusion (AVPEI), the Strategic Equity & Anti-Racism (StEAR) Framework is a community-engaged, data-informed, action-oriented and accountability-driven planning tool developed to guide the implementation and evaluation of equity and anti-racism priorities over a three-year time horizon.

The framework supports the inclusion theme in *Shaping UBC’s Next Century: UBC’s Strategic Plan* and consolidates strategic objectives, actions and recommendations articulated in the following institutional plans and reports:

- Inclusion Action Plan (2019)
- Employment Equity Plan (2019)
- Canada Research Chair Equity, Diversity and Inclusion (EDI) Action Plan (2020)
- Dimensions Action Plan for EDI in Research (2023)
- Anti-Racism and Inclusive Excellence (ARIE) Taskforce Final Report (2022)
- Trans, Two-Spirit and Gender Diversity Task Force Report (2023)

Box: Relationship to Indigenous Strategic Plan

The Indigenous Strategic Plan (ISP) Guiding Network is responsible for facilitating the implementation of the ISP, which “provides thoughtful guidance for action and a framework for reconciliation”. The StEAR framework is meant to complement, not compete with, the ISP, which is the university’s organizing framework to advance priorities related to Indigenous rights, decolonization, and reconciliation. In collaboration with Indigenous leaders, mutually beneficial mechanisms for communication, consultation, collaboration, and coalition-building across the StEAR and ISP frameworks will ensure that equity and anti-racism priorities relevant to Indigenous students, faculty, and staff are appropriately addressed and/or referred to in the StEAR framework.

Box: Forthcoming Accessibility Plan

In May 2023, UBC took an active step towards fostering an inclusive and accessible environment for all by establishing the UBC-wide Accessibility Committee per the Accessible BC Act. Co-chaired by representatives from UBCV and UBCO, a primary focus for this committee is drafting UBC’s inaugural Accessibility Plan. This plan, currently in development, will outline the pathways and strategies UBC will employ to improve accessibility across its campuses.

Recognizing the importance of community engagement in this process, the committee is exploring ways to deepen the involvement of disabled students, faculty, and staff in its work. This includes an open invitation for the UBC community to contribute their insights and feedback on accessibility planning and disability equity issues. Community members are encouraged to communicate with the committee via the dedicated email address: accessibility.committee@ubc.ca.
1.2. StEAR framework components

1.2.1. Change domains and goals

Building on existing literature and leading practices for mobilizing EDI change in higher education, the StEAR framework is organized around four institutional domains of change – structural, curricular, compositional and interactional – each with a broad institutional goal.

**Box: Domains of change and goals**

| Structural change: to develop institutional principles, paradigms, and processes that build organizational capacity to enable, drive, and sustain systems change through equitable and anti-racist leadership, governance, and accountability. |
| Curricular change: to promote locally and globally relevant and responsive ways of learning, knowing, and translating knowledge through equitable and anti-racist teaching, research, and community-engagement programs and pedagogies. |
| Compositional change: to expand the representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of historically, persistently and systemically marginalized (HPSM) groups through equitable and anti-racist recruitment, development, and retention policies and practice. |
| Interactional change: to develop individual proficiencies that build campus community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging through equity and anti-racism training, education, and dialogue. |

1.2.2. Guiding principles

The framework also establishes six core principles of practice to guide strategic planning, implementation and evaluation.

**Box: StEAR principles**

1. **Recognition of the rights of Indigenous Peoples and respect for self-determination**: implementing equity and anti-racism plans in a manner that complements and elevates, but does not subsume, Indigenous-led plans;

2. **Race-consciousness in the pursuit of equity and inclusive excellence**: centering anti-racism in an intersectional anti-oppressive framework to address deeply imbedded institutional racism and systemic inequities;
3. **Meaningful and ethical community engagement:** ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically, persistently, or systemically marginalized groups;

4. **Networked leadership and coordinated de-centralization:** cultivating a collaborative network of cross-campus equity champions working in communities of practice to advance unit-level and university priorities;

5. **Accountability through collective responsibility and leadership ownership:** demonstrating senior-level endorsement of and investment in strategic initiatives to mobilize and sustain campus-wide ownership and action towards systems change;

6. **Data-informed decision-making and continuous improvement:** undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.

### 1.2.3. Roadmap for Change: Objectives and strategic actions

The [STEAR Roadmap for Change](#) is a set of 18 high-level objectives and 135 associated strategic actions which reflect both common and distinct priorities identified by existing plans and reports. The roadmap summarizes actions operating at the institutional level. As a living document, the STEAR Roadmap will continue to be updated over time to reflect new and renewed objectives and actions to advance broad goals.
1.2.4. StEAR governance and oversight

**Figure 1:** StEAR governance and oversight model
Implementation of the StEAR Roadmap’s strategic actions is coordinated by the UBC Equity & Inclusion Office (EIO) in partnership with key campus implementation leads. The EIO facilitates the engagement, consultation, collaboration, and communication that informs implementation with the Indigenous Strategic Plan (ISP) Guiding Network, historically persistently, and systemically marginalized (HPSM) communities, EDI champions and Communities of Practice, and student governments. In a coordinated decentralized approach, implementation leads and the EIO collaborate to determine appropriate mechanisms to advance the institutional strategic actions. The EIO also supports and enables decentralized EDI champions to advance unit-level actions aligned to the StEAR change domains and objectives.

The EIO reports plans and progress to the Executive, who are charged with enabling implementation by authorizing resources and endorsing policy recommendations that may be essential to mobilizing and inspiring culture change.

1.3. Resourcing
Resourcing is of vital importance to the ability to advance equity and anti-racism priorities.

In 2022, the institution increased the base operating funds for the EIO and permitted the office to retain carry-over funds to hire additional staff across both campuses. The Okanagan team moved from one permanent equity strategist and one human rights advisor on a half-time term appointment to three permanent full-time staff, including a director, equity strategist, and human rights advisor as well as one part-time term appoint for administrative and event support. On the Vancouver campus, there have been increases in the staff complement to improve executive administrative support, data analysis, project management, strategic equity planning, and education, community and conflict engagement.

In 2022, the Office of the President transferred $300,000 to the EIO to operationalize priorities captured under the StEAR framework and Roadmap for Change. An additional $300,000 was provided in 2023.

In 2023, the EIO launched the StEAR Enhancement Fund with new goals and criteria to support community-led initiatives that seek to advance equity and anti-racism priorities at UBC Vancouver and UBC Okanagan. In addition to the $100,000 annual funds made available by the EIO to support student, faculty, and staff led initiatives, the Office of the President and the Office of the Vice-President Students contributed an additional $200,000 to launch the newly established fund.

Appendix A provides further details on resources to advance StEAR priorities.

1.4. Purpose of this Report
This report serves as an accountability and transparency mechanism to provide a community update on progress to date regarding the implementation of institutional and unit-level efforts to advance equity and anti-racism. This report provides an update for both UBC Vancouver and Okanagan campuses. The information presented reflects data collection and analysis completed as of the fiscal year end for 2023/2024 (March 31, 2024).
2.0 EVALUATION APPROACH AND PROGRESS UPDATES

StEAR efforts at UBC are characterized by complexity. As described by Preskill et al (2014), the complexity of social change efforts has a number of implications for evaluation of such efforts. The multiple, overlapping systems at UBC are never static, and change unpredictably. Events in one part of the system affect all other parts of the system, and cause and effect are not necessarily linear or straightforward. Context and relationships are important factors in determining outcomes, often more so than the interventions themselves. The EIO has drawn on literature about evaluating systems change (Cabaj, 2019) to develop an approach to progress tracking and evaluation that enables us to understand the extent to which:

- The experiences of people and groups at UBC are changing in alignment with the goals of the StEAR framework (as articulated in the four domains of change);
- UBC is progressing the StEAR Roadmap’s objectives and strategic actions to change institutional systems, processes, and practices;
- Localized efforts across UBC are changing decentralized systems, processes, and practices; and
- Learnings from the challenges and opportunities encountered during StEAR implementation can inform future directions of strategic equity and anti-racism work at UBC.

Figure 2
StEAR Evaluation Approach

The evaluation approach outlines three lines of inquiry – outcomes, systems interventions, and strategic learning – and three corresponding evaluative questions. Accordingly, this evaluation approach
incorporates the following key components, which influence and inform one another, in effort to address those questions:

- **Outcomes:** Institutional indicators of change informed by the cyclical collection and analysis of institutional data for describing the current and changing EDI landscape at UBC
- **Systems interventions:**
  - Institutional strategic actions (central interventions): Regular monitoring of the status of strategic actions intended to progress at the institutional level, based on updates from implementers, including qualitative assessments of existing and new challenges and opportunities as these emerge
  - Unit-level activities (decentralized interventions): An inventory of academic and administrative faculties, VP portfolios, departments, and units regarding how they are advancing equity and antiracism priorities in localized contexts
- **Strategic learning:** Continuous assessment of changing contexts and conditions, and reflection with StEAR governance bodies, implementation partners, and EDI champions to surface insights about the benefits and drawbacks of our strategies.

Below, information from each of these evaluation components is presented in turn.

### 2.1 Institutional indicators of change (outcome measures)

A number of outcome measures have been identified to track progress related to the StEAR Roadmap for Change. These are primarily drawn from administrative data or institutional surveys that are connected to one or more StEAR objectives. In some cases, the desired measures have been identified but the data infrastructure to collect, appropriately analyze and report on them is still in development. In this first year of implementation, a limited set of currently available outcome measures have been identified, with plans to expand this set in the coming years.

#### 2.1.1 Methodology

Outcome measures included in this report were selected through a comprehensive review of available institutional data. Through this review and examination, the following six desired characteristics for institutional data were identified as key criteria to inform the selection of indicators of change that support progress tracking and evaluation in the context of StEAR over time and particularly in this first year:

- **Availability:** existing/already collected or feasible to collect now or in the future
- **Accuracy:** specific and representative (not too small a sample size)
- **Comparability:** across population groups (e.g., students, staff and faculty), contexts (e.g., unit/dept, faculty/portfolio) and time (can establish a trend)
- **Simplicity:** ease of interpretation, minimize caveats and nuances that need explanation
- **Reliability:** validated data collection tool and/or measure, when possible
- **Efficacy:** useful and meaningful (evaluative) indicator of change

There is no expectation that any one indicator will meet all six criteria, rather the criteria are useful guideposts for characterizing the utility of different datasets and indicators.
The subsections below provide a high-level summary of the available outcome measures and indicators of change, the domain and objective they relate to, and the current state. Where possible, a reference point is provided as a benchmark. A more detailed breakdown of each outcome measure is available in appendix B.

Definitions:

- **Outcome measure**: a specific data point that can be compared year on year to track progress.
- **Reference point**: a specific target or anticipated change identified for each outcome measure. Where possible, comparator data is provided to contextualize UBC’s institutional goals.
- **Indicator**: the differential from the reference point, where the comparator data, either from external sources or from UBC historical trends, is available.
- **Baseline**: establishes a baseline for subsequent years’ reporting where the comparator data is not yet available.

### 2.1.2 Institutional Indicators of Change

**Compositional diversity of UBC Executive and Executive Senior Leadership Group**

(Objective 1.1, planning and goal setting)

UBC’s Executive Group includes the President, the Okanagan Principal, Provosts for UBC Vancouver and UBC Okanagan, and the Vice-Presidents. The Executive Group and Associate Vice Presidents and Provosts, Deans and Principals, and Other Senior Academic Executives constitute the UBC’s Executive Senior Leadership group.

**Reference point**: Parity with or better than representation of employment equity federally designated groups in the senior manager occupational group.

**Indicator:**

- **UBC Executive Group**: higher representation of women and racialized people; no representation of Indigenous and disabled people; no representation of non-binary, trans, and 2SLGBQIA+ people.
- **UBC Executive Senior Leadership**: aligned representation of Indigenous and racialized people; lower representation of women; no representation of non-binary and trans people, <5 individuals 2SLGBQIA+ people.
Participation in Employment Equity Survey  
(Objective 1.3, use of data)

The employment equity survey has provided a centralized and standardized mechanism for collecting demographic data on active UBC employees for more than a decade.

**Reference point:** Increased response rate compared with previous year(s).

**Indicator:** Response rate has increased to 84.3%, the highest response rate to date, as of Nov 1st, 2023.

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Engagement of senior leaders in EDI professional development  
(Objective 1.4, decision-making lens)

The EIO organized a professional development session on enacting equitable and anti-racism leadership for senior leaders, such as VPs, Deans and their delegates in 2023.

**Reference point:** Increased participation compared with previous year(s).

**Baseline:** UBCV: 90% in 2023; UBCO: 78% 2023.

---

Recruitment, retention, and distribution of Black faculty and staff  
(Objective 1.5, Black excellence)

Demographic data collected via the Employment Equity Survey provides information about the representation of faculty and staff who self-identify as Black.

**Reference point:** Parity with or better than Canadian Population Data (4.3%).

**Indicator:** as of Nov 1st, 2023, representation of Black faculty and staff in both UBCV and UBCO is lower than the comparator cohort.
Compositional diversity of UBC workforce  
(Objective 3.1, hiring processes)

The Employment Equity Survey results inform on the compositional diversity of UBC workforce and help understand where disparities in proportional representation may exist.

Reference point: Parity with or better than representation of employment equity federally designated groups in the workforce.

Indicator: as of Nov 1, 2023:
- UBCV: higher representation of women and racialized people, lower representation of Indigenous people, aligned representation of disabled, 1.2% non-binary, 1.2% trans, and 10.3% 2SLGBQIA+ people.
- UBCO: higher representation of women, Indigenous, and disabled people, aligned representation of racialized, 0.9% non-binary, 1.2% trans, and 10% 2SLGBQIA+ people.

Faculty and staff feelings of respect for their personal dignity and wellbeing  
(Objective 3.2, employee development and retention)

The Workplace Experiences Survey (WES) includes two relevant statements: “My diversity (e.g., lived experiences including knowledge, identity, culture, experiences) is valued in my workplace” and “UBC is committed to the wellbeing of its people, places, and communities”. Responses provided (agreement and strong agreement) to these two statements are relevant for this objective.

Reference point: HPSM groups report positive experiences that are on par with or better than all employees.

Indicator: Aggregating responses to the two statements in 2021 WES, in both UBCV and UBCO, faculty and staff members who self-identified as women, Indigenous, or racialized responded in alignment or more positively than the comparator cohort (all faculty/staff at UBCV/UBCO). Responses from faculty and staff members who self-identified as disabled, non-binary, trans, or 2SLGBQIA+, indicated their experiences were less positive than those of the corresponding comparator cohort.
**Students’ feelings of respect for their personal dignity and wellbeing (Objective 3.4, student development and support)**

The Undergraduate Experience Survey (UES) includes two statements: “I feel that my beliefs, identity and experiences are valued at UBC” and “UBC is committed to the wellbeing of its people, place, and community”. Responses provided (agreement and strong agreement) to these two statements are relevant for this objective.

**Reference point:** HPSM groups report positive experiences that are on par with or better than all students.

**Indicator:** Aggregating responses to the two statements, in both UBCV and UBCO, responses from students who self-identified as women, Indigenous, or racialized were in alignment or more positive than the comparator cohort (all students in the corresponding campus). Students who self-identified as disabled, non-binary/trans, or 2SLGBQIA+, reported less positive experiences than the comparator cohort.
2.2 Status of institutional strategic actions (central interventions)

Institutional-level interventions are represented in the 135 strategic actions of the StEAR Roadmap for Change. These actions were determined based on previous cross-campus work and recommendations from UBC’s institutional plans and task force reports addressing equity and anti-racism.

2.2.1 Methodology

Through ongoing consultation and continuous engagement, the EIO identified appropriate sponsors, leads and partners to drive forward implementation of the strategic actions. EIO project managers contacted the leads of each strategic action to provide a status update.

Box: Definitions of sponsors, leads, and partners

- **Sponsors**: Positioned at the VP or Executive level, sponsors provide Executive-level oversight and invest appropriate human and financial resources to support and sustain implementation. The sponsor(s) of a strategic action is the VP or Executive level portfolio to which the lead(s) of the action report.

- **Leads**: Responsible for the practical execution of strategic actions, the Lead(s) take charge of planning, executing, and monitoring activities to achieve the strategic action. Leads work collaboratively with co-leads on strategic actions and bring in expertise from partners as necessary.

- **Partners**: Providing contextual knowledge and expertise to enhance impact, partners augment the Lead’s efforts and improve strategic outcomes through their perspectives, expertise, and networks. Identifying partners continues to be an iterative process, and as a result, they are not listed in this report.

Status categories

In consultation with strategic action leads, each action was assigned one of the following status categories:

**Not Yet Started**: This status indicates that work on the strategic action has not begun, for example due to resource or operational constraints. The EIO will work collaboratively with the leads of these actions to determine what supports are required to advance the work.

**In Progress**: This status signifies that the leading/co-leading units are actively advancing the strategic action.

**Completed/Ongoing**: Actions with this status have achieved their primary objectives yet may require ongoing attention to maintain the impact and/or address evolving needs and challenges. Actions with this designation may be updated or re-framed to enable more efficient progress reporting in future years.

**On Hold**: This status indicates that work on the strategic action has been temporarily paused. This can be due to external dependencies or strategic shifts. Actions on hold are not actively being worked on but may be resumed once the reasons for the pause are addressed.
Implementation scope

Most strategic actions pertain to shared systems and processes across UBCV and UBCO, while other actions pertain to systems and processes that run separately at each campus; these are referred to as **Institution-wide** and **Campus-specific**.

- **Institution-wide**: Actions that are being/will be implemented across the entire university system using a unified approach.
- **Campus-specific**: Actions that require campus-specific implementation. These actions are being/will be led separately by UBCV and UBCO leads for each campus.

The sections below lists the status of strategic actions for each domain of change (structural, curricular, compositional, interactional). A high-level summary and some spotlight initiatives are drawn from the strategic actions.

The status of all 135 roadmap strategic actions is presented in appendix D. For more information on the status of any of the 135 strategic actions or any related inquiries, please contact the EIO at info@equity.ubc.ca.

2.2.2 Actions in the structural change domain

The structural change domain seeks to develop institutional principles, paradigms, and processes that build organizational capacity to enable, drive, and sustain systems change through equitable and anti-racist leadership, governance, and accountability.

Of the 55 strategic actions in the structural domain, 46 are designated as institution-wide and nine as campus-specific.

**Figure 3**

*Status of the 46 institution-wide roadmap strategic actions in the structural change domain*
Of the 46 institution-wide strategic actions, eight are not yet started, 23 are in progress, 11 are completed/ongoing, three are currently on hold, and the status of one is yet to be confirmed.

Of the nine campus-specific strategic actions, two are in progress, three are completed/ongoing, and the status of two are yet to be confirmed at UBCO. At UBCV, seven are in progress, and two are completed/ongoing.

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**Fostering Black Excellence across the UBC Ecosystem**

To advance its commitments to the 2020 Scarborough Charter on Anti-Black Racism and Black Inclusion and to operationalize recommendation 13 of the 2022 Anti-Racism and Inclusive Excellence Task Force Report, Objective 1.5 of the StEAR Roadmap for Change calls out the aim to foster an environment where Black excellence, inclusion, and flourishing are not just encouraged but are integral to the university’s core operations and values.

The Black Excellence Ecosystem (Appendix C) allows UBC to be intentional about identifying and pursuing StEAR priorities that improve processes and outcomes for Black students, faculty and staff. Among these priorities is the recruitment and retention of Black faculty. To that end, the Black Faculty Cohort Hiring Initiative (BFCHI) launched in September 2023 to recruit up to 23 Black scholars across a span of four years (1.5B). Targeting qualified Black scholars, the program offers positions in various faculties, including the Faculty of Applied Science, Arts, Education, Forestry, Land and Food Systems, Science, Medicine, and the Allard School of Law.

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1 Strategic action 1.5B (Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention) and 1.5C (Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship) are specific to the UBC Vancouver campus.
Other initiatives within the Black Excellence Ecosystem include the following: launch of the Beyond Tomorrow Scholars program, establishment of the Black Faculty Network, creation of dedicated Black student spaces, recruitment of counselling staff with relevant lived experience, and the development of IBPOC Connections – an employee resource group. All of these initiatives are aimed at dismantling systemic barriers to Black inclusion and promoting a culture of belonging and support for Black students, staff and faculty within the UBC community.

For more information, review UBC’s Report on the Black Excellence Ecosystem, which has been submitted to the May 2024 Scarborough Charter Inter-Institutional Forum.

### 2.2.3 Actions in the curricular change domain

The curricular change domain seeks to promote locally and globally relevant and responsive ways of learning, knowing, and translating knowledge through equitable and anti-racist teaching, research, and community-engagement programs and pedagogies.

Of the 23 strategic actions in the curricular domain, 12 are designated as institution-wide and 11 as campus-specific.

**Figure 4**

*Status of the 12 institution-wide roadmap strategic actions in the curricular change domain*

Of the 12 institution-wide strategic actions, two are not yet started, two are in progress, seven are completed/ongoing, and one is currently on hold.
Of the 11 campus-specific strategic actions, four are not yet started, six are in progress, and one is completed/ongoing at UBCO. At UBCV, five are not yet started, four are in progress, one is completed/ongoing, and the status of one is yet to be confirmed.

### Advancing Inclusive Research

In 2019, [UBC endorsed](#) the Government of Canada’s Dimensions Charter, which promoted principles of research excellence, innovation and creativity in the post-secondary sector through equity, diversity and inclusion. UBC has articulated its commitment to build an equitable, diverse, inclusive and anti-racist research culture and ecosystem in its [Dimensions Action Plan](#) for EDI in Research, which encompasses efforts to support equitable access to funding opportunities, increase equitable and inclusive participation in research, and embed EDI-related considerations in research design and practice. Below are three recently launched initiatives, which aim to support the incorporation of EDI principles and practices in research – a broad goal under the curricular domain.

#### EDI in Research Online Resources

The EIO and the Office of the Vice-President, Research and Innovation have developed a number of resources to support EDI in research. Currently completed and set to launch is a canvas course on EDI in Research, designed to enrich the UBC community’s understanding of EDI principles in research settings. The course will be piloted and evaluated after a year for effectiveness and impact. Complementing the Canvas course, the online [EDI in Research Resource Library](#) is a comprehensive resource offering video tutorials and a searchable database on how researchers can incorporate EDI into their research (2.3A, 2.3D).

#### EDI Considerations for Nomination and Adjudication Committees

The VPRI’s Office of Research Prizes and Awards created a [guide to equitable nomination and adjudication of research chairs and awards](#) (2.3C). The guide is available to UBC staff and faculty and provides recommendations on adjudication committees, broadening the pool of nominees, accessibility of materials, limiting bias and much more.

#### Canada Research Chairs Initiatives

UBC’s Canada Research Chairs Program piloted a number of initiatives to support priorities identified in the university’s [CRC EDI action plan](#), including a connections program and a mentorship program to support new and established CRCs, as well as an equitable hiring training program and resources to support equitable CRC search and nomination processes. Additionally, the annual review and update of the CRC Appointments Guide has introduced new resources and clarified the preferential hiring processes for improved processes and outcomes. Robust evaluations of these pilots will inform future strategies to enhance equity in the program (2.3E, 2.3F, 2.3G, 2.3H).

### 2.2.4 Actions in the compositional change domain

The compositional change domain seeks to expand representational diversity of the student body, professoriate, staff complement, and senior leadership and enhance lifecycle experiences of historically, persistently or systemically marginalized (HPSM) groups through equitable and anti-racist recruitment, development, and retention policies and practice.
Of the 46 strategic actions in the compositional domain, 26 strategic actions are designated as institution-wide and 19 as campus specific.²

Figure 5
Status of the 26 institution-wide roadmap strategic actions in the compositional change domain

Of the 26 institution-wide strategic actions, four are not yet started, 15 are in progress, six are completed/ongoing, and the status of one is yet to be confirmed.

Of the 19 campus-specific strategic actions, five are not yet started, eight are in progress, four are completed/ongoing, one is currently on hold, and the status of one is yet to be confirmed at UBCO. At UBCV, two are not yet started, six are in progress, ten are completed/ongoing, and the status of one is yet to be confirmed.

Improving Equitable Hiring at UBC

UBC commitment to inclusive excellence necessitates promoting practices that identify and address disparities in hiring and barriers and challenges to diverse representation in UBC's workforce. There are a number of objectives in the compositional domain of the StEAR framework that aim to expand the representational diversity of UBC’s employees. Equitable hiring practices are key to attracting the greatest diversity of talent among faculty, staff and senior leaders. The EIO has worked in consultation with Human Resources and with equity champions in the faculties as well as with partners in the Office of the Vice-President Research & Innovation to launch a suite of programs and resources for equitable faculty hiring. In the coming year, tailored programs and resources will be developed for equitable staff hiring. Together, the initiatives listed below represent UBC’s multifaceted strategy to improve equitable hiring and create a more inclusive and diverse community (1.3D).

² Action 3.4A (Review “In-service: Global Engagement Strategy” with an equity and anti-racist lens) has been excluded from this report as the strategy is no longer active.
Guide to Equitable Hiring. Among the suite of equitable faculty hiring programs and resources is the cornerstone Guide to Equitable Hiring Practices: Faculty Recruitment, designed to promote inclusive excellence and accessibility in hiring while ensuring that practices are consistent with university policies, government legislation, and faculty collective agreements. This Guide describes sixteen equitable hiring practices, with accompanying tools. The Guide serves as a resource for deans, heads of units, directors, chairs, members of hiring committees, and human resource professionals, providing them with the tools needed to integrate equity principles throughout the eight recommended hiring stages—from recruitment to onboarding (3.1B, C).

Employment Equity Advisor Program. Launched simultaneously with the guide is the Employment Equity Advisor (EEA) Training Program – to enable the potentially transformative practice of assigning a trained equity advisor to support search processes from beginning to end. The EEA Training Program was piloted as a capacity-building initiative in September 2023. This Program offers faculty and staff involved in faculty hiring the opportunity to enhance their expertise in accessible and equitable hiring practices. The EEA Program offers a hybrid full-day retreat to deepen knowledge and practical skills to operationalize all of the best practices described in the Guide, and it offers post-training learning sessions for continuous knowledge sharing and support. The EIO plans to provide multiple offerings of the retreat annually (2.3H, 3.1F).

Improvements to the Employment Equity Report. Among the equitable practices described in the Guide is the appropriate consideration of diversity through the stages of the search process. The EIO has improved the Employment Equity Survey analysis and reporting capabilities to provide search committees with informative workforce gap analyses (1.3C, G). To continue to promote data-informed decision-making, moving forward, the EIO will work with partners to explore how to leverage the systematic collection of demographic data from job applicants to enable the monitoring of the diversity of applicant, long/shortlist, and finalist pools as well as to identify where there may be inequitable barriers in the search process.

Securing spaces for HPSM communities
Securing dedicated spaces on campus for HPSM communities provides the opportunity for community support, connection, networking, and community-building. Creating these spaces falls under the Structural and Compositional domains of change within the StEAR Framework, by supporting infrastructure that enhances the qualitative experience of HPSM staff, faculty and students. UBC has progressed related objectives to enhance the inclusion of Black students and students of diverse faiths.

Black Student Spaces. The Office of the Vice-President Students and the Centre for Student Development and Leadership opened the Black Student Space in the fall of 2023, in co-creation with the UBC Black student community at the Vancouver campus. The Black Student Space was designed for Black undergraduate and graduate students currently enrolled at UBCV to study, connect with each other, recharge, host events and sessions, as well as build community (3.4I). With the intention of creating a safer space, the Black Student Space celebrates the diversity and shared experiences within the Black community and aims to foster a sense of belonging and wellbeing at UBC. At the
Okanagan campus, the AVP Students’ office is actively exploring locations for a dedicated Black Student Space.

**Multi-faith Prayer Spaces.** The Office of the Vice-President Students, Student Housing and Community Services (SHCS), UBC Facilities and the Wellbeing and Accessibility Services have been working to develop multi-faith prayer spaces on both the Vancouver and Okanagan campuses (1.8C). There are currently four prayer spaces at UBC Vancouver and one prayer space at UBC Okanagan. The Vancouver campus also has two ablution stations. A new multi-faith and dedicated prayer space with ablution facilities is currently planned to open in June 2024 at the new Brock Commons building at UBCV. At UBCO, Spiritual and Multifaith Services recently received funding to support the development of a sound-proofed Prayer Pod. The Pod will accommodate students whose spiritual and religious traditions require solitude and/or silent prayer, or confidential religious rites such as confession.

### 2.2.5 Actions in the interactional change domain

The interactional change domain seeks to develop individual proficiencies that build campus community capacity to foster positive and effective intergroup relations and cultivate a climate that promotes human rights, dignity, equality, and belonging through equity and anti-racism training, education, and dialogue.

Of the 11 strategic actions in the interactional domain, nine are designated as institution-wide and two as campus-specific.

**Figure 6**

*Status of the nine institution-wide roadmap strategic actions in the interactional change domain*
Of the nine institution-wide strategic actions, two are not yet started, six are in progress, and one is completed/ongoing.

Of the two campus-specific strategic actions, one is in progress, and one is completed/ongoing at UBCO. At UBCV, one is not yet started, and one is in progress.

### Enhancing EDI capacity-building

Objectives aimed at building individual and organizational EDI capacity fall under the structural, compositional and interactional domains of change. A few such successful community capacity-building initiatives are described below.

**Senior Leadership Training on Equity & Antiracism.** The Associate Vice-President Equity & Inclusion designed and delivered a half-day session on enacting equitable and anti-racism leadership to all senior academic and administrative leaders – one for each of the Vancouver and Okanagan campuses. A similar session was delivered to the Board of Governors. This content will be offered annually for all new senior leaders and governors.

**Improvements to the ALDP.** The Academic Leadership Development Program (ALDP) recently announced modifications to its programming that focus on incorporating Justice, Equity, Diversity and Inclusion (JEDI) principles into its curriculum redesign (1.4B). While aiming to diversify the participant pool within its mandate limits, ALDP is refining its application and admission processes to emphasize JEDI principles and enhance diversification. Efforts include developing targeted learning opportunities and establishing more engagement opportunities for historically underrepresented or marginalized groups, such as women and racialized faculty, to foster a more inclusive environment and more equity-oriented content to enhance academic leadership development experience and outcomes.
**EDI Training for Student Recruitment and Admissions.** Teams at Enrolment Services and International Student Initiatives (ISI) are working to build capacity within their recruitment and admissions teams and processes (3.3A). This includes unconscious bias and trauma informed approaches for profile readers. Training modules are in development for all UBC staff and faculty who undertake assessments/adjudication for student admissions or awards. Additionally, ISI undertakes ongoing anti-racism and EDI training monthly through an internal Courageous Conversations and Learning Club (CCLC).

**EDI Education Hub.** The EIO is currently developing an online EDI Education Hub that will be accessible to all UBC community members (staff, faculty, students) (4.1D). The Hub includes a digital resource library, with educational modules and toolkits to support self-directed learning in areas of accessibility, equity, anti-discrimination, intercultural communication, intergroup dialogue, and inclusive conflict engagement, for example. The goal of the Hub is to increase awareness, knowledge and skills to promote positive interpersonal relations and a climate of belonging.
2.3 Inventory of unit-level activities (decentralized interventions)

A wide range of decentralized interventions to advance EDI and anti-racism are being implemented within UBC’s faculties, vice presidential portfolios, units, and departments. To build a picture of the types of initiatives underway and how they align with the StEAR Framework, we developed the StEAR Inventory: Mapping UBC’s Decentralized EDI Practices & Initiatives. All UBC faculties and VP portfolios were invited to participate in the pilot StEAR Inventory from December 2023-March 2024.

2.3.1 Methodology

Faculties and VP portfolios were given the option of submitting at Faculty/Portfolio level or submitting multiple responses for sub-units and departments. In total, 111 Faculty, portfolio, department, and unit-level contacts were identified to complete the Inventory, and 95 submitted a response.

Table 1
Summary of StEAR Inventory respondents

<table>
<thead>
<tr>
<th></th>
<th>Academic Faculty/department</th>
<th>Administrative Portfolio/Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okanagan Campus</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Vancouver Campus</td>
<td>41</td>
<td>28</td>
<td>69</td>
</tr>
<tr>
<td>Both campuses</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>45</td>
<td>95</td>
</tr>
</tbody>
</table>

To build a picture of decentralized engagement with StEAR, each objective of the StEAR Roadmap was expressed as an area of focus relevant at the decentralized department/unit level. The full list of inventory questions is included in appendix E.

For each objective, inventory participants were asked to provide:

- (Required): The status of their engagement in this area of work (e.g., not started, planning, underway, completed/sustainment)
- (Optional): A short description of their recent or ongoing initiative in this area
- (Optional): Initiative contact information, if different from the Inventory contact
- (Optional): Any challenges or barriers that prevent or hinder work in this area
- (Optional): Any additional comments or explanation in relation to above answers

The vast majority (88%) of participating units answered at least one non-required question.

Because participation in the inventory was not mandatory, we do not expect the results reported below to be a representative sample of UBC’s decentralized units and departments. Inventory respondents are likely more highly engaged with EDI and anti-racism work. The results, therefore, provide a picture of engagement and barriers faced by decentralized EDI champions and leaders who likely have an above-average commitment to advancing EDI and anti-racism at UBC.
2.3.2 Decentralized engagement with equity and anti-racism

Inventory respondents reported a high degree of engagement in the areas of the StEAR framework and roadmap. After removing responders who indicated that a particular area was not applicable to their unit (for example, an administrative unit that does not have any point of connection with the curricular domain), the objectives with the highest degree of engagement were curriculum and pedagogy (2.2) and hiring practices (3.1). The areas in which units were least likely to report having efforts underway were around conflict capacity building (4.2) and employee development and retention (3.2).

Figure 7
Proportion of inventory respondents with work underway or completed/sustaining

The figures below provide a more detailed breakdown of the status of decentralized equity and anti-racism efforts in relation to StEAR objectives, presented separately for administrative portfolios/units, and academic faculties/departments.

Figure 8
Administrative portfolios/units: Status of decentralized efforts
Figure 9
Academic faculties/departments: Status of decentralized efforts
2.3.3 Barriers cited to decentralized efforts

Recognizing that an important role of the central StEAR infrastructure is to address barriers that decentralized units experience in making changes to advance equity, diversity, inclusion, and anti-racism, the inventory asked respondents to select any barriers they had encountered in each area of the StEAR roadmap. Figure 10 shows a summary how frequently respondents selected each barrier, across all areas of the inventory.

Figure 10
Most frequently cited barriers

Most frequently cited barriers: all objectives

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time (staffing/workload capacity)</td>
<td>54%</td>
</tr>
<tr>
<td>Lack of funding (financial resources)</td>
<td>39%</td>
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<tr>
<td>Competing priorities</td>
<td>31%</td>
</tr>
<tr>
<td>Lack of supporting policies and structures (systemic barrier)</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of knowledge/skill (expertise)</td>
<td>23%</td>
</tr>
<tr>
<td>Lack of internal community engagement (cultural barrier)</td>
<td>14%</td>
</tr>
<tr>
<td>Waiting for enabling work elsewhere to be completed</td>
<td>13%</td>
</tr>
<tr>
<td>None</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: Respondents could “select all that apply” (percentages do not add up to 100).

Lack of time

The most commonly cited barrier was a lack of time (staff/workload capacity). This was the most commonly identified barrier for 14 of the 18 objective areas: planning and goal setting (1.1), data processes and standards (1.2), use of data (1.3), decision-making lens (1.4), complaints processes (1.6), communications (1.9), student learning experiences (2.1), curriculum and pedagogy (2.2), research and scholarship (2.3), hiring processes (3.1), employee development and retention (3.2), student development and support (3.4, tied with lack of funding); EDI competency building (4.1), and conflict capacities building (4.2).

Lack of funding

A lack of funding (financial resources) was the most commonly named barrier for the remaining areas: Black excellence (1.5), accessibility and disability equity (1.7), spaces and infrastructures (1.8), student recruitment and admissions (3.3), and student development and support (3.4, tied with lack of time).

Additional barriers

Examining the remaining five barriers in the inventory also provides insights into particular challenges faced by decentralized entities in moving EDI and anti-racism work forward:
• The area in which “competing priorities” was most likely to be cited as a barrier was planning and goal setting (1.1). As the third most commonly selected barrier overall, it was relatively commonly selected across a majority of inventory areas.

• “Lack of supporting policies and structures (systemic barrier)” was the fourth most commonly selected barrier. It was most frequently selected in relation to conflict capacity building (4.2), accessibility and disability equity (1.7), and student recruitment and admissions (3.3).

• The top three areas where units were most held back by the barrier of lack of knowledge, skill, or expertise are: 4.2 conflict capacity building; 1.1 planning and goal setting; and 1.7 accessibility and disability justice.

• Across most areas, it was relatively uncommon for respondents to indicate that they were “waiting for enabling work to be completed elsewhere” as a barrier, however it was most commonly cited in relation to accessibility and disability equity (1.7).

• It was uncommon for respondents to select the barrier of “lack of internal community engagement (cultural barrier)” across any of the areas. The areas where this barrier was most commonly cited were related to hiring processes (3.1) and employee development and retention (3.2).

Respondents also had the option to indicate if they had experienced no barriers in a particular area. This was the least most commonly selected option (apart from “other”). The most common area for which respondents indicated that they had not encountered any barriers, was in relation to hiring processes (3.1).

**Figure 11**

*Proportion of inventory respondents selecting each barrier*

**Legend:** Cells shaded in light gray indicate a barrier that units selected at an above-average rate. Cells shaded in dark blue indicate the top 10% of barriers selected.

### Structural change domain

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<th>Knowledge / skill</th>
<th>Financial</th>
<th>Policies / structures</th>
<th>Competing priorities</th>
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<th>Internal community engagement</th>
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<tr>
<td>1.1 Planning and goal setting</td>
<td>6%</td>
<td>82%</td>
<td>30%</td>
<td>42%</td>
<td>26%</td>
<td>53%</td>
<td>21%</td>
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<td>1.2 Data processes and standards</td>
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<td>46%</td>
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<td>19%</td>
<td>26%</td>
<td>28%</td>
<td>19%</td>
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<td>2%</td>
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<td>1.3 Use of data</td>
<td>16%</td>
<td>51%</td>
<td>16%</td>
<td>18%</td>
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<td>60%</td>
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<td>40%</td>
<td>16%</td>
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<td>1.5 Black excellence</td>
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<td>24%</td>
<td>50%</td>
<td>17%</td>
<td>31%</td>
<td>7%</td>
<td>19%</td>
<td>5%</td>
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<tr>
<td>1.6 Complaints process</td>
<td>12%</td>
<td>41%</td>
<td>20%</td>
<td>29%</td>
<td>22%</td>
<td>29%</td>
<td>8%</td>
<td>12%</td>
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1.7 Accessibility and disability equity

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1.8 Spaces and infrastructures

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1.9 Communications

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<th>Time / workload</th>
<th>Knowledge / skill</th>
<th>Financial</th>
<th>Policies / structures</th>
<th>Competing priorities</th>
<th>Waiting for enabling work elsewhere</th>
<th>Internal community engagement</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>49%</td>
<td>15%</td>
<td>28%</td>
<td>18%</td>
<td>23%</td>
<td>3%</td>
<td>5%</td>
<td>0%</td>
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</table>

Curricular change domain

<table>
<thead>
<tr>
<th></th>
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<th>Time / workload</th>
<th>Knowledge / skill</th>
<th>Financial</th>
<th>Policies / structures</th>
<th>Competing priorities</th>
<th>Waiting for enabling work elsewhere</th>
<th>Internal community engagement</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Student learning experiences</td>
<td>12%</td>
<td>70%</td>
<td>12%</td>
<td>52%</td>
<td>9%</td>
<td>30%</td>
<td>6%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>2.2 Curriculum and pedagogy</td>
<td>14%</td>
<td>49%</td>
<td>11%</td>
<td>46%</td>
<td>14%</td>
<td>30%</td>
<td>3%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>2.3 Research and scholarship</td>
<td>10%</td>
<td>47%</td>
<td>20%</td>
<td>40%</td>
<td>27%</td>
<td>27%</td>
<td>3%</td>
<td>10%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Compositional change domain

<table>
<thead>
<tr>
<th></th>
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<th>Time / workload</th>
<th>Knowledge / skill</th>
<th>Financial</th>
<th>Policies / structures</th>
<th>Competing priorities</th>
<th>Waiting for enabling work elsewhere</th>
<th>Internal community engagement</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Hiring processes</td>
<td>28%</td>
<td>36%</td>
<td>19%</td>
<td>11%</td>
<td>31%</td>
<td>14%</td>
<td>8%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>3.2 Employee development and retention</td>
<td>11%</td>
<td>67%</td>
<td>31%</td>
<td>47%</td>
<td>19%</td>
<td>36%</td>
<td>17%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>3.3 Student recruitment and admissions</td>
<td>4%</td>
<td>52%</td>
<td>22%</td>
<td>56%</td>
<td>37%</td>
<td>19%</td>
<td>19%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>3.4 Student development and support</td>
<td>4%</td>
<td>64%</td>
<td>11%</td>
<td>64%</td>
<td>25%</td>
<td>36%</td>
<td>14%</td>
<td>11%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Interactional change domain

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Time / workload</th>
<th>Knowledge / skill</th>
<th>Financial</th>
<th>Policies / structures</th>
<th>Competing priorities</th>
<th>Waiting for enabling work elsewhere</th>
<th>Internal community engagement</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
2.3.1 Next steps for analysis

Respondents submitted a total of over 400 descriptions of proactive initiatives they are undertaking, in addition to over 200 examples of ways that they are more generally applying an EDI lens in their work, following identified promising practices, and engaging with centralized UBC or external programs and resources in relation to EDI and anti-racism.

Analysis of these initiatives will continue beyond the publication of this report, to increase understanding of the landscape of this work. The EIO plans to publish additional aggregated analysis of qualitative information submitted in the inventory, and a database of decentralized EDI initiatives at UBC which will include any initiatives that respondents wish to share with the broader community.
2.4 Strategic learning and implications (continuous assessment)
As part of the StEAR evaluation framework, strategic learning refers to the “extent to which efforts uncover insights key to future progress” (Cabaj, 2019, p.3). The following section reflects early learnings and future implications.

2.4.1 StEAR framework and governance: A robust yet streamlined approach
At the outset, it was important to identify an underpinning framework for implementation that was evidence-based and could provide a container to hold the numerous strategic priorities that UBC had already identified over a four-year period of strategic planning and report writing. The four pillar StEAR framework, with its component parts and governance model, aptly served this purpose and was well-received by a diversity of community members at all levels of the institution. The framework enabled a swift transition to implementation as it broadly reflected the planning work already accomplished. The framework’s four domains of change and their associated goals have proven effective for encompassing the wide variety of desired objectives and outcomes held by the UBC community in relation to advancing equity and anti-racism. Similarly, the six guiding principles provide a grounding that implementers can refer to when complex issues arise. Moving forward, the EIO expects that the StEAR Framework will have planning longevity beyond the lifespan of the 2023 – 2026 Roadmap. In that way, there will not be a need to reinvent the goals and principles, but rather focus on iterative situation analyses and updating of objectives.

The StEAR governance model went through several iterations in consultation with stakeholders and rightsholders. It was determined that:

- introducing regular opportunities for HPSM groups to connect with the AVPEI and/or EIO would create sufficient avenues for bilateral communication and consultation;
- regularly scheduled meetings with equity leads and EDI champions would provide the venues for communication, consultation and collaboration with these communities of practice; and
- periodic meetings with ISP leads and presentations to the ISP guiding network would foster opportunities for communication, consultation, and coalition building.

It was also determined that implementation teams, with appropriate administrative leads, would only be established for those efforts that required support to mobilize partners and resources. As for whether and how to establish an implementation coordinating or advisory committee to monitor implementation and liaise with the Executive, the EIO opted not to establish a new committee but rather to formalize the coordinating responsibilities the EIO Planning & Evaluation team was already playing with implementation leads, alongside the liaison role the AVPEI already played in their regular meetings with the executive sponsors. This decision considered concerns about creating an additional committee that did not have a clear and valuable mandate, as well as concerns about sufficient representation of both campuses and diverse communities within a singular committee. We believe we have adopted a streamlined governance model that balances community-engagement, accountability and nimbleness. Moving forward, the EIO will commit to engaging community members and partners where they are and through the many existing advisory and communication mechanisms at our disposal, thereby minimizing the need to create new administrative committee structures that may further tax HPSM communities, equity leads, and campus partners working in this space.
2.4.2 Roadmap for change: Alignment to historical source documents

In the development of the 18 objectives and 135 strategic actions in the StEAR Roadmap for Change, it was important to track and demonstrate the linkages and alignments to the more than 600 priorities and recommendations from the various plans and reports that informed the Roadmap. The salient objectives and strategic actions are a result of efforts to develop a Roadmap that is sufficiently comprehensive so as to capture the breadth and nuance of the priorities identified as well as sufficiently and successfully engage community members and change agents. The StEAR alignment process attempted to maintain, as best as possible, the intention of the priorities as they were articulated in the various plans and reports. This led to more open-ended phrasing of the strategic actions, which also proved challenging for progress reporting purposes. Moving forward, the EIO will work towards establishing SMARTER\(^3\) objectives. With an expanded set of outcome measures and indicators of change, we can then enhance progress tracking not only on the status of strategic actions, and their associated deliverables, but toward a more fulsome understanding of the impacts of our system interventions and resulting short- and longer-term outcomes.

The alignment exercise has made it possible to return to original source plans for additional clarity about the scope, intention and anticipated outcome of the strategic actions, and will prove a useful reference throughout the lifecycle of the StEAR Roadmap as well as future EDI-related strategic planning and change management efforts. The ability to map Roadmap objectives and strategic actions to original source plans is also an essential part of retaining historical documentation and collective memory to counter the phenomenon of institutional amnesia as students, administrators, staff, and faculty move on to studies, work, and life beyond UBC. Moving forward, the EIO will support collective remembering by maintaining an accessible historical record of commitments made and the paths chosen as a necessary part of fostering a culture of accountability.

2.4.3 Systems change evaluation approach acknowledges complexity

The StEAR Framework’s systems change focus means that tracking progress towards goals and evaluating impact is not straightforward. The desire to measure and demonstrate concrete changes (e.g. through quantitative institutional metrics) is in tension with the understanding that broad, high-level indicators can never tell the whole story of institutional culture change and impacts on individuals’ experiences, particularly in such a complex system where causality is hard to infer. The StEAR evaluation approach attempts to address this through its multi-pronged approach to evaluation. In this first year of implementation, there has been a greater focus on learning from the process of implementing the Framework and Roadmap and understanding the breadth of the specific efforts and activities underway at both at the institutional and decentralized levels. Moving forward, as implementation continues, the EIO will expand the use of the evaluation approach to encompass greater assessment of the impacts of these efforts and activities at a systemic level. As this work progresses, we will need to consider the following questions:

- What is the cost-benefit of investing in collecting information and reporting on efforts, to inform our investment in the most valuable evaluation efforts?

\(^3\) Specific, measurable, achievable, relevant, timebound, evaluated, and revised.
• What is the best approach to tracking the status of institutional strategic actions that will promote relational and transformative engagement between the EIO and central partners to enhance understandings of and strengthen collaborations on equity and anti-racism activities?

• What is the most appropriate format and frequency of the StEAR inventory to maintain a two-way dialogue with decentralized units, socialize them to university strategic equity and anti-racism priorities, and enable synergistic collaboration and coordinated reporting of activities?

• What are the most meaningful institutional-level measures that may indicate something important about institutional change, and how do we create the infrastructure to collect the necessary institutional data, while also being able to disaggregate the data to identify gaps that may be hidden in the aggregate roll up and reporting of institutional measures of progress?

• What are the most effective ways to communicate the EIO’s efforts and progress to the diversity of campus community stakeholders and rightsholders such that there are opportunities for relationship building and reciprocity of information sharing and advising?
3.0 MOVING FORWARD: SUMMARY OF STRATEGIC LEARNING IMPLICATIONS

Provided below is a summary of implications for progressing the StEAR Roadmap, insights gleaned from strategic learning during this first year of implementation and the planning and evaluation process.

- We expect that the Framework will have planning longevity beyond the lifespan of the 2023 – 2026 Roadmap. In that way, it eliminates the need to reinvent the goals and principles, but rather focus on iterative situation analyses and updating of objectives.
- We are committed to engaging community members and partners where they are and through the many existing advisory and communication mechanisms at our disposal, thereby minimizing the need to create new administrative committee structures that may further tax HPSM communities, equity leads, and campus partners working in this space.
- The EIO will work towards establishing SMARTER\textsuperscript{4} objectives. With an expanded set of outcome measures and indicators of change, we can then enhance progress tracking not only on the status of strategic actions, and their associated deliverables, but toward a more fulsome understanding of the impacts of our system interventions and resulting short- and longer-term outcomes.
- The EIO will support collective remembering by maintaining an accessible historical record of commitments made and the paths chosen as a necessary part of fostering a culture of accountability.
- As implementation continues, the evaluation approach will expand to encompass greater assessment of the impacts of these efforts and activities at a systemic level. As this work progresses, we will need to consider:
  - The cost-benefit to valuable evaluation of investing in collecting information and reporting on efforts;
  - The best approach to tracking the status of institutional strategic actions that will promote relational and transformative engagement between the EIO and central partners;
  - The most appropriate format and frequency of the StEAR inventory to maintain a two-way dialogue with decentralized units;
  - The most meaningful measures for understanding institutional change and infrastructures to support more robust analysis and reporting; and
  - The most effective ways to communicate about progress to the campus community to facilitate relationship building and reciprocity.

\textsuperscript{4} Specific, measurable, achievable, relevant, timebound, evaluated, and revised.
APPENDICES
Appendix A: Resources to advance StEAR priorities

Investments in EIO Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>2021/22</th>
<th>2022/23</th>
<th>Change</th>
<th>2023/2024</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Base Operating $</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in ‘000’s) - Vancouver</td>
<td>3,619</td>
<td>4,124</td>
<td>14%</td>
<td>4,642</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total Base Operating $</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in ‘000’s) - Okanagan</td>
<td>191</td>
<td>208</td>
<td>9%</td>
<td>343</td>
<td>65%</td>
</tr>
</tbody>
</table>

Investments to seed StEAR initiatives

<table>
<thead>
<tr>
<th></th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EIO Base Allocation for Enhancement Fund to Seed Community-Led StEAR Initiatives</strong></td>
<td>$84,000 (UBCV)</td>
<td>$84,000 (UBCV)</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Strategic Transfer from VPS for Community-Led StEAR Enhancement Fund</strong></td>
<td>-</td>
<td>-</td>
<td>$200,000</td>
</tr>
<tr>
<td><strong>Strategic Transfer from President’s Office for Institutional-Led StEAR Initiatives</strong></td>
<td>-</td>
<td>$300,000</td>
<td>$300,000</td>
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</table>

Disbursement of StEAR Enhancement Fund

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total disbursed 2023/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBC Vancouver</td>
<td>$221,844</td>
</tr>
<tr>
<td>UBC Okanagan</td>
<td>$72,541</td>
</tr>
</tbody>
</table>

For more details, please review the [StEAR Enhancement Fund 2024 Announcement](#).
Appendix B: Outcome measures and institutional indicators
Provides longer context on each measure including comparator data and information source.

**Compositional diversity of UBC Executive and Executive Senior Leadership Group**
(Objective 1.1, planning and goal setting)

UBC’s Executive Group includes the President, the Okanagan Principal, Provosts for UBC Vancouver and UBC Okanagan, and the Vice-Presidents; 80% of whom have submitted their responses to the Employment Equity Survey. While representation of women and racialized People is higher than the national comparator cohorts, Indigenous Peoples and people with disabilities are not represented in this group. Non-binary people, people with trans experience, and 2SLGBQIA+ people also do not have representation in the Executive Group (Table B1).

UBC’s Executive Senior Leadership group includes Associate Vice Presidents and Provosts, Deans and Principals, and Other Senior Academic Executives, in addition to the Executive group. Based on a 95% response rate to the Employment Equity Survey, Indigenous Peoples and racialized people are represented in alignment with the national comparator cohorts, however, there is a gap in representation of women, though not a significant one. People with disabilities, non-binary people and people with trans experience are not represented in the Executive Senior Leadership group. A small number of respondents (<5) self-identified in 2SLGBQIA+ (Table B2).

<table>
<thead>
<tr>
<th>Table B1</th>
<th>Compositional diversity of UBC Executive Group, 2023.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>UBC</td>
<td>62.5%</td>
</tr>
<tr>
<td>NOC 2011 – 0014</td>
<td>56.6%</td>
</tr>
<tr>
<td>National Workforce</td>
<td>56.6%</td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five).
*Note: n.a. shows data is not available.

<table>
<thead>
<tr>
<th>Table B2</th>
<th>Compositional diversity of UBC Executive Senior Leadership Group, 2023.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>UBC</td>
<td>49.1%</td>
</tr>
<tr>
<td>NOC 2011 – 0014</td>
<td>56.6%</td>
</tr>
<tr>
<td>National Workforce</td>
<td>56.6%</td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five).

5 Data presented is based on an Nov 1st, 2023 snapshot of employment equity survey data.
6 National Occupation Classification (NOC) 2011 – 0014 – Senior managers - health, education, social and community services and membership organizations.
Participation in Employment Equity Survey  
(Objective 1.3, use of data)

The employment equity survey has provided a centralized and standardized mechanism for collecting demographic data on UBC employees for more than a decade. The survey gives respondents the option to self-identify by gender, trans experience, sexual orientation, Indigenous identity, ethno-racial identity, racialization experience, and disability, or to select ‘prefer not to answer’ for any or all categories in the questionnaire.

The survey remains open to employees, and responses can be submitted or updated at any time through the link on Workday. EIO also offers alternatives for the online survey submission.

All active faculty and staff at UBC are eligible to participate in the survey. Response rate is calculated based on the number of active employees who submitted a partial or complete response to the employment equity survey at any time on or prior to Oct 31st, as the data snapshot for reporting is taken on Nov 1st of each year. The compositional diversity of HPSM groups is presented as a percentage, calculated by considering the number of individuals identifying as a member of the designated group and divided by the total number of respondents to the survey.

Based on the Nov 1st, 2023 data snapshot, 84% of UBC employees had participated in the employment equity survey (77% of faculty and 88% of staff). Breakdown of engagement with the survey by campus and employment type is given in Table B3.

Table B3
Response rate to the employment equity survey, 2023.

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBC – Pan-institutional Faculty</td>
<td>7,321</td>
<td>77%</td>
</tr>
<tr>
<td>UBC – Pan-institutional Staff</td>
<td>13,488</td>
<td>88%</td>
</tr>
<tr>
<td>UBC – Pan-institutional Total</td>
<td>20,809</td>
<td>84%</td>
</tr>
<tr>
<td>UBC – Vancouver Faculty</td>
<td>6,615</td>
<td>76%</td>
</tr>
<tr>
<td>UBC – Vancouver Staff</td>
<td>12,122</td>
<td>88%</td>
</tr>
<tr>
<td>UBC – Vancouver Total</td>
<td>18,737</td>
<td>84%</td>
</tr>
<tr>
<td>UBC – Okanagan Faculty</td>
<td>706</td>
<td>88%</td>
</tr>
<tr>
<td>UBC – Okanagan Staff</td>
<td>1,366</td>
<td>88%</td>
</tr>
<tr>
<td>UBC – Okanagan Total</td>
<td>2,072</td>
<td>88%</td>
</tr>
</tbody>
</table>

Engagement of senior leaders in EDI professional development  
(Objective 1.4, decision-making lens)

The EIO organized a professional development session on the topics of EDI and antiracism leadership, governance, and accountability for senior leaders, such as VPs, Deans and their delegates. 90% of
invitees (36 individuals) attended the Vancouver session on Feb 27, 2023, and 78% of invitees (18 individuals) attended the Okanagan session on Jan. 23, 2023. Additional EDI professional development opportunities exist, but data on the participation of senior leaders, specifically, is unavailable.

Recruitment, retention, and distribution of Black faculty and staff
(Objective 1.5, Black excellence)

Table B4 shows how Black faculty and staff are represented among the current workforce as well as among new hires and separations. The higher percentage of new Black employees in comparison with the current representation and separations implies moving towards a higher representation of self-identified Black individuals in faculty and staff in the next year.

Table B4
Representation of self-identified Black individuals in current faculty and staff, new hires, and separations.

<table>
<thead>
<tr>
<th></th>
<th>Response Rate</th>
<th>Self-identified in Black</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UBC – Pan-institutional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Current</td>
<td>77%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Faculty New Hires</td>
<td>84%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Faculty Turnover</td>
<td>70%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Staff Current</td>
<td>88%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Staff New Hires</td>
<td>88%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Staff Turnover</td>
<td>73%</td>
<td>2.6%</td>
</tr>
<tr>
<td><strong>UBC – Vancouver</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Current</td>
<td>76%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Faculty New Hires</td>
<td>83%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Faculty Turnover</td>
<td>70%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Staff Current</td>
<td>88%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Staff New Hires</td>
<td>88%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Staff Turnover</td>
<td>73%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>UBC – Okanagan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Current</td>
<td>88%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Faculty New Hires</td>
<td>91%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty Turnover</td>
<td>70%</td>
<td>sup.</td>
</tr>
<tr>
<td>Staff Current</td>
<td>88%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Staff New Hires</td>
<td>90%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Staff Turnover</td>
<td>73%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
Self-identified Black staff are represented similarly across ranks in UBC – pan-institutionally (Table B5). Disparities in representation are mostly seen across faculty ranks and streams (research and teaching), where Black people are not represented at the rank of Professor of Teaching. In Professorial ranks, the Black representation decreases when moving up from the Assistant Professor to Full Professor.

Table B5

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Rank</th>
<th>Response Rate</th>
<th>Self-identified in Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives and Other Academic Leaders</td>
<td></td>
<td>93%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Professor of Teaching</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Associate Professor of Teaching</td>
<td>92%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Assistant Professor of Teaching</td>
<td>95%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Full Professor</td>
<td>91%</td>
<td>1%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Associate Professor</td>
<td>92%</td>
<td>1%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Assistant Professor</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Other Faculty</td>
<td>66%</td>
<td>2%</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Lecturers and Sessional Lecturers</td>
<td>87%</td>
<td>1%</td>
</tr>
<tr>
<td>Staff</td>
<td>Senior Professional or Leader</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Staff</td>
<td>Mid-level Professional</td>
<td>96%</td>
<td>2%</td>
</tr>
<tr>
<td>Staff</td>
<td>Junior Professional</td>
<td>96%</td>
<td>3%</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff – Academic Support</td>
<td>86%</td>
<td>3%</td>
</tr>
<tr>
<td>Staff</td>
<td>Other Staff</td>
<td>79%</td>
<td>2%</td>
</tr>
<tr>
<td>Emeriti and Other Faculty and Staff Positions</td>
<td></td>
<td>58%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>84%</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five). Black faculty have low representation at the level of Assistant and Associate Professor of Teaching and no representation at the level of Professor of Teaching at UBCV (Table B6). The representation of Black faculty also decreases from Assistant Professor to the Full Professor rank. However, the distribution of Black staff is uniform across ranks.
Table B6

*UBC – Vancouver - Distribution of self-identified Black faculty and staff across ranks, 2023.*

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Rank</th>
<th>Response Rate</th>
<th>Self-identified in Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives and Other Academic Leaders</td>
<td></td>
<td>92%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Professor of Teaching</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Associate Professor of Teaching</td>
<td>92%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Assistant Professor of Teaching</td>
<td>95%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Full Professor</td>
<td>91%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Associate Professor</td>
<td>92%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Assistant Professor</td>
<td>90%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Other Faculty</td>
<td>65%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Lecturers and Sessional Lecturers</td>
<td>87%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Staff</td>
<td>Senior Professional or Leader</td>
<td>97%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Staff</td>
<td>Mid-level Professional</td>
<td>96%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Staff</td>
<td>Junior Professional</td>
<td>96%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff – Academic Support</td>
<td>86%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Staff</td>
<td>Other Staff</td>
<td>79%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Emeriti and Other Faculty and Staff Positions</td>
<td></td>
<td>58%</td>
<td>2.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>84%</strong></td>
<td><strong>2.2%</strong></td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five).*

At UBCO, Black individuals are not represented across many ranks, including Executives and Other Academic Leaders and Tenure Stream – Professorial and Educational Leadership ranks, except for a low representation at the rank of Assistant Professor of Teaching (Table B7). The distribution of Black staff is also not uniform across ranks, and at the rank of Senior Professional or Leader, Black staff have no representation.

Table B7
**UBC – Okanagan - Distribution of self-identified Black faculty and staff across ranks, 2023.**

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Rank</th>
<th>Response Rate</th>
<th>Self-identified in Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives and Other Academic Leaders</td>
<td></td>
<td>97%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Professor of Teaching</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Associate Professor of Teaching</td>
<td>91%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Educational Leadership</td>
<td>Assistant Professor of Teaching</td>
<td>95%</td>
<td>sup.</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Full Professor</td>
<td>88%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Associate Professor</td>
<td>93%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty – Tenure Stream – Professorial Ranks</td>
<td>Assistant Professor</td>
<td>92%</td>
<td>0%</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Other Faculty</td>
<td>78%</td>
<td>sup.</td>
</tr>
<tr>
<td>Term, Part-time, and Other Faculty</td>
<td>Lecturers and Sessional Lecturers</td>
<td>87%</td>
<td>sup.</td>
</tr>
<tr>
<td>Staff</td>
<td>Senior Professional or Leader</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff</td>
<td>Mid-level Professional</td>
<td>96%</td>
<td>sup.</td>
</tr>
<tr>
<td>Staff</td>
<td>Junior Professional</td>
<td>96%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff – Academic Support</td>
<td>sup.</td>
<td>sup.</td>
</tr>
<tr>
<td>Staff</td>
<td>Other Staff</td>
<td>81%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Emeriti and Other Faculty and Staff Positions</td>
<td></td>
<td>88%</td>
<td>sup.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>88%</strong></td>
<td><strong>2.4%</strong></td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five).*

**Compositional diversity of UBC workforce**

**(Objective 3.1, hiring processes)**

Table B8 shows the compositional diversity of current UBC workforce based on Nov 1, 2023 snapshot. Women, racialized people, and people with disabilities in both UBC Vancouver and UBC Okanagan are represented in alignment with or higher than the national workforce, while the representation of Indigenous peoples in UBC Vancouver is lower and in UBC Okanagan is higher than the national comparator cohort.
Compositional diversity of UBC workforce compared with the national workforce data, 2023.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UBC – Vancouver</strong></td>
<td>56.4%</td>
<td>2.1%</td>
<td>39.4%</td>
<td>9.6%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td><strong>UBC – Okanagan</strong></td>
<td>59%</td>
<td>5.1%</td>
<td>22%</td>
<td>12.2%</td>
<td>0.9%</td>
<td>1.2%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>National Workforce</strong></td>
<td>48.2%</td>
<td>4%</td>
<td>22.3%</td>
<td>9.1%</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

*Note: n.a. shows data is not available.

Compositional diversity of current UBC workforce per employee type, new additions to the workforce, and those who left UBC in 2023 are shown in Table B9, Table B10, and Table B11 for UBC pan-institutional and for UBCV and UBCO, respectively. The trends of hiring and turnover indicate increasing representation of women and racialized people among UBCV faculty and a steady level of representation of other HPSM groups, if the current trends hold in 2024. UBCO faculty trends show a potential decrease in the number of racialized and disabled people and an increase in the representation of 2SLGBQIA+ people. In the staff category, the compositional diversity of people who joined either UBC Vancouver or UBC Okanagan in 2023 is comparable to the demographic profile of employees who left UBCV and UBCO staff workforce; therefore, a significant change in the compositional diversity of staff at UBCV and UBCO and, as a result, of the UBC pan-institutional staff, is not expected in the next year.

**Table B9**
Compositional diversity of current faculty and staff, new hires, and separations in UBC – Pan-Institutional, 2023.

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Status</th>
<th>Response Rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Current</td>
<td>77%</td>
<td>46%</td>
<td>2%</td>
<td>30%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>New Hires</td>
<td>84%</td>
<td>51%</td>
<td>3%</td>
<td>34%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Faculty</td>
<td>Turnover</td>
<td>70%</td>
<td>45%</td>
<td>3%</td>
<td>27%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Staff</td>
<td>Current</td>
<td>88%</td>
<td>62%</td>
<td>2%</td>
<td>41%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Staff</td>
<td>New Hires</td>
<td>88%</td>
<td>62%</td>
<td>3%</td>
<td>38%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
</tr>
<tr>
<td>Staff</td>
<td>Turnover</td>
<td>73%</td>
<td>64%</td>
<td>3%</td>
<td>42%</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**Table B10**
Compositional diversity of current faculty and staff, new hires, and separations in UBC – Vancouver, 2023.

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Status</th>
<th>Response Rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Current</td>
<td>77%</td>
<td>46%</td>
<td>2%</td>
<td>30%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty</td>
<td>New Hires</td>
<td>84%</td>
<td>51%</td>
<td>3%</td>
<td>34%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Faculty</td>
<td>Turnover</td>
<td>70%</td>
<td>45%</td>
<td>3%</td>
<td>27%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Staff</td>
<td>Current</td>
<td>88%</td>
<td>62%</td>
<td>2%</td>
<td>41%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Staff</td>
<td>New Hires</td>
<td>88%</td>
<td>62%</td>
<td>3%</td>
<td>38%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
</tr>
<tr>
<td>Staff</td>
<td>Turnover</td>
<td>73%</td>
<td>64%</td>
<td>3%</td>
<td>42%</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Table B11
Compositional diversity of current faculty and staff, new hires, and separations in UBC – Okanagan, 2023.

<table>
<thead>
<tr>
<th>Employee Type</th>
<th>Status</th>
<th>Response Rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Current</td>
<td>76%</td>
<td>46%</td>
<td>2%</td>
<td>30%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty</td>
<td>New Hires</td>
<td>83%</td>
<td>52%</td>
<td>3%</td>
<td>35%</td>
<td>6%</td>
<td>sup.</td>
<td>sup.</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty</td>
<td>Turnover</td>
<td>70%</td>
<td>45%</td>
<td>2%</td>
<td>27%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>Staff</td>
<td>Current</td>
<td>88%</td>
<td>61%</td>
<td>2%</td>
<td>44%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>Staff</td>
<td>New Hires</td>
<td>88%</td>
<td>61%</td>
<td>3%</td>
<td>40%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
</tr>
<tr>
<td>Staff</td>
<td>Turnover</td>
<td>73%</td>
<td>63%</td>
<td>2%</td>
<td>44%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>12%</td>
</tr>
</tbody>
</table>

*Note: sup. shows suppressed data (total number of respondents is below five).

Faculty and staff feelings of respect for their personal dignity and wellbeing
(Objective 3.2, employee development and retention)

The Workplace Experiences Survey (WES) includes two statements relevant to this objective: “My diversity (e.g., lived experiences including knowledge, identity, culture, experiences) is valued in my workplace” and “UBC is committed to the wellbeing of its people, places, and communities”. In response to these questions, faculty and staff were provided with a 6-point Likert scale with the options: Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree as well as an additional option to choose "not applicable / don't know" which was excluded from calculating the per cent responses.

In the two most recent Workplace Experience surveys, 2021 WES and 2019 WES Pulse, across both UBC Vancouver and UBC Okanagan, staff had a higher participation rate compared with faculty and generally responded more favorably to both statements. A direct comparison of response trends between 2019 and 2021 is not meaningful because of the difference in participation rate between the years (almost double or more in 2021) and the change in methodology where, in 2019, fewer than 10 responses were
suppressed, while in 2021, suppression was applied in cases where fewer than five responses were recorded. WES responses are presented in more detail below.

15,409 UBC Vancouver faculty and staff were invited to participate in the 2021 WES, and 37% of them submitted their responses to the survey. Table B12 presents a summary of the top two scores (strongly agree and agree) in responses provided by faculty and staff in UBC Vancouver. Generally, faculty responded less favorably than staff to both statements. Faculty and staff who self-identified as disabled, non-binary people, or people with trans experience were least likely to agree or strongly agree with either of the corresponding statements.

Table B12
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2021 WES by faculty and staff in UBC – Vancouver.

<table>
<thead>
<tr>
<th></th>
<th>Response rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
<th>All employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Faculty</td>
<td>23%</td>
<td>65%</td>
<td>66%</td>
<td>59%</td>
<td>49%</td>
<td>50%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>45%</td>
<td>74%</td>
<td>72%</td>
<td>72%</td>
<td>60%</td>
<td>51%</td>
<td>56%</td>
<td>68%</td>
</tr>
<tr>
<td>S2</td>
<td>Faculty</td>
<td>23%</td>
<td>52%</td>
<td>57%</td>
<td>58%</td>
<td>33%</td>
<td>35%</td>
<td>30%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>45%</td>
<td>73%</td>
<td>72%</td>
<td>74%</td>
<td>56%</td>
<td>63%</td>
<td>49%</td>
<td>64%</td>
</tr>
</tbody>
</table>

*Note: Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
*S1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.
*S2: UBC is committed to the wellbeing of its people, places, and communities.

At UBC Okanagan, 1,651 faculty and staff were invited to submit their responses to the 2021 WES: 38% of whom provided an answer to the survey. Generally, faculty responses were less favorable than staff to both statements. Table B13 presents a summary of the top two scores (strongly agree or agree) in responses provided by faculty and staff in UBC Okanagan.

Table B13
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2021 WES by faculty and staff in UBC – Okanagan.

<table>
<thead>
<tr>
<th></th>
<th>Response rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
<th>All employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Faculty</td>
<td>28%</td>
<td>46%</td>
<td>63%</td>
<td>47%</td>
<td>15%</td>
<td>sup.</td>
<td>sup.</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>45%</td>
<td>77%</td>
<td>80%</td>
<td>71%</td>
<td>67%</td>
<td>sup.</td>
<td>sup.</td>
<td>70%</td>
</tr>
<tr>
<td>S2</td>
<td>Faculty</td>
<td>28%</td>
<td>53%</td>
<td>50%</td>
<td>50%</td>
<td>37%</td>
<td>sup.</td>
<td>sup.</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>45%</td>
<td>78%</td>
<td>65%</td>
<td>75%</td>
<td>66%</td>
<td>sup.</td>
<td>sup.</td>
<td>70%</td>
</tr>
</tbody>
</table>
Faculty and staff responses to the above two statements in 2019 WES Pulse are summarized in Tables B14 and B15. Of 15,665 UBC Vancouver faculty and staff invited to the 2019 WES Pulse, 19% participated in the survey. Compared with faculty, a higher percentage of staff participated in the survey and also responded more favorably to both statements. At UBC Okanagan, 18% of 1,450 invited faculty and staff submitted their responses to the 2019 WES Pulse. There were no or few responses (<10) received in most of the categories.

Based on aggregated responses to the two statements in 2019 WES Pulse, in both UBCV and UBCO, women faculty and staff responded more positively, and disabled faculty and staff responded less positively than the comparator cohort (all faculty/staff at UBCV/UBCO). In UBC Vancouver, responses from faculty and staff members who self-identified as disabled, non-binary, trans, or 2SLGBQIA+ were less positive and responses from Indigenous faculty and staff were in alignment with the comparator cohort. In UBC Okanagan, responses from faculty and staff members who self-identified as racialized or 2SLGBQIA+ were in alignment with the comparator cohort. Few responses (less than 10) from UBC Okanagan faculty and staff self-identifying as Indigenous, non-binary, or trans were received.

Table B14
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2019 WES Pulse by faculty and staff in UBC – Vancouver.

<table>
<thead>
<tr>
<th>Response rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
<th>All employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1 Faculty</strong></td>
<td>9%</td>
<td>51%</td>
<td>67%</td>
<td>49%</td>
<td>33%</td>
<td>sup.</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>S1 Staff</strong></td>
<td>25%</td>
<td>72%</td>
<td>74%</td>
<td>73%</td>
<td>47%</td>
<td>45%</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td><strong>S2 Faculty</strong></td>
<td>9%</td>
<td>58%</td>
<td>53%</td>
<td>57%</td>
<td>41%</td>
<td>sup.</td>
<td>48%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>S2 Staff</strong></td>
<td>25%</td>
<td>77%</td>
<td>69%</td>
<td>79%</td>
<td>53%</td>
<td>55%</td>
<td>68%</td>
<td>74%</td>
</tr>
</tbody>
</table>
Table B15  
**Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2019 WES Pulse by faculty and staff in UBC – Okanagan.**

<table>
<thead>
<tr>
<th></th>
<th>Response rate</th>
<th>Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB</th>
<th>Trans</th>
<th>2SLGBQIA+</th>
<th>All employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1 Faculty</strong></td>
<td>10%</td>
<td>76%</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>53%</td>
</tr>
<tr>
<td><strong>S1 Staff</strong></td>
<td>23%</td>
<td>72%</td>
<td>sup.</td>
<td>60%</td>
<td>50%</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>66%</td>
</tr>
<tr>
<td><strong>S2 Faculty</strong></td>
<td>10%</td>
<td>57%</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>sup.</td>
<td>51%</td>
</tr>
<tr>
<td><strong>S2 Staff</strong></td>
<td>23%</td>
<td>80%</td>
<td>sup.</td>
<td>87%</td>
<td>50%</td>
<td>sup.</td>
<td>sup.</td>
<td>82%</td>
<td>76%</td>
</tr>
</tbody>
</table>

*Note: Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.*  
*Note: sup. shows suppressed data (total number of respondents is zero or below 10).*  
*S1: My diversity (e.g. lived experiences including knowledge, identity, culture, experiences) is valued in my workplace.*  
*S2: UBC is committed to the wellbeing of its people, places, and communities.*

**Students’ feelings of respect for their personal dignity and wellbeing**  
**Objective 3.4, student development and support**

The Undergraduate Experience Survey (UES) includes two statements that might be used as an indicator for this metric: “I feel that my beliefs, identity and experiences are valued at UBC” and “UBC is committed to the wellbeing of its people, place, and community”. In response to these questions, students were provided with a 6-point Likert scale with the options: Strongly agree, agree, somewhat agree, somewhat disagree, disagree, strongly disagree as well as an additional option to choose "not applicable / don't know" which was excluded from calculating the per cent responses.

20,652 UBC Vancouver students were invited to participate in the 2022 UES, and 13% of them submitted their responses to at least one question in the survey. Table B16 presents a summary of the top two scores (strongly agree or agree) in responses provided by undergraduate students in UBC Vancouver. Students who self-identified as non-binary people, people with trans experience, or in both groups were least likely to agree or strongly agree with either of the corresponding statements. More than half of the students who self-identified in other HPSM groups agreed or strongly agreed that their beliefs, identities and experiences are valued at UBC. However, students across all groups felt less agreement with the statement that UBC is committed to the wellbeing of its people, place, and community compared to the first statement.

Table B16  
**Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2022 UES by students in UBC – Vancouver.**

<table>
<thead>
<tr>
<th>Question response rate (all students)</th>
<th>Question response rate (HPSM students)</th>
<th>Cis Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB and/or Trans</th>
<th>2SLGBQIA+</th>
<th>All Students</th>
</tr>
</thead>
</table>

52
At UBC Okanagan, 5,284 students were invited to submit their responses to the 2022 UES; 17% of whom provided an answer to at least one question in the survey. Students who self-identified as non-binary people, people with trans experience, or in both groups were least likely to agree or strongly agree that their beliefs, identities and experiences are valued at UBC; while more than half of the students self-identifying in other HPSM groups agreed or strongly agreed to the corresponding statement. Compared to the first statement, students across all groups felt less agreement to the statement that UBC is committed to the wellbeing of its people, place, and community, while students who self-identified as disabled reported a lower level of agreement with the corresponding statement. Table B17 presents a summary of the top two scores (strongly agree or agree) in responses provided by undergraduate students in UBC Okanagan.

Table B17
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2022 UES by students in UBC – Okanagan.

<table>
<thead>
<tr>
<th>Question response rate (all students)</th>
<th>Question response rate (HPSM students)</th>
<th>Cis Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB and/or Trans</th>
<th>2SLGBQIA+</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>84.5%</td>
<td>&gt; 90%</td>
<td>64%</td>
<td>63%</td>
<td>58%</td>
<td>56%</td>
<td>40%</td>
<td>61%</td>
</tr>
<tr>
<td>S2</td>
<td>85.6%</td>
<td>&gt; 90%</td>
<td>30%</td>
<td>22%</td>
<td>28%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Note: Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
*S1: I feel that my beliefs, identity and experiences are valued at UBC.
*S2: UBC is committed to the wellbeing of its people, place, and community.
Table B18
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2021 UES by students in UBC – Vancouver.

<table>
<thead>
<tr>
<th>Question response rate (all students)</th>
<th>Question response rate (HPSM students)</th>
<th>Cis Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB and/or Trans</th>
<th>2SLGBQIA+</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>83%</td>
<td>&gt; 85%</td>
<td>62%</td>
<td>59%</td>
<td>58%</td>
<td>52%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>S2</td>
<td>86.9%</td>
<td>&gt; 88%</td>
<td>30%</td>
<td>35%</td>
<td>32%</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
</tr>
</tbody>
</table>

*Note: Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
*S1: I feel that my beliefs, identity and experiences are valued at UBC.
*S2: UBC is committed to the wellbeing of its people, place, and community.

Table B19
Summary of the top 2 scores (per cent of strongly agreement or agreement) to two questions in 2021 UES by students in UBC – Okanagan.

<table>
<thead>
<tr>
<th>Question response rate (all students)</th>
<th>Question response rate (HPSM students)</th>
<th>Cis Women</th>
<th>Indigenous</th>
<th>Racialized</th>
<th>Disabled</th>
<th>NB and/or Trans</th>
<th>2SLGBQIA+</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>83.1%</td>
<td>&gt; 87%</td>
<td>69%</td>
<td>62%</td>
<td>63%</td>
<td>58%</td>
<td>37%</td>
<td>51%</td>
</tr>
<tr>
<td>S2</td>
<td>88%</td>
<td>&gt; 90%</td>
<td>42%</td>
<td>40%</td>
<td>46%</td>
<td>32%</td>
<td>20%</td>
<td>23%</td>
</tr>
</tbody>
</table>

*Note: Because of the size of HPSM groups, some groups will have a larger impact on the all-employee score than others.
*S1: I feel that my beliefs, identity and experiences are valued at UBC.
*S2: UBC is committed to the wellbeing of its people, place, and community.
Appendix C: UBC’s Black Excellence Ecosystem

- Admission Pathways
- Transition Programs
- Scholarships and Bursaries
- Mentorship Programs
- Wellness and Success Services
- Graduate Bridging (PhD to PDF)
- Community Space

**Black STUDENTS**

- Recruitment
- Onboarding
- Recognition
- Community Connection & Networks
- Career Development
- Leadership Advancement
- Climate

**Black STAFF (incl. TA/RAs, PDFs)**

- Recruitment
- Onboarding
- Service Recognition
- Early Career Support/Development
- Academic Leadership Advancement
- Research Awards/Chairs
- Black Scholarship

**Black FACULTY**
Appendix D: Status of institutional strategic actions (central interventions)

Provides the status of the 135 roadmap strategic actions, alongside the implementation scope and the leading unit(s). For more information about each of the status categories, section 2.2.1 (Status of institutional strategic actions, Methodology).

1.0 Structural change objectives

1.1 Establish a robust strategic planning framework and feedback mechanisms to guide and enable measurable progress on university-wide equity and anti-racism efforts.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope⁷</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develop StEAR Framework, Roadmap and governance model to guide strategic action and accountability</td>
<td>I EIO</td>
<td>Completed /Ongoing</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>B. Identify key performance indicators/measure of success and mechanisms to track progress</td>
<td>I EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>C. Administer annual (or bi-annual) university-wide inventory/assessment of campus-wide efforts</td>
<td>I EIO</td>
<td>Completed /Ongoing</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>D. Establish plan to communicate progress on StEAR (e.g., web presence, town halls, etc.)</td>
<td>I EIO</td>
<td>Completed /Ongoing</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>E. Constitute and launch StEAR Implementation Coordination Committee</td>
<td>I EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Develop data standards and governance mechanisms to enhance ethno-racial, gender identity, and broader intersectional demographic data collection and reporting.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope⁷</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review and update data governance mechanisms using an equity and antiracism lens</td>
<td>I ES, PAIR, IT, EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>B. Review and update data access principles and practices</td>
<td>I ES, PAIR</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>C. Ensure continued integration of EDI principles and goals into the design, delivery, sustainment and updates of Workday HR, Finance and Student, including the Integrated Renewal Program (IRP).</td>
<td>I ISC, ES, Finance, HR</td>
<td>Pending confirmation</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

⁷ Indicates the implementation scope of the strategic action. I - Actions that are being/will be implemented across the entire university system using a unified approach; C - Actions that require campus-specific implementation.
### 1.3 Collect and report on disaggregated and intersectional demographic and experiential data and facilitate just-in-time and self-serve data analysis for unit-planning purposes.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope²</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hire a second Equity Data Analyst jointly reporting to the EIO and PAIR</td>
<td></td>
<td>EIO, PAIR</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Launch Student Demographic Survey and integrate into Workday student</td>
<td></td>
<td>EIO, ES, PAIR, ISC</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Enhance annual Employment Equity Survey report to include employee lifecycle events</td>
<td></td>
<td>EIO, PAIR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Establish system to consistently collect and appropriately use data from Job Applicant Equity Survey</td>
<td></td>
<td>EIO, PAIR, HR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Establish protocols for entry and update of gendered data in Workday and Canvas</td>
<td></td>
<td>EIO, IT, PAIR, CTLT, HR, LT Hub</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Develop systems and protocols to enable appropriate just-in-time unit access to demographic data</td>
<td></td>
<td>EIO, PAIR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. Develop method for and analyze experiential data from Workplace Experience Survey overlay with the Employment Equity Survey</td>
<td></td>
<td>EIO, PAIR</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>H. Develop dashboard for self-serve reporting on demographic data</td>
<td></td>
<td>EIO, PAIR, ES, HR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Renew faculty pay equity analysis by gender and develop methodology for ethno-racial analysis</td>
<td></td>
<td>EIO, PAIR, HR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>J. Review and improve statistical reporting of discrimination and harassment concerns and complaints</td>
<td></td>
<td>EIO, IO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K. Continue to enhance periodic university-wide systems review and climate surveys for students and employees</td>
<td></td>
<td>EIO, PAIR</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>L. Explore how to capture university-wide climate/experience data for graduate students</td>
<td></td>
<td>EIO, PAIR, G+PS, CoGS</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
1.4 Enhance capacity of senior leadership to incorporate equity and anti-racism principles in their decision-making.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope²</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce senior leader onboarding and training program</td>
<td>I</td>
<td>HR, HR UBCO</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Diversify Academic Leadership Development Program (ALDP) curriculum and participants</td>
<td>I</td>
<td>ALDP, HR, APTL</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Develop and disseminate tool for equity and anti-racism analysis to be applied during institution-wide policy/program (re)-design</td>
<td>I</td>
<td>EIO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Expand Faculty, Vice-President portfolio, and departmental level Equity Leads as part of networked leadership</td>
<td>I</td>
<td>EIO, All Offices of VP Portfolios &amp; Faculties, UBCO Portfolios &amp; Faculties</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Develop a protocol for ethical community consultation and engagement of HPSM groups</td>
<td>I</td>
<td>EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Review and improve the university’s event booking and speaker engagement protocol</td>
<td>I</td>
<td>EIO, SRS, VPSO, AVPUR</td>
<td>On hold</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. Review Appointment Policies AP5 (Deans/Principals) and AP9 (Academic Heads) and other related policies, with an equity and anti-racism lens</td>
<td>I</td>
<td>EIO, HR, AA, U Counsel</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1.5 Develop and implement a holistic plan to advance Black excellence, inclusion, and flourishing.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope²</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Connect existing and new central and decentralized (Black Excellence) initiatives to form a comprehensive plan</td>
<td>I</td>
<td>EIO, OVPA(V), VPSO, OVPA(O), AVPSO, HR UBCO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention</td>
<td>I</td>
<td>EIO, OVPA(V), HR, Deputy Provost</td>
<td>-</td>
<td>Completed/Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td>C. Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship</td>
<td>I</td>
<td>OVPA(V)</td>
<td>-</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>D. Explore establishing Black student admissions pathways and programs, and wrap-around supports</td>
<td>I</td>
<td>ES, VPSO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
1.6 Enhance systems and processes for addressing discrimination and harassment concerns and complaints, and particularly those related to race-based grounds.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Complete Discrimination Policy (SC7) review</td>
<td>U</td>
<td>U Counsel</td>
<td>On hold</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Develop discrimination response protocol to distribute to people managers</td>
<td>I</td>
<td>EIO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Update UBC Statement on Respectful Environment and disseminate to supervisors and employees</td>
<td>I</td>
<td>EIO, HR</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Identify unit-level reporting mechanisms and protocols to elevate, track, and address systemic concerns (across protected grounds)</td>
<td>I</td>
<td>EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1.7 Establish structure and governance to develop and implement university accessibility priorities, with meaningful engagement and involvement of persons with disabilities.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Establish an accessibility committee and accessibility plan to comply with the BC Accessibility Act</td>
<td>I</td>
<td>Lead: AVPEI in collaboration with multiple senior leaders. Partners: All members of the Accessibility Planning Team with advice from the Accessibility Advisory Committee</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Develop a Centre for Workplace Accessibility communications plan</td>
<td>I</td>
<td>CWA</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Implement and evaluate the three-year Centre for Workplace Accessibility Program pilot and incorporate learning into future programs and structures</td>
<td>I</td>
<td>CWA</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Launch initiatives to meet new tri-agency CRC equity goals, especially for persons with disabilities</td>
<td>I</td>
<td>EIO, AVPRI</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Revise the Workplace Accommodation Policy</td>
<td>I</td>
<td>U Counsel, HR</td>
<td>On hold</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
F. Promote Universal Design Learning (UDL) initiatives for students, staff, and faculty  

Cfa, CTLT, OVPA(V), SA, AVP Teaching and Learning, VPSO, APTL, DRC  

- In progress Pending confirmation

1.8 Enhance integration of EDI principles and practices across physical spaces and operational infrastructure (e.g., Facilities, Information Technology, and Financial Services).

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review procurement processes with equity lens</td>
<td>I</td>
<td>Finance</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Review campus space planning with an equity lens</td>
<td>C</td>
<td>Facilities, SHCS, AVP Faculty Planning, AVPFO(O), OVPA(O), AVP Faculty Planning</td>
<td>-</td>
<td>In progress</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td>C. Review procurement processes for information system and learning technologies including those involving AI technologies, with an equity, and especially, gender inclusion lens</td>
<td>I</td>
<td>IT, CTLT, LT Hub</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Secure spaces for racialized community support, connection, networking, community-building</td>
<td>C</td>
<td>VPSO, SHCS, Facilities, SEL</td>
<td>-</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>E. Establish multi-faith/multi-purpose spaces for prayer, spiritual reflection, quiet/solace</td>
<td>C</td>
<td>VPSO, SHCS, Facilities, AVPFO(O), WAS</td>
<td>-</td>
<td>In progress</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td>F. Review residence all-gender and accessibility policies, housing assignments, washroom signage</td>
<td>C</td>
<td>SHCS, Facilities, AVPFO(O), SHCS(O)</td>
<td>-</td>
<td>In progress</td>
<td>Pending confirmation</td>
</tr>
<tr>
<td>G. Increase and enhance all-gender change rooms in Recreation facilities</td>
<td>C</td>
<td>A&amp;R, Facilities, A&amp;R UBCO</td>
<td>-</td>
<td>In progress</td>
<td>In progress</td>
</tr>
</tbody>
</table>

1.9 Enhance integration of equity, inclusion, and antiracism principles and practices in university and unit-level communications standards, protocols, and services.
A. Integrate an equity and anti-racism lens into Global Events Working Group (UBCV?)
   - GEWG
   - Completed/Ongoing

B. Provide training for communications personnel to integrate equity and anti-racism principles in communications
   - Comms, AVPUR
   - Completed/Ongoing

C. Review major institutional-level communications protocols with an equity and anti-racism lens
   - Comms
   - In progress

D. Review central institutional brand and marketing principles and guides with an equity and anti-racism lens and disseminate to the campus community
   - Comms, AVPUR
   - In progress

### 2.0 Curricular change objectives

#### 2.1 Improve the academic and learning experiences of HPSM students, including Black, racialized, disabled, 2SLGBTQIA+, TGNB, and women-identified students.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review Teaching/Learning Funds to promote anti-racism efforts</td>
<td>C</td>
<td>CTLT, OVPA(V), AVP Teaching and Learning, OVPA(O)</td>
<td>In progress</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>B. Review and remedy bias/discrimination in invigilation systems and processes</td>
<td>C</td>
<td>CTLT, ES, APTL, AOS</td>
<td>Completed/Ongoing</td>
<td>Completed/Ongoing</td>
<td></td>
</tr>
<tr>
<td>C. Review and redress inequities/barriers to accessibility related to racialized student and HPSM student participation in experiential learning opportunities</td>
<td>C</td>
<td>Distributed Leadership, AOS</td>
<td>Pending confirmation</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>D. Work with partners to foster discrimination-free experiential learning environments, particularly for racialized students</td>
<td>C</td>
<td>CTLT, AOS</td>
<td>In progress</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>E. Develop educational resources on gender diversity and inclusion in the classroom</td>
<td>C</td>
<td>CTLT, CTL</td>
<td>In progress</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>F. Establish a protocol for name choice at every stage of the academic journey</td>
<td>I</td>
<td>EIO, G+PS, ES</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### 2.2 Enhance capacity to diversify curriculum and ways of learning, as well as to engage equitable, inclusive, anti-racist, and decolonial academic programs and pedagogy.
### Strategic actions

<table>
<thead>
<tr>
<th>A. Incorporate EDI in program review criteria for cyclical academic reviews mandated by senate policy</th>
<th>C</th>
<th>OVPA(V), Deputy Provost, APTL</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Review and enhance, where needed, resources to incorporate EDI in academic programs and pedagogy</td>
<td>C</td>
<td>CTLT, CTL</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>C. Establish grants and awards to create and curate anti-oppressive/anti-racist curricular content</td>
<td>C</td>
<td>OVPA(V), AVP Teaching and Learning, APTL</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>D. Establish incentives for faculty participation in anti-racist and decolonial educational activity</td>
<td>C</td>
<td>OVPA(V), Deputy Provost, APTL</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>E. Develop resources on racio-linguistic diversity and discrimination counter-pedagogy</td>
<td>C</td>
<td>CTLT, CTL</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>F. Enhance regular unit reviews of academic program curricula with an eye to improve consciousness and responsiveness to race-related, transgender and non-binary, and disability justice inequities</td>
<td>C</td>
<td>OVPA(V), AVP Teaching and Learning, APTL</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
</tbody>
</table>

#### 2.3 Enhance capacity to diversify scholarship and ways of knowing, as well as to engage in equitable, inclusive, anti-racist, and decolonial research programs and methodology.

<table>
<thead>
<tr>
<th>A. Pilot online course on integrated EDI in research programs, with associated resources</th>
<th>I</th>
<th>EIO, AVPRI(V)</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Develop a guide to integrating EDI in research programs and methodology</td>
<td>I</td>
<td>EIO, AVPRI(V)</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>C. Develop a guide to equitable nomination and adjudication of research chairs and awards</td>
<td>I</td>
<td>EIO, AVPRI(V)</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>D. Develop centralized and accessible digital repository of resources for EDI in research</td>
<td>I</td>
<td>EIO, AVPRI(V)</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>E. Establish CRC connections and mentorship program</td>
<td>I</td>
<td>EIO, AVPRI(V)</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
<tr>
<td>F. Revise the CRC Appointments Guide</td>
<td>I</td>
<td>EIO, AVPRI(V)</td>
<td>Institution-wide Status</td>
<td>UBCV Status</td>
<td>UBCO Status</td>
</tr>
</tbody>
</table>
G. Pilot a project to enhance equitable CRC processes and outcomes, especially for disabled scholars

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<tbody>
<tr>
<td>G.</td>
<td>Pilot a project to enhance equitable CRC processes and outcomes, especially for disabled scholars</td>
</tr>
</tbody>
</table>

H. Pilot an Employment Equity Advisor program for CRC processes

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<thead>
<tr>
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<tbody>
<tr>
<td>H.</td>
<td>Pilot an Employment Equity Advisor program for CRC processes</td>
</tr>
</tbody>
</table>

I. Develop a CRC start-up package menu for offer negotiation, including designated grant support

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I.</td>
<td>Develop a CRC start-up package menu for offer negotiation, including designated grant support</td>
</tr>
</tbody>
</table>

J. Leverage CRCs for recruitment and retention of HPSM scholars, and particularly Black scholars

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>J.</td>
<td>Leverage CRCs for recruitment and retention of HPSM scholars, and particularly Black scholars</td>
</tr>
</tbody>
</table>

K. Explore and continue to enhance grant support for CRCs

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>K.</td>
<td>Explore and continue to enhance grant support for CRCs</td>
</tr>
</tbody>
</table>

3.0 Compositional change objectives

3.1 Review and improve faculty and staff hiring processes to better integrate equity and anti-racism principles.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develop a compendium of job-related EDI competencies for hiring and performance assessments</td>
<td>I</td>
<td>EIO, Talent Acquisition</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Develop university-wide faculty hiring guidelines (including protocols for restricted hiring)</td>
<td>I</td>
<td>EIO, Faculty Relations</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Develop university-wide staff hiring guidelines aligned with collective agreements</td>
<td>I</td>
<td>EIO, Employee Relations</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Develop a recruitment database of HPSM venues, discipline-specific societies/publications, associations</td>
<td>I</td>
<td>Talent Acquisition, Faculty Relations, Employee Relations</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Develop guidelines for hiring graduate and undergraduate research assistants and post-doctoral fellows</td>
<td>C</td>
<td>EIO, HR, CoGS</td>
<td></td>
<td>Not yet started</td>
<td>In progress</td>
</tr>
<tr>
<td>F. Scale up Employment Equity Advisor program for faculty and staff hiring</td>
<td>I</td>
<td>EIO, HR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. Develop a suite of best practice resources and infrastructure for hiring with accountability check</td>
<td>I</td>
<td>EIO, HR</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>H. Include anti-racist competencies in selection and training of human</td>
<td>I</td>
<td>EIO, IO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
rights advisors, resolution facilitators, investigators, and complaint adjudicators

### Strategic Actions

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Recruit and develop Human Rights Advisors with race-related discrimination experience</td>
<td>I</td>
<td>EIO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>J. Recruit and develop Investigators with race-related discrimination experience</td>
<td>I</td>
<td>IO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K. Review the Work Learn program to integrate EDI principals and goals</td>
<td>C</td>
<td>UBC Career Centre, ACD</td>
<td>Completed/Ongoing</td>
<td>Not yet started</td>
<td></td>
</tr>
</tbody>
</table>

### 3.2 Enhance qualitative experiences and retention of HPSM faculty and staff through support and development opportunities.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Establish and support Indigenous, Black, and People of Colour (IBPOC) Connections program</td>
<td>C</td>
<td>EIO</td>
<td>-</td>
<td>Completed/Ongoing</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td>B. Establish an appropriate mechanism to support resource groups for HPSM employees</td>
<td>I</td>
<td>EIO, HR, OVPA(V)</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Pilot projects for the retention of HPSM faculty and staff</td>
<td>C</td>
<td>EIO, HR, OVPA(V), Deputy Provost</td>
<td>In Progress</td>
<td>Pending confirmation</td>
<td></td>
</tr>
<tr>
<td>D. Develop a centralized TGNB information hub with wellness and inclusion resources</td>
<td>I</td>
<td>EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Increase access to TGNB-competent mental health providers through increased benefits</td>
<td>I</td>
<td>HR</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Develop principles and guidance to recognize HPSM service leadership on EDI/AR</td>
<td>I</td>
<td>EIO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. Explore programs to enhance affordability of housing for faculty and staff</td>
<td>C</td>
<td>HR, HR UBCO</td>
<td>-</td>
<td>Completed/Ongoing</td>
<td>On hold</td>
</tr>
<tr>
<td>H. Enhance leadership development opportunities for racialized groups</td>
<td>I</td>
<td>HR, OVPA(V), Deputy Provost</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Explore development and funding of leadership incubator for racialized women</td>
<td>I</td>
<td>HR, OVPA(V)</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
J. Develop a mentorship program for pre-tenure and early career racialized faculty (cross-institutional)

<table>
<thead>
<tr>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Provost, APTL, AVPRI(O)</td>
<td>Pending confirmation</td>
<td>-</td>
</tr>
</tbody>
</table>

K. Reinforce developmental aims of staff performance management process

<table>
<thead>
<tr>
<th>Leads</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR, HR UBCO</td>
<td>In progress</td>
</tr>
</tbody>
</table>

L. Review and implement enhancements to tenure and promotion practices, exploring opportunities to improve related policies and collective agreements

<table>
<thead>
<tr>
<th>Leads</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIO, HR, Faculty Relations</td>
<td>Not yet started</td>
</tr>
</tbody>
</table>

M. Establish special programs of awards/prizes for HPSM Early Career Researchers

<table>
<thead>
<tr>
<th>Leads</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIO, EIO(O)</td>
<td>In progress</td>
</tr>
</tbody>
</table>

N. Develop a process to systematically identify and address EDI-related issues raised in exit interviews

<table>
<thead>
<tr>
<th>Leads</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR, EIO, PAIR, HR UBCO</td>
<td>In progress</td>
</tr>
</tbody>
</table>

3.3 Improve undergraduate and graduate student admissions processes to better integrate equitable and anti-racist principles and practices.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review central undergraduate recruitment and admissions systems, policies and practices with an equity and anti-racism lens</td>
<td>I</td>
<td>EIO, ES, ISI</td>
<td>In progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Review decentralized graduate admissions processes and practices with an equity/anti-racism lens</td>
<td>C</td>
<td>EIO, G+PS, CoGS</td>
<td>In progress</td>
<td>Not yet started</td>
<td></td>
</tr>
<tr>
<td>C. Review university enrolment and student access plans with an equity and anti-racism lens</td>
<td>C</td>
<td>ES, VPSO, Faculty Planning, AVP Faculty Planning, OVPA(O)</td>
<td>Pending confirmation</td>
<td>Completed /Ongoing</td>
<td></td>
</tr>
<tr>
<td>D. Promote and facilitate opportunities for CRCs to hire HPSM graduate students</td>
<td>I</td>
<td>EIO</td>
<td>In progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Initiate a Black and Indigenous scholars fellowship program</td>
<td>C</td>
<td>G+PS, OVPA(V), Deputy Provost, CoGS</td>
<td>Not yet started</td>
<td>Not yet started</td>
<td></td>
</tr>
<tr>
<td>F. Establish a funding program to award new racialized graduate students</td>
<td>C</td>
<td>G+PS, CoGS</td>
<td>In progress</td>
<td>Not yet started</td>
<td></td>
</tr>
</tbody>
</table>
3.4 Enhance qualitative experiences and retention of HPSM students through support and development opportunities.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review “In-service: Global Engagement Strategy” with an equity and anti-racist lens</td>
<td>I</td>
<td>OGE, APTL</td>
<td>(Excluded)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Identify supports for TGNB athletes</td>
<td>C</td>
<td>A&amp;R, A&amp;R UBCO</td>
<td>-</td>
<td>Completed /Ongoing</td>
<td>Not yet started</td>
</tr>
<tr>
<td>C. Review recreation and intramural policies with a gender inclusivity and human rights lens</td>
<td>C</td>
<td>A&amp;R, A&amp;R UBCO</td>
<td>-</td>
<td>Completed /Ongoing</td>
<td>In progress</td>
</tr>
<tr>
<td>D. Expand TGNB health and wellness initiatives (training practitioners, SOPs, referral support)</td>
<td>C</td>
<td>Student Health &amp; Wellbeing, WAS</td>
<td>-</td>
<td>Completed /Ongoing</td>
<td>Completed /Ongoing</td>
</tr>
<tr>
<td>E. Support Black student mental health (peer support, wellness navigator, subsidy for local referral)</td>
<td>C</td>
<td>Student Health &amp; Wellbeing, WAS, SEL</td>
<td>-</td>
<td>Completed /Ongoing</td>
<td>Completed /Ongoing</td>
</tr>
<tr>
<td>F. Incorporate racialized specific wellness information in orientations and Jump Start</td>
<td>C</td>
<td>Student Health &amp; Wellbeing, G+PS, SA, SEL</td>
<td>-</td>
<td>In progress</td>
<td>In progress</td>
</tr>
</tbody>
</table>

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8 Action 3.4A (Review “In-service: Global Engagement Strategy” with an equity and anti-racist lens) has been excluded from this report as the strategy is no longer active.
G. Increase complement and competencies of mental health practitioners from and capable of supporting HPSM groups (especially 2SLGBTQIA+ and IBPOC)

H. Apply trauma-informed racialized, TGNB, and disability health lens to Wellbeing Strategic Framework

I. Establish a Black Resource Centre on the Okanagan campus and a Black Student Space on the Vancouver campus

J. Establish principles and guidelines to help start-up and sustain student affinity groups

K. Analyze results of regular undergraduate and graduate student experience surveys to inform program and service enhancements

4.0 Interactional change objectives

4.1 Enhance faculty and staff uptake of opportunities to expand equity, inclusion, and anti-racism competencies, with a focus on people managers and supervisors.

<table>
<thead>
<tr>
<th>Strategic actions</th>
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<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce anti-oppressive/anti-racist, human rights, and equity content in new employee orientation</td>
<td>C</td>
<td>EIO, HR, HR UBCO</td>
<td>-</td>
<td>Not yet started</td>
<td>Completed /Ongoing</td>
</tr>
<tr>
<td>B. Develop and disseminate equitable recruitment training requirements and resources</td>
<td>I</td>
<td>EIO, HR, HR UBCO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Develop Positive Space training and badge program (including resources regarding use of pronouns and chosen names)</td>
<td>I</td>
<td>EIO, HR, HR UBCO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Develop and disseminate trauma-informed power-sensitive conflict resolution training/resources</td>
<td>I</td>
<td>EIO, HR, HR UBCO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Develop and disseminate equitable and anti-racist workplace resources for people managers</td>
<td>I</td>
<td>EIO, HR, HR UBCO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Develop EDI eligibility criteria for university-funded management professional development programs</td>
<td>I</td>
<td>HR, HR UBCO</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. Develop resources for graduate supervisors to enhance their intergroup competencies</td>
<td>C</td>
<td>G+PS, CoGS</td>
<td>-</td>
<td>In progress</td>
<td>In progress</td>
</tr>
</tbody>
</table>
4.2 Enhance individual capacities for handling discrimination and harassment concerns and complaints, and particularly those involving or intersecting with race-based grounds.

<table>
<thead>
<tr>
<th>Strategic actions</th>
<th>Scope</th>
<th>Leads</th>
<th>Institution-wide Status</th>
<th>UBCV Status</th>
<th>UBCO Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify and point to a robust glossary of definitions of race-related concepts</td>
<td>I</td>
<td>EIO</td>
<td>Not yet started</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Develop and widely disseminate discrimination complaint flow chart</td>
<td>I</td>
<td>EIO, IO</td>
<td>Completed/Ongoing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Expand and widely disseminate information and resources about complaint and informal processes, including alternate resolution processes</td>
<td>I</td>
<td>EIO, IO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>D. Enhance the annual human rights and resolution report</td>
<td>I</td>
<td>EIO, IO</td>
<td>In progress</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Appendix E: StEAR Inventory: Mapping UBC’s decentralized EDI practices & initiatives

The StEAR Inventory asked the same set of five questions for each of the 18 objectives in the StEAR Roadmap for Change. Only the first question, question A, varied for each objective. This appendix provides an overview of the questions asked.

StEAR inventory question set (repeats for each StEAR objective)

- Question A: Varies, see below
- Question B: (optional) Please describe any initiative or work in this area that you wish to share with the UBC community as part of a map/database of EDI efforts at UBC.
- Question C: (optional) Please provide a contact name and email for this initiative/area of work (if you answered question B and no contact information is provided, your unit’s main “inventory contact” will be inserted here).
- Question D: (optional) What, if any, have been the primary challenges or barriers preventing or hindering your action in this area (select all that apply):
  - None
  - Competing priorities
  - Waiting for enabling work elsewhere to be completed
  - Lack of time (staffing/workload capacity)
  - Lack of funding (financial resources)
  - Lack of knowledge/skill (expertise)
  - Lack of internal community engagement (cultural barrier)
  - Lack of supporting policies and structures (systemic barrier)
  - Other, please specify
- Question E: Use this field for additional comments or explanation related to this objective.

List of questions asked in Question A

- 1.1A: Is your unit engaging in unit EDI planning and goal-setting (e.g. using the Activating Inclusion Toolkit, in consultation with EIO strategists, or through unit-developed processes)?
- 1.2A: Is your unit ensuring that you are following equity-related data collection and use standards (e.g., engaging with UBC data governance processes in relation to equity data, ensuring language used on unit forms follows data standards, encouraging participation in equity censuses)?
- 1.3A: Is your unit using currently available institutional EDI data (e.g. Employment Equity Report, Workplace Experience Survey reports, Undergraduate Experience Survey reports) in unit decision-making processes?
- 1.4A: Are your unit’s leaders reviewing unit policies, programs, decisions, and practices with an equity and anti-racism lens (e.g., through tools such as the EDI Self-Assessment Tool or Using an EDI Decision-Making Lens)?
- 1.5A: Is your unit engaging in specific efforts to address anti-Black racism and promote Black excellence?
- 1.6A: Is your unit using and promoting understanding of UBC’s systems and processes for addressing concerns and complaints of disrespect, bullying, harassment, discrimination and/or discriminatory impact?
• 1.7A: Is your unit setting and pursuing unit goals specifically related to disability equity, inclusion, and compliance with accessibility requirements?
• 1.8A: Is your unit enhancing physical and/or operational infrastructures in alignment with EDI principles (e.g., working to enhance inclusive signage (e.g. for washrooms), monitoring accessibility features to submit prompt maintenance requests if they are not functioning properly)?
• 1.9A: Is your unit creating protocols to ensure an EDI and anti-racism lens to communications from the unit (e.g. using inclusive language guidelines, ensuring chosen names are used, and ensuring diversity in communication materials)?
• 2.1A: Is your unit developing initiatives and programs to improve the academic and learning experiences of HPSM students?
• 2.2A: Is your unit promoting diversification of academic or educational programming to enhance equity and anti-racism (e.g. curriculum or pedagogy initiatives, co-curricular and extra-curricular opportunities?)
• 2.3A: Is your unit promoting diversification of research or scholarship to enhance equity and anti-racism (including methodologies and research programs?)
• 3.1A: Is your unit deploying practices for equitable hiring within the unit (e.g. all hiring committee members complete UBC’s Hiring Equity online module, and/or other practices in the forthcoming equitable hiring guide)?
• 3.2A: Is your unit intentionally engaging in efforts to enhance experiences of HPSM faculty and staff in the unit (e.g. support initiatives, development opportunities, or intentional spaces for dialogue and feedback)?
• 3.3A: Is your unit integrating equitable and anti-racist principles and practices in the unit’s undergraduate and graduate student recruitment and admissions processes?
• 3.4A: Is your unit intentionally engaging in efforts to enhance experiences of HPSM students in the unit (e.g. support initiatives, development opportunities, or creating space for dialogue and feedback)?
• 4.1A: Is your unit developing unit-level initiatives or programs to build EDI competencies of staff and faculty in the unit (e.g. workshop series, professional development initiatives, integrating EDI and anti-racist content into existing professional development opportunities), or actively accessing other UBC opportunities in this area?
• 4.2A: Is your unit developing unit-level initiatives or programs to enhance capacity to provide early response to concerns of micro-inequities/aggressions, disrespect, bullying, harassment, discrimination, and/or discriminatory impacts, or actively accessing other UBC opportunities in this area?
Appendix F: Acronyms and abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2SLGBTQIA+</td>
<td>Two-spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual plus communities who belong to minoritized sexual orientation and gender identity groups</td>
</tr>
<tr>
<td>A&amp;R</td>
<td>Athletics &amp; Recreation (UBCV)</td>
</tr>
<tr>
<td>A&amp;R UBCO</td>
<td>Athletics &amp; Recreation (UBCO)</td>
</tr>
<tr>
<td>AA</td>
<td>Academic Affairs (UBCV)</td>
</tr>
<tr>
<td>ABC</td>
<td>Accessible BC Act</td>
</tr>
<tr>
<td>ACD</td>
<td>Academic &amp; Career Development (UBCO)</td>
</tr>
<tr>
<td>ALDP</td>
<td>Academic Leadership Development Program</td>
</tr>
<tr>
<td>AOS</td>
<td>Academic Operations and Services (UBCO)</td>
</tr>
<tr>
<td>APTL</td>
<td>Academic Programs, Teaching and Learning (UBCO)</td>
</tr>
<tr>
<td>AVP</td>
<td>Associate Vice-President</td>
</tr>
<tr>
<td>AVPEI</td>
<td>Associate Vice-President, Equity and Inclusion</td>
</tr>
<tr>
<td>AVPF(O)</td>
<td>Associate Vice President, Finance and Operations (UBCO)</td>
</tr>
<tr>
<td>AVPRI(O)</td>
<td>Associate Vice-President, Research &amp; Innovation (UBCO)</td>
</tr>
<tr>
<td>AVPRI(V)</td>
<td>Associate Vice-President, Research &amp; Innovation (UBCV)</td>
</tr>
<tr>
<td>AVPSO</td>
<td>Associate Vice President Students Office (UBCO)</td>
</tr>
<tr>
<td>AVPUR</td>
<td>Associate Vice-President University Relations (UBCO)</td>
</tr>
<tr>
<td>ARDA</td>
<td>BC Antiracism Data Act</td>
</tr>
<tr>
<td>CARO</td>
<td>Chief Assurance and Risk Officer</td>
</tr>
<tr>
<td>CCLC</td>
<td>Courageous Conversations and Learning Club</td>
</tr>
<tr>
<td>Cfa</td>
<td>Centre for Accessibility (UBCV)</td>
</tr>
<tr>
<td>GoGS</td>
<td>College of Graduate Studies (UBCO)</td>
</tr>
<tr>
<td>COMMS</td>
<td>Communications</td>
</tr>
<tr>
<td>CRC</td>
<td>Canada Research Chairs</td>
</tr>
<tr>
<td>CTLT</td>
<td>Centre for Teaching, Learning &amp; Technology (UBCV)</td>
</tr>
<tr>
<td>CTL</td>
<td>Centre for Teaching and Learning (UBCO)</td>
</tr>
<tr>
<td>CWA</td>
<td>Centre for Workplace Accessibility</td>
</tr>
<tr>
<td>DAE</td>
<td>Development and Alumni Engagement</td>
</tr>
<tr>
<td>DRC</td>
<td>Disability Resource Centre (UBCO)</td>
</tr>
<tr>
<td>EDG</td>
<td>Enterprise Data Governance</td>
</tr>
<tr>
<td>EDI</td>
<td>Equity, Diversity and Inclusion</td>
</tr>
<tr>
<td>EEA</td>
<td>Employment Equity Advisor</td>
</tr>
<tr>
<td>EIO</td>
<td>Equity &amp; Inclusion Office</td>
</tr>
<tr>
<td>EIO(O)</td>
<td>Equity &amp; Inclusion Office at UBCO</td>
</tr>
<tr>
<td>ER</td>
<td>External Relations</td>
</tr>
<tr>
<td>ES</td>
<td>Enrolment Services</td>
</tr>
<tr>
<td>FR</td>
<td>Faculty Relations</td>
</tr>
<tr>
<td>GEO</td>
<td>Global Engagement Office</td>
</tr>
<tr>
<td>GEWG</td>
<td>Global Events Working Group</td>
</tr>
<tr>
<td>G+PS</td>
<td>Faculty of Graduate &amp; Post-Doctoral Studies (UBCV)</td>
</tr>
</tbody>
</table>
Historically, persistently, or systemically marginalized groups who have experienced educational and employment barriers include women, Indigenous peoples, racialized persons, persons with disabilities, and members of the 2SLGBTQIA+ and TGNB communities who experience barriers on the basis of sexual orientation, gender identity, and gender expression.

**Abbreviations**

- HR: Human Resources (UBCV)
- HR UBCO: Human Resources (UBCO)
- IBPOC: Indigenous, Black, and Persons of Colour
- IO: Investigations Office
- IRP: Integrated Renewal Program
- ISC: Integrated Service Centre
- ISI: International Student Initiative
- ISP: Indigenous Strategic Plan
- IT: Information Technology
- JEDI: Justice, Equity, Diversity and Inclusion
- LT Hub: Learning Technology Hub (UBCV)
- ORS: Office of Research Services
- OVPA(V): Office of Vice-President, Academic (UBCV)
- OVPA(O): Office of Vice-President, Academic (UBCO)
- OVPI: Office of the Vice-Provost, International
- OVPRI: Office of the Vice President, Research
- OVPS: Office of the Vice President, Students
- OUC: Office of University Counsel
- PAIR: Planning and Institutional Research
- SA: Student Affairs (UBCV)
- SEM: Strategic Enrollment Management Committee (UBCO)
- SEL: Student Engagement and Learning (UBCO)
- SHCS: Student Housing and Community Services
- SHCS UBCO: Student Housing and Community Services (UBCO)
- SIO: Strategic Initiatives Office (UBCV)
- SMARTER: Specific, Measurable, Achievable, Relevant, Timebound, Evaluated and Revised
- SOGI: Sexual Orientation and Gender Identity
- SPARC: Support Programs to Advance Research Capacity (UBCV)
- StEAR: Strategic Equity & Anti-Racism
- SRS: Safety & Risk Services (UBCV)
- SSC: Strategic Space Committee (UBCO)
- SVPRO: Sexual Violence Prevention and Response Office (UBCO)
- TEM: Tactical Enrollment Committee (UBCO)
- TGNB: Transgender and Non-Binary
- U Counsel: University Counsel
- UES: Undergraduate Experience Survey
- UR: University Relations (UBCO)
- WAS: Wellbeing and Accessibility Services (UBCO)
- WES: Workplace Experiences Survey
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPER</td>
<td>Vice-President, External Relations</td>
</tr>
<tr>
<td>VPA</td>
<td>Provost &amp; Vice-President, Academic (both UBCV and UBCO)</td>
</tr>
<tr>
<td>VPDAE</td>
<td>Vice-President, Development &amp; Alumni Engagement</td>
</tr>
<tr>
<td>VPFO</td>
<td>Vice President, Finance and Operations</td>
</tr>
<tr>
<td>VPHR</td>
<td>Vice President, Human Resources</td>
</tr>
<tr>
<td>VPI</td>
<td>Vice-Provost, International</td>
</tr>
<tr>
<td>VPRI</td>
<td>Vice-President, Research &amp; Innovation</td>
</tr>
<tr>
<td>VPS</td>
<td>Vice-President, Students</td>
</tr>
</tbody>
</table>
REFERENCES

April 15, 2024

Ingrid Price (ingrid.price@ubc.ca)
Chair, Executive Committee, Council of Senates, UBC Vancouver
cc: Chris Eaton (christopher.eaton@ubc.ca); Bradley Menard (bradley.menard@ubc.ca)

Re: Chancellor Search Update

Dear Ingrid,

As chair of the Chancellor Search Committee (the “Committee”), I am providing you with an update on the search process of the next Chancellor of the University of British Columbia to share with the Council and with the Vancouver and Okanagan Senates. Subsequent to my previous update on June 30, 2023, the Committee has met an additional four times.

At their July 25 meeting, the Committee reviewed comprehensive bios on those persons identified at the June meeting and developed a shorter list of names.

Dr. Buszard attended the September 5 meeting and provided the Committee with feedback on the candidates under consideration. Recognizing President Bacon was transitioning into his new role starting on November 1, the decision was made to slow down the search process to allow an opportunity for President Bacon to first settle into his new role before meeting with the Committee.

At the January 25 meeting of the Committee, President Bacon shared some of his thoughts on the next Chancellor and the background, skills and experience that could be helpful to him as a newly installed President at UBC and helpful to the broader university in the years ahead. Based on the feedback received from President Bacon and the committee discussion afterwards, Boyden created an updated prospect list which included the previously considered top prospects and some new suggestions received from Committee members.

In advance of their March 1 meeting, Committee members were provided with the executive bios of these individuals and asked to identify their top prospects. At the meeting, the Committee reviewed and discussed the results and ultimately identified a short-list of nominees.

Next steps include arranging informal meetings with this short-list of top prospects and President Bacon and following up with the President once this process is complete to determine next steps. We are striving to bring a selected candidate to the Board of Governors for approval in June.

Thank you for your commitment to participate in the search process. We look forward to providing you with the next update in May.
Sincerely,

[Signature]

Ross Langford, BCom’89, LLB’89
Chair, Chancellor Search Committee

cc: Natalie Cook Zywicki, ED/AVP
Chris Eaton, Associate Registrar & Clerk to the Senate
Bradley Menard, Associate Academic Governance Officer
Fred Withers, Chair, alumni UBC Board of Directors
15 May 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Graduate and Postdoctoral Studies - Grading Practices

At its meeting on March 4, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal to amend the grading practices for master’s degree students to include grading practices for graduate diploma and graduate certificate students registered in the Faculty of Graduate and Postdoctoral Studies.

The following is recommended to Senate:

**Motion:** That Senate approve changes to the grading practices in the Faculty of Graduate and Postdoctoral Studies to include master’s degree, graduate diploma and graduate certificate students, effective for the 2025 Summer Session and thereafter.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
Introduction

For master's degree, graduate diploma, and graduate certificate students registered in the Faculty of Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>76-79</td>
<td>B+</td>
</tr>
<tr>
<td>72-75</td>
<td>B</td>
</tr>
<tr>
<td>68-71</td>
<td>B-</td>
</tr>
<tr>
<td>64-67</td>
<td>C+</td>
</tr>
<tr>
<td>60-63</td>
<td>C</td>
</tr>
<tr>
<td>0-59</td>
<td>F (Fail)</td>
</tr>
</tbody>
</table>

Some graduate programs may require a higher passing grade for specific courses.

URL: https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction

Present Calendar Entry:

Introduction

For master's students registered in the Faculty of Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
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<tr>
<td>64-67</td>
<td>C+</td>
</tr>
<tr>
<td>60-63</td>
<td>C</td>
</tr>
<tr>
<td>0-59</td>
<td>F (Fail)</td>
</tr>
</tbody>
</table>

However, only 6 credits of courses with grades in the C to C+ range (60-67%) may be counted toward a master's program. For all other courses, a minimum of 68% must be obtained. Some graduate programs may require a higher passing grade for specific courses.

[...]

Contact Person: Jenny Phelps
Phone: 
Email: jenny.phelps@ubc.ca
**Type of Action:** Include wording and policy information related to Grading Practices for graduate certificates and graduate diplomas. Remove wording that specifies adequate academic progress requirements, as these are stated in another Calendar section:

https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/academic-progress

**Rationale for Proposed Change:**

As graduate diplomas and certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

This proposal establishes sections in the UBC calendar for Grading Practices policies related to Graduate Certificates and Diplomas.
15 May 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Graduate and Postdoctoral Studies - Academic Progress – Master’s, Graduate Diploma and Graduate Certificate Students

At its meeting on March 4, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Graduate and Postdoctoral Studies to amend the definition of satisfactory progress for students enrolled in master’s degree, graduate diploma and graduate certificate programs.

The following is recommended to Senate:

**Motion:** That Senate approve changes to academic regulations defining satisfactory progress for students enrolled in master’s degree, graduate diploma and graduate certificate programs in the Faculty of Graduate and Postdoctoral Studies, effective for the 2025 Summer Session and thereafter.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
# UBC Curriculum Proposal Form

## Change to Course or Program

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Graduate and Postdoctoral Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>N/A</td>
</tr>
<tr>
<td>Faculty Approval Date:</td>
<td></td>
</tr>
<tr>
<td>Effective Session (W or S):</td>
<td>S</td>
</tr>
<tr>
<td>Effective Academic Year:</td>
<td>2025</td>
</tr>
<tr>
<td>Date:</td>
<td>October 16, 2023</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Jenny Phelps</td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jenny.phelps@ubc.ca">jenny.phelps@ubc.ca</a></td>
</tr>
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<td>URL:</td>
<td><a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools_faculty-graduate-and-postdoctoral-studies_academic-regulations_academic-progress">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools_faculty-graduate-and-postdoctoral-studies_academic-regulations_academic-progress</a></td>
</tr>
</tbody>
</table>

## Proposed Calendar Entry:

**Academic Progress**

 [...]  

**Master's Students**

The progress of all students working toward the master's degree will be reviewed regularly and at least once each year in June by the home graduate program and the Dean of the Faculty of Graduate and Postdoctoral Studies. A student may be required to withdraw if progress has not been satisfactory as shown by coursework, the comprehensive examination, progress on the thesis, or other requirements of the graduate program or the faculty.

**Definition of Satisfactory Progress**

Students must exhibit satisfactory academic progress across all courses taken. While the minimum passing grade in any single course taken by a student enrolled in a master's program is 60%, a maximum of 6 course credits with grades in the C to C+ range (60-67%) may be counted towards the requirements of a master's program.

## Present Calendar Entry:

**Academic Progress**

 [...]  

**Master's Students**

The progress of all students working toward the master's degree will be reviewed regularly and at least once each year in June by the home graduate program and the Dean of the Faculty of Graduate and Postdoctoral Studies. A student may be required to withdraw if progress has not been satisfactory as shown by coursework, the comprehensive examination, progress on the thesis, or other requirements of the graduate program or the faculty.

**Definition of Satisfactory Progress**

The minimum passing grade in any course taken by a student enrolled in a master's program is 60%. However, only 6 credits of courses with grades in the C to C+ range (60-67%) may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained. Some graduate programs may require a higher passing grade for specific courses.
Some graduate programs may require a higher passing grade for specific courses.

A student who obtains a grade of less than 68% in more than 6 credits will normally be required to withdraw for inadequate academic progress. **The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

Any course with a grade lower than 60% is failed. Where a failing grade is obtained in a course, and on the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw.

When repeating a failed course, a minimum mark of 74% must be obtained. Individual graduate programs may require higher minimum grades.

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

**Graduate Diploma Students**

The progress of all students working toward a graduate diploma will be reviewed regularly. A student may be required to withdraw if progress has not been satisfactory as shown by coursework.

Where a failing grade is obtained in a course, and on the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw. **A student who obtains a grade of less than 68% in more than 6 credits will normally be required to withdraw for inadequate academic progress. The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

When repeating a failed course, a minimum mark of 74% must be obtained. Individual graduate programs may require higher minimum grades.

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

**Type of Action:**
Clarify the academic progress requirements for students in master’s programs.

Establish standard academic progress requirements for students in graduate diploma and graduate certificate programs

**Rationale for Proposed Change:**
Representatives of some graduate programs reported that the prior wording on
or other requirements of the graduate program or the faculty.

**Definition of Satisfactory Progress**

Students must exhibit satisfactory academic progress across all courses taken. While the minimum passing grade in any single course taken by a student enrolled in a master’s program is 60%, a maximum of 3 credits or 20% of the total required credits (whichever is greater) of courses with grades in the C to C+ range (60-67%) may be counted towards the requirements of a diploma program. Some graduate programs may require a higher passing grade for specific courses.

A student who obtains a grade of less than 68% in more than 3 or 20% of required credits (whichever is more), will normally be required to withdraw for inadequate academic progress. The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.

Any course with a grade lower than 60% is failed. Where a failing grade is obtained in a course, and on the recommendation of the graduate program and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw.

When repeating a failed course, a minimum mark of 74% must be obtained. Individual graduate programs may require higher minimum grades.

Definition of satisfactory progress for Masters programs was difficult to interpret. Wording changes are proposed to clarify.

As graduate diplomas and certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

This proposal establishes sections in the UBC calendar for academic progress policies related to Graduate Certificates and Diplomas.
If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

**Graduate Certificate Students**

The progress of all students working toward a graduate certificate will be reviewed regularly. A student may be required to withdraw if progress has not been satisfactory as shown by coursework, or other requirements of the graduate program or the faculty.

**Definition of Satisfactory Progress**

Students must exhibit satisfactory academic progress across all courses taken. While the minimum passing grade in any single course taken by a student enrolled in a master’s program is 60%, a maximum of 3 credits or 20% of the total required credits (whichever is greater) of courses with grades in the C to C+ range (60-67%) may be counted towards the requirements of a certificate program. Some graduate programs may require a higher passing grade for specific courses.

A student who obtains a grade of less than 68% in more than 3 or 20% of required credits (whichever is more), will normally be required to withdraw for inadequate academic progress. **The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

Any course with a grade lower than 60% is failed. Where a failing grade is obtained in a course, and on the recommendation of the graduate program and the approval of the
Dean of the Faculty of Graduate and Postdoctoral Studies, the student may repeat a course for higher standing or take an alternate course. If the graduate program does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Graduate and Postdoctoral Studies, the student will be required to withdraw.

When repeating a failed course, a minimum mark of 74% must be obtained. Individual graduate programs may require higher minimum grades.

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.
15 May 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Graduate and Postdoctoral Studies - Withdrawal, Reinstatement, and Readmission

At its meeting on March 4, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Graduate and Postdoctoral Studies to amend academic regulations with respect to withdrawal, reinstatement and readmission of students.

The following is recommended to Senate:

**Motion:** That Senate approve changes to academic regulations with respect to withdrawal, reinstatement and readmission of students in the Faculty of Graduate and Postdoctoral Studies, effective for the 2025 Summer Session and thereafter.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
# UBC Curriculum Proposal Form

## Change to Course or Program

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<th>Date: January 10, 2023</th>
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<tr>
<td>Department: N/A</td>
<td>Contact Person: Jenny Phelps</td>
</tr>
<tr>
<td>Faculty Approval Date:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Effective Session (W or S): S</td>
<td>Email: <a href="mailto:jenny.phelps@ubc.ca">jenny.phelps@ubc.ca</a></td>
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### Proposed Calendar Entry:

Withdrawal, Reinstatement, and Readmission

**Required Withdrawal for Academic Reasons**

Students will normally be required to withdraw if they do not make adequate academic progress according to the timelines and policies set by their home graduate program and/or the Faculty of Graduate and Postdoctoral Studies. When a student is required to withdraw, the academic record will indicate "required to withdraw". The decision to withdraw a student for academic reasons is made by the Dean of the Faculty of Graduate and Postdoctoral Studies.

A student in any graduate program who is required to withdraw will not normally be eligible to apply for readmission to the University for at least one year. After one year, students who have been required to withdraw from a graduate program may be admitted to a different program in the Faculty of Graduate and Postdoctoral Studies provided they meet all admission requirements.

### Present Calendar Entry:

Withdrawal, Reinstatement, and Readmission

**Required Withdrawal for Academic Reasons**

Students will normally be required to withdraw if they do not make adequate academic progress according to the timelines and policies set by their home graduate program and/or the Faculty of Graduate and Postdoctoral Studies. When a student is required to withdraw, the academic record will indicate "required to withdraw". The decision to withdraw a student for academic reasons is made by the Dean of the Faculty of Graduate and Postdoctoral Studies.

A student in any graduate program who is required to withdraw will not normally be eligible to apply for readmission to the University for at least one year. After one year, students who have been required to withdraw from a graduate program may be admitted to a different program in the Faculty of Graduate and Postdoctoral Studies provided they meet all admission requirements.

### URL:

requirements in effect for that program at the time they apply. Such applications must be accompanied by a statement from the graduate program which recommended withdrawal outlining the reasons for which the student was required to withdraw. Students who have been required to withdraw from a graduate program may also apply to be readmitted to the same program after at least one year has passed from the effective date of withdrawal. Compelling evidence must be presented that a more successful outcome is likely if the student is to be readmitted. All cases for readmission must be reviewed and approved by the Dean of Graduate and Postdoctoral Studies. Students required to withdraw from a graduate program more than once are not eligible to be considered for admission to any program in the Faculty of Graduate and Postdoctoral Studies.

Voluntary Withdrawal

A student wishing voluntarily to withdraw from the University must notify the Faculty of Graduate and Postdoctoral Studies and the graduate advisor in the home graduate program in writing. When the withdrawal is processed, the academic record will indicate "voluntary withdrawal," the date of withdrawal and a standing of W in all courses not completed on that date.

A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Withdrawal for Non-Registration

A student who fails to register and/or becomes absent without leave from their program or, for programs that do not offer formal leave, without appropriate

requirements in effect for that program at the time they apply. Such applications must be accompanied by a statement from the graduate program which recommended withdrawal outlining the reasons for which the student was required to withdraw. Students who have been required to withdraw from a graduate program may also apply to be readmitted to the same program after at least one year has passed from the effective date of withdrawal. Compelling evidence must be presented that a more successful outcome is likely if the student is to be readmitted. All cases for readmission must be reviewed and approved by the Dean of Graduate and Postdoctoral Studies. Students required to withdraw from a graduate program more than once are not eligible to be considered for admission to any program in the Faculty of Graduate and Postdoctoral Studies.

Voluntary Withdrawal

A student wishing voluntarily to withdraw from the University must notify the Faculty of Graduate and Postdoctoral Studies and the graduate advisor in the home graduate program in writing. When the withdrawal is processed, the academic record will indicate "voluntary withdrawal," the date of withdrawal and a standing of W in all courses not completed on that date.

A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Withdrawal for Non-Registration

A student who fails to register and/or becomes absent without leave from their program or, for programs that do not offer formal leave, without appropriate
permission) for two or more consecutive terms will normally be withdrawn from the program. The academic record will indicate "withdrawal - did not register." Graduate programs must document that an attempt was made to contact a missing student when recommending a withdrawal for non-registration, and must attempt contact using email, mail, and registered mail.

**Required to Withdraw for Non-Academic Reasons**

The Faculty of Graduate and Postdoctoral Studies reserves the right to require a student to withdraw from a program of study if the Faculty, in consultation with the graduate program, considers the student to be unsuited to proceed with the study or practice of the chosen discipline or field of study. Request to withdraw for non-academic reasons would not prevent the student from immediately applying for entry into a different program of study. The decision to withdraw a student for non-academic reasons is made by the Dean of the Faculty of Graduate and Postdoctoral Studies.

**Reinstatement**

This applies when a student's registration has lapsed but the student is permitted to resume the program. Normally, if the student is reinstated, courses that have been completed will be credited to the degree, and only outstanding degree requirements must be completed. The student's start date remains the date of initial entry to the program and the time limit for completion of the degree is not affected.

A student may be reinstated on the recommendation of the graduate program if:

Program. The academic record will indicate "withdrawal - did not register." Graduate programs must document that an attempt was made to contact a missing student when recommending a withdrawal for non-registration, and must attempt contact using email, mail, and registered mail.

**Required to Withdraw for Non-Academic Reasons**

The Faculty of Graduate and Postdoctoral Studies reserves the right to require a student to withdraw from a program of study if the Faculty, in consultation with the graduate program, considers the student to be unsuited to proceed with the study or practice of the chosen discipline or field of study. Request to withdraw for non-academic reasons would not prevent the student from immediately applying for entry into a different program of study. The decision to withdraw a student for non-academic reasons is made by the Dean of the Faculty of Graduate and Postdoctoral Studies.

**Reinstatement**

This applies when a student's registration has lapsed but the student is permitted to resume the program. Normally, if the student is reinstated, courses that have been completed will be credited to the degree, and only outstanding degree requirements must be completed. The student's start date remains the date of initial entry to the program and the time limit for completion of the degree is not affected.

A student may be reinstated on the recommendation of the graduate program if:
- the student is in good academic standing,
- any delinquent fees or charges are paid including tuition and continuing fees owing for the period during which the student did not register, and
- the time limit for degree completion, including the sessions in which the student was not registered, has not expired.

Sometimes, even if the student is reinstated, they do not have enough time left to complete the outstanding degree requirements. A decision, based on the academic merits of the case, will determine whether the student should be readmitted as a new student or reinstated. In the latter case, an extension of the time limit may be requested. In addition, if more than two years have elapsed since the student last registered, the Faculty of Graduate and Postdoctoral Studies may impose additional requirements to ensure that the student is current in the field and is academically prepared to complete the degree requirements.

A student who is required to withdraw for academic reasons is not eligible for reinstatement.

**Readmission**

This applies when it is appropriate to admit a student who was previously registered, as if for the first time. An application for admission, whether to the same or a different program, will be evaluated as a new application. A new application form and application fee must be submitted.

A maximum of 40% of the total number of required credits of previously completed coursework may be applied toward the new graduate program requirements, provided

| the student is in good academic standing, | the student is in good academic standing, |
| any delinquent fees or charges are paid including tuition and continuing fees owing for the period during which the student did not register, and | any delinquent fees or charges are paid including tuition and continuing fees owing for the period during which the student did not register, and |
| the time limit for degree completion, including the sessions in which the student was not registered, has not expired. | the time limit for degree completion, including the sessions in which the student was not registered, has not expired. |

Sometimes, even if the student is reinstated, he or she does not have enough time left to complete the outstanding degree requirements. A decision, based on the academic merits of the case, will determine whether the student should be readmitted as a new student or reinstated. In the latter case, an extension of the time limit may be requested. In addition, if more than two years have elapsed since the student last registered, the Faculty of Graduate and Postdoctoral Studies may impose additional requirements to ensure that the student is current in the field and is academically prepared to complete the degree requirements.

A student who is required to withdraw for academic reasons is not eligible for reinstatement.

**Readmission**

This applies when it is appropriate to admit a student who was previously registered, as if for the first time. An application for admission, whether to the same or a different program, will be evaluated as a new application. A new application form and application fee must be submitted.

A maximum of 12 credits or up to 40% of the total number of degree credits of previously completed coursework may be applied toward the new degree program
The courses were completed no longer than five years from the date of readmission. Courses eligible for transfer must have been awarded a grade of at least B (74%). Normal program requirements apply, as does the standard time allowed for degree completion: five years for a master's student; six years for a doctoral student.

Requirements, provided the courses were completed no longer than five years from the date of readmission. Courses eligible for transfer must have been awarded a grade of at least B (74%). Normal program requirements apply, as does the standard time allowed for degree completion: five years for a master's student; six years for a doctoral student.

**Type of Action:**
Update Withdrawal for Non-Registration wording to address those graduate programs that do not require formal leaves.

Broaden Readmission wording to incorporate graduate diplomas and graduate certificates

Removed gendered language

**Rationale for Proposed Change:**
As Graduate Diplomas and Certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

Graduate certificates and diplomas, as well as a few master’s programs that assess tuition on a per-credit basis, do not require students to take a formal leave of absence when taking a break from their studies. The proposed wording will communicate the expectations for these programs with respect to withdrawal for non-registration.

The proposed revisions to the Readmission section aim to make the information appropriate for graduate degree programs, as well as certificates and diplomas.
Finally, replacing “he or she” with “they” will make the language more inclusive.
15 May 2024

To:       Vancouver Senate

From:     Vancouver Senate Academic Policy Committee

Re:       Faculty of Graduate and Postdoctoral Studies - Residency Requirements and Duration of Program – Master’s, Graduate Diploma and Graduate Certificate Students

At its meeting on March 4, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Graduate and Postdoctoral Studies to amend the residency requirements and program duration for master’s degree, graduate diploma and graduate certificate programs.

The following is recommended to Senate:

**Motion:** That Senate approve changes to academic regulations to amend the residency requirements and program duration for master’s degree, graduate diploma and graduate certificate programs in the Faculty of Graduate and Postdoctoral Studies, effective for the 2025 Summer Session and thereafter.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
UBC Curriculum Proposal Form
Change to Course or Program

| Faculty: Graduate and Postdoctoral Studies | Date: January 10, 2024 |
| Department: N/A | Contact Person: Jenny Phelps |
| Faculty Approval Date: | Phone: |
| Effective Session (W or S): S | Email: jenny.phelps@ubc.ca |
| Effective Academic Year: 2025 | |

URL:
[https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/residency-requirements-and-duration-program](https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/residency-requirements-and-duration-program)

Proposed Calendar Entry:
Residency Requirements and Duration of Program

 [...]  

Master's Students

Students in a master's program are expected to **engage** in full-time study, **unless** they are approved by the program for part-time study.

There is no general requirement for residency period on campus for master's students. However, individual programs may establish requirements for location of study.

Five years is the **maximum period of time to complete a master’s degree**. If a degree is not awarded within a period of five years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, an extension to allow a student to continue in the program may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies. This restriction applies equally to full-time and part-time students.

Present Calendar Entry:
Residency Requirements and Duration of Program

 [...]  

Master's Students

Students in a master's program are expected to **spend the equivalent of at least one year** in full-time study. Some programs may be of longer minimum duration. Students must maintain continuous registration throughout all years until graduation by keeping up with fee payments.

If a degree is not awarded within a period of five years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, an extension to allow a student to continue in the program may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies. This restriction applies equally to full-time and part-time students.
of Graduate and Postdoctoral Studies. This restriction applies equally to full-time and part-time students.

Students who, for health or personal reasons including childbirth and having primary responsibility for the care of a child, must interrupt their studies should apply for a leave. See [On-Leave Status](#) under Classification of Students. The period of leave is not counted toward time to completion.

**Individual master’s programs may establish an expected or required duration of program that is less than 5 years. See the [graduate degree program entry](#) for more information.**

### Graduate Diploma Students

There is no general requirement for residency period on campus for graduate diploma students. However individual programs may establish requirements for location of study.

Five years is the maximum period of time to complete a graduate diploma. If a graduate diploma is not awarded within a period of five years from initial registration, the student's eligibility for the diploma will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, an extension to allow a student to continue in the program may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies.

Students who, for health or personal reasons including childbirth and having primary responsibility for the care of a child, must interrupt their studies should apply for a leave. See [On-Leave Status](#) under Classification of Students. The period of leave is not counted toward time to completion.

**Type of Action:**
Update residency and duration information for Master’s degrees
Create new sections for Graduate Diplomas and Graduate Certificates

**Rationale for Proposed Change:**
As UBC is developing more diverse forms and lengths of Master’s programs, there is less ability and need for a standard requirement for one year of full-time study across all programs.

While the Calendar section is on “residency”, there has never been a clear statement about what this means or what the standard should be. A statement to clarify expectations is proposed.

As Graduate Diplomas and Certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

This proposal establishes sections in the UBC calendar outlining the residency requirements and duration of program information for Graduate Certificates and Diplomas.
child, must interrupt their studies should seek approval from their graduate diploma program.

Individual programs may establish an expected or required duration of program that is less than 5 years. See the graduate diploma program entry for more information.

**Graduate Certificate Students**

There is no general requirement for residency period on campus for graduate certificate students. However individual programs may establish requirements for location of study.

Five years is the maximum period of time to complete a graduate certificate. If a graduate certificate is not awarded within a period of five years from initial registration, the student's eligibility for the certificate will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, an extension to allow a student to continue in the program may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies.

Students who, for health or personal reasons including childbirth and having primary responsibility for the care of a child, must interrupt their studies should seek approval from their graduate certificate program.

Individual programs may establish an expected or required duration of program that is less than 5 years. See the graduate certificate program entry for more information.
15 May 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Graduate and Postdoctoral Studies - Academic Progress

At its meeting on April 15, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Graduate and Postdoctoral Studies to amend the academic progress requirements, including exceptions, for students enrolled in master’s degree, graduate diploma and graduate certificate programs.

The following is recommended to Senate:

Motion: That Senate approve changes to academic regulations to amend academic progress requirements, including exceptions, for students enrolled in master’s degree, graduate diploma and graduate certificate programs in the Faculty of Graduate and Postdoctoral Studies, effective retrospectively for the 2024 Summer Session and thereafter.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
### UBC Curriculum Proposal Form

**Change to Course or Program**

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<th>Graduate and Postdoctoral Studies</th>
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<td>March 21 2024</td>
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#### Proposed Calendar Entry:

**Program of Study**

 [...] 

**Master's Students**

All master's degree students admitted to the Faculty of Graduate and Postdoctoral Studies must register when they begin their studies. **With the exception below, master's** students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of absence. Failure to register for two consecutive terms may result in the student being required to withdraw.

**Exception:** Students enrolled in online master's programs that charge tuition on a per-credit basis must register in accordance with the registration timelines that have been established by the program.

Each student's program of study must be approved by the home graduate program.

---

#### Present Calendar Entry:

**Program of Study**

 [...] 

**Master's Students**

All master's degree students admitted to the Faculty of Graduate and Postdoctoral Studies must register when they begin their studies. Students must remain continuously registered until the degree is completed, except for periods of time for which the student is away on an approved leave of absence. Failure to register for two consecutive terms may result in the student being required to withdraw.

Each student's program of study must be approved by the home graduate program.
Some graduate programs require competence in languages other than English. The graduate program in which the student intends to write the thesis shall determine the number of such languages and a satisfactory level of competence.

Faculty of Graduate and Postdoctoral Studies regulations for master's degrees provide for full- or part-time studies, as well as for programs with thesis and programs without thesis. The choice of these options lies with the individual graduate program and student. Graduate programs are also free to prescribe work beyond the minimum requirements described below. Students should contact graduate programs directly for more information on program options.

Program Requirements (Thesis and Non-Thesis Programs)

The minimum course requirements are 30 course credits, of which at least 24 must be numbered 500 to 699. A maximum of 6 credits at the undergraduate level in courses numbered 300 to 499 may be counted toward the requirements of a master's degree. A comprehensive examination in the form of a final written and/or oral examination is at the discretion of the graduate program.

In specific programs, minimum requirements may be higher than 30 course credits. Undergraduate courses numbered 300 to 499 may account for no more than 20% of the course credit requirement.

Courses numbered 100 to 299 and courses taken through Extended Learning may not be counted towards the requirements of a master's degree program.

Some graduate programs require competence in languages other than English. The graduate program in which the student intends to write the thesis shall determine the number of such languages and a satisfactory level of competence.

Faculty of Graduate and Postdoctoral Studies regulations for master's degrees provide for full- or part-time studies, as well as for programs with thesis and programs without thesis. The choice of these options lies with the individual graduate program and student. Graduate programs are also free to prescribe work beyond the minimum requirements described below. Students should contact graduate programs directly for more information on program options.

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The minimum course requirements are 30 course credits, of which at least 24 must be numbered 500 to 699. A maximum of 6 credits at the undergraduate level in courses numbered 300 to 499 may be counted toward the requirements of a master's degree. A comprehensive examination in the form of a final written and/or oral examination is at the discretion of the graduate program.

In specific programs, minimum requirements may be higher than 30 course credits. Undergraduate courses numbered 300 to 499 may account for no more than 20% of the course credit requirement.

Courses numbered 100 to 299 and courses taken through Continuing Studies may not be counted towards the requirements of a master's degree program.
Students should consult the graduate program listing in the Calendar for more information.

**Note:** Courses listed in the Calendar under graduate programs may not all be offered annually.

### Exemptions

Students may be exempted from specific course requirements if the graduate program is satisfied that the student has acquired the knowledge from courses previously taken or from relevant experience. Exemptions do not reduce the total credits required for a **master’s degree**. In such cases, the graduate program should substitute a more appropriate course. The exemption from the specific requirement must be recorded on the student's academic record.

### Graduate Diploma Students

All graduate diploma students admitted to the Faculty of Graduate and Postdoctoral Studies must register when they begin their studies. Each **graduate diploma program** outlines the registration timelines that are acceptable in the program. Failure to register in accordance with defined timelines may result in the student being required to withdraw.

Each student's program of study must be approved by the home graduate program. Graduate diploma programs are free to prescribe work beyond the minimum requirements described below.

### Program Requirements

Students should consult the graduate program listing in the Calendar for more information.

**Note:** Courses listed in the Calendar under graduate programs may not all be offered annually. Students should consult the graduate program listing in the Calendar for more information.

### Exemptions

Students may be exempted from specific course requirements if the graduate program is satisfied that the student has acquired the knowledge from courses previously taken or from experience. Exemptions do not reduce the total credits required for a **degree**. In such cases, the graduate program should substitute a more appropriate course. The exemption from the specific requirement must be recorded on the student's academic record.

### Types of Action:

1) Adapt current master’s degree program of study description to account for different enrolment requirements for programs that charge tuition fees by installment vs. by credit.

2) Remove “dissertation” reference as master's students do not write dissertations.

3) Establish policy sections on program of study for graduate diplomas and graduate certificates.

### Rationale for Proposed Changes:

1) Students in most master’s degree programs are expected to stay continuously
Graduate diplomas normally require 16-28 course credits, of which at least 50% must be numbered 500 to 699. Courses numbered 100 to 299 and courses taken through Extended Learning may not be counted towards the requirements of a graduate diploma program.

Students should consult the graduate program listing in the Calendar for more information.

Note: Courses listed in the Calendar under graduate programs may not all be offered annually.

Exemptions

Students may be exempted from specific course requirements if the graduate program is satisfied that the student has acquired the knowledge from courses previously taken or from relevant experience. Exemptions do not reduce the total minimum number of credits (16) required for a graduate diploma. The graduate program, at its discretion, may require students to substitute another course for an exempted course. The exemption from the specific requirement must be recorded on the student's academic record.

Graduate Certificate Students

All graduate certificate students admitted to the Faculty of Graduate and Postdoctoral Studies must register when they begin their studies. Each graduate certificate program outlines the registration timelines that are acceptable in the program. Failure to register in accordance with defined timelines may result in the student being required to withdraw.

enrolled from term to term, except when on an approved leave. For these programs, tuition is charged on an installment basis, regardless of course credits taken.

However, there are a few master’s degree programs that are structured differently, and do not necessarily have an expectation of continuous enrolment. These programs charge tuition on a per-credit basis.

This second category of master’s degree programs have not previously been represented reflected in the UBC Calendar, so this change articulates enrolment expectations for such programs.

2) Remove “dissertation” reference as master's students do not write dissertations.

3) As graduate diplomas and certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

4) Re. removal of “Students should consult the graduate program listing in the Calendar for more information.” Information about course listings is not normally available in graduate program listings.

This proposal establishes sections in the UBC calendar for program of study policies related to graduate certificates and diplomas.
Each student's program of study must be approved by the home graduate program. Graduate certificate programs are free to prescribe work beyond the minimum requirements described below.

Program Requirements

Graduate certificates normally require 9-15 course credits, of which at least 50% must be numbered 500 to 699.

Courses numbered 100 to 299 and courses taken through Extended Learning may not be counted towards the requirements of a graduate certificate program.

Students should consult the graduate program listing in the Calendar for more information.

Note: Courses listed in the Calendar under graduate programs may not all be offered annually.

Exemptions

Students may be exempted from specific course requirements if the graduate program is satisfied that the student has acquired the knowledge from courses previously taken or from relevant experience. Exemptions do not reduce the total minimum number of credits (9) required for a graduate certificate. The graduate program, at its discretion, may require students to substitute another course for an exempted course. The exemption from the specific requirement must be recorded on the student's academic record.
15 May 2024

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Graduate and Postdoctoral Studies - V-302: Graduate Student Leaves of Absence

At its meeting on April 15, 2024 the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Graduate and Postdoctoral Studies to amend the applicability of Policy V-302: Graduate Student Leaves of Absence (attached) as follows:

Current Exclusions

This policy does not apply to:
1) Students enrolled in the Pharm.D. program; and,
2) Students in undergraduate programs including the M.D., J.D. and D.M.D. programs. N.B. – Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.

Revised Exclusions

This policy does not apply to:
1) Students enrolled in online master’s degree programs that assess tuition on a per credit basis;
2) Students enrolled in graduate certificate programs;
3) Students enrolled in graduate diploma programs;
4) Students enrolled in the Pharm.D. program; and,
5) Students in undergraduate programs, including the M.D., J.D. and D.M.D. programs. N.B. – Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.

The Academic Policy Committee also reviewed the revised Vancouver Academic Calendar entry (attached).

The following is recommended to Senate:

**Motion:** THAT Senate approve changes to the applicability of Policy V-302: Graduate Student Leaves of Absence excluding the following three categories of students from the policy:

1) Students enrolled in online master’s degree programs that assess tuition on a per credit basis;
2) Students enrolled in graduate certificate programs;
3) Students enrolled in graduate diploma programs;

AND THAT Senate approves the revisions to the Vancouver Academic Calendar Entry

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee
THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: V-302.4

Number & Title

V-302: Graduate Student Leaves of Absence

Effective Date:

1 September 2024

Approval Date:

TBD

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the responsible committee.

Responsible Committee:

Vancouver Senate Academic Policy Committee

Authority:

University Act, S. 37(1)

"The academic governance of the university is vested in the senate and it has the following powers:

...(p) to deal with all matters reported by the faculties, affecting their respective departments or divisions;...

and,

S. 40

"A faculty has the following powers and duties:
...(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate...”

Purpose and Goals:

This policy provides a mechanism for graduate students to temporarily interrupt their course of study and remain registered in the program for reasons including: parental responsibilities; health reasons; professional and employment reasons; personal reasons; or, to pursue a second course of study. The goal is to support students as they balance their academic pursuits and the other demands of life, as well as to ensure consistency of approach.

Applicability:

This policy applies to students currently registered in graduate programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate and Postdoctoral Studies.

Exclusions:

This policy does not apply to:

1) Students enrolled in online master’s degree programs that assess tuition on a per credit basis;
2) Students enrolled in graduate certificate programs;
3) Students enrolled in graduate diploma programs;
4) Students enrolled in the Pharm.D. program; and,
5) Students in undergraduate programs, including the M.D., J.D. and D.M.D. programs. N.B. – Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- Clinician shall mean a physician, psychologist, or a registered clinical counselor.
- Course of study shall mean the academic program in which the student is registered.
- Leave of Absence shall mean a period of time during which a student has received permission to suspend their course of study.
- On-leave shall mean the registration status of students while on an approved leave of absence.
Policy:

1) A graduate student who finds it necessary for parental, health, personal, professional or academic reasons, as outlined later in this policy, to interrupt their studies may apply for a leave of absence. Responsibility for approving a leave of absence rests with the Dean of the Faculty of Graduate and Postdoctoral Studies; or, in the case of programs not administered by the Faculty of Graduate and Postdoctoral Studies, with their respective Deans.

2) A leave of absence will normally begin on the first day of September, January, or May.

3) Leaves of absence will be granted for periods of four (4), eight (8), or twelve (12) months.

4) The total duration of all leaves of absence granted in a graduate program is normally limited to 24 months for a doctoral student and to 12 months for a master’s student, except for Leave to Pursue a Second Program of Study.

5) While on a leave of absence, graduate students are expected to not undertake any academic or research work related to the program for which they have taken a leave of absence. Access to the University’s facilities and resources, including faculty supervision, while on a leave of absence may be limited. Consult the Faculty of Graduate and Postdoctoral Studies website for current information in that regard.

6) Graduate students must inform their program of their intent to return from a leave of absence prior to recommencing their studies.

7) Time spent on leave of absence is not counted as part of the allowed time to complete a degree.

Awards and Fellowships for Students with On-Leave Status

8) A graduate student granted a leave of absence retains the full value of any fellowship or other award for which the terms and conditions are established by the Faculty of Graduate and Postdoctoral Studies; award payments will be suspended at the onset of the leave of absence and will resume at the termination of the leave period, provided that the student returns to full-time study at that time.
9) Awards for which the terms and conditions are not established by the Faculty of Graduate and Postdoctoral Studies will be paid according to the terms and conditions established by the donor or granting agency.

**Categories of Leaves of Absence**

10) **Parental Leave**

a. A graduate student who is bearing a child or who has primary responsibility for the care of an infant or young child is eligible for parental leave. Appropriate supporting documentation may be required.

b. Parental leave is normally limited to 12 months per childbirth or adoption (including multiples).

c. Where possible, a student enrolled in coursework should coordinate their leave of absence to coincide with the first day of September, January, or May.

11) **Leave for Health Reasons**

a. A graduate student who encounters a health problem that significantly interferes with the ability to pursue their course of study is eligible for a leave for health reasons.

b. Requests for a leave for health reasons must be accompanied by appropriate supporting documentation from the clinician providing primary care for the health problem.

c. A leave for health reasons is normally limited to 12 months.

d. Prior to being allowed to return to their studies, a student returning to study after a leave for health reasons may be required to produce specific documentation from their clinician confirming that he or she has recovered sufficiently to return from leave and resume their course of study.

12) **Professional Leave**

a. A graduate student who wishes to suspend their course of study in order to take a relevant work or professional development experience may be eligible for professional leave. Appropriate supporting documentation may be required.
b. Professional leave is normally limited to 12 months.

13) **Personal Leave**

a. A graduate student who encounters personal circumstances that significantly interfere with the ability to pursue their *course of study* may be eligible for personal leave.

b. Requests for a leave for personal reasons must be accompanied by appropriate supporting documentation.

c. Personal leave is normally limited to 12 months.

14) **Leave to Pursue a Second Program of Study**

a. Following consultation with their program advisor and graduate supervisor, a graduate student may apply for a *leave of absence* from one program to pursue a second *course of study*.

b. While on a leave to pursue a second *course of study*, the graduate student is responsible for any tuition or other fees associated with the second program.

c. Leave to pursue a second *course of study* may exceed 12 months.

**Calendar Statement:**

As per the Applicability, Exclusions and Policy Sections above.

**Consultations**

The following groups have been consulted during the development of this policy:

Access & Diversity, Counseling Services, Enrolment Services, Faculties, Legal Counsel, Office of the Ombudsperson for Students, Office of the Vice-President, Academic

**History:**

The policy on graduate student On-Leave Status has been subject to amendments from time to time as exhibited in the archive of Academic Calendars. At the 11 September 1991 meeting of the Vancouver Senate parental leave was added as a special leave category for graduate students and regular leave for doctoral students was reduced from two years to one. The policy was again revised in 2012 to clarify the types of leave available and add information about the total duration of
leaves granted in a graduate program. At this point, it was also renamed “Graduate Student Leaves of Absence.” In 2015, the policy was revised in order to clarify the denial of access to University facilities and resources while on a leave of absence in order to be in line with current practice and intent. Notation was added to indicate that appropriate supporting documentation may be required for all types of leave. The definition of a professional leave was expanded and clarified. In 2019, the policy was revised to remove the reference to the requirement that graduate students pay a fee while on leave. In 2020, the policy was revised to remove a leftover reference to the on-leave fee.

Related Policies:

Academic Concession
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0

Academic Leave
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,289,0,0

Letter of Permission to Study at another Institution
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,47,0,0

Graduate Student Parental Accommodation Policy
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1510

Senate Appeals on Academic Standing
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0

Appendix:

There is no appendix to this policy.
**Faculty:** Graduate and Postdoctoral Studies  
**Department:** N/A  
**Faculty Policy Committee Approval Date:** March 21 2024  
**Effective Session (W or S):** S  
**Effective Academic Year:** 2024

**Date:** February 20 2023  
**Contact Person:** Jenny Phelps  
**Phone:**  
**Email:** jenny.phelps@ubc.ca

**URL:**  

**Proposed Calendar Entry:**

**On-Leave Status**

**Graduate Student Leaves of Absence**

This policy, V-302: Graduate Student Leaves of Absence, applies to students currently registered in graduate degree programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate and Postdoctoral Studies.

This policy does not apply to students enrolled in Graduate Certificate programs, Graduate Diploma programs, online master’s degree programs that assess tuition on a per credit basis, the Pharm.D. program, or students in undergraduate programs including the M.D., J.D., and D.M.D. programs.

Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.

[...]
Absence) for Graduate Certificate and Graduate Diploma programs, and for students enrolled in master’s degree programs that assess tuition on a per credit basis and which are conducted entirely online.

Rationale for Proposed Change:

As Graduate Diplomas and Certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.

Due to the flexible registration structures of many Graduate Certificates and Diplomas, there will be no requirement for continuous registration (unless specified by the GC/GD program), and

Similarly, students in master’s programs that charge tuition on a per-credit basis and are conducted entirely online are not subject to the continuous enrolment requirement, and therefore no Leaves of Absence will be required if students do not register in courses during a given term. Students may pause registration with the consent of the specific master’s program, without taking a formal Leave.
3 May 2024

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Affiliation Agreement – UBC Faculty of Forestry and University of Helsinki (approval)
b) Admission Requirements – Graduate Diplomas and Graduate Certificates (approval)

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a. Affiliation Agreement – UBC Faculty of Forestry and University of Helsinki (approval)
   (circulated)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the UBC Faculty of Forestry and the University of Helsinki regarding a new dual degree program option for Master of Forestry program. The new option in Green Business is based on existing degree programs in both universities. Students must fulfill the requirements of both degrees to a receive a Master of Forestry (MF) degree from UBC and a Master of Science (MSc.) in Agriculture and Forestry from the University of Helsinki. The dual degree program option makes it possible to earn both degrees in two years of study.

**Motion:** That Senate approve the terms of the affiliation agreement between The University of British Columbia and the University of Helsinki, as outlined in the “Memorandum of Understanding Between Faculty of Agriculture and Forestry, University of Helsinki (“UH”) and Faculty of Forestry, University of British Columbia (“UBC”)” and admission requirements for the dual degree program option for the Master of Forestry in Green Business, effective for entry to the 2025W session and thereafter.

b. Admission Requirements – Graduate Diplomas and Graduate Certificates (approval)
   (circulated)

The Committee has reviewed and recommends to Senate for approval admission requirements for graduate diplomas and graduate certificates, which are under the responsibility of the Faculty of Graduate and Postdoctoral Studies, as per the recently established Senate policies V-127: *Diploma Programs* and V-128: *Academic-Credit Certificate Programs*. The proposal clarifies and codifies information related to graduate diplomas and certificates in one section of the Calendar for accuracy and ease of reference.

**Motion:** That Senate approve admission requirements for Graduate Diplomas and Graduate Certificates, effective for the 2024S session and thereafter.
Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee
Dual Degree Program - Master of Forestry in Green Business (UBC) and Master of Science in Agriculture and Forestry (UH) 
University of Helsinki (UH) and University of British Columbia (UBC)

Vision

Dual-Masters in Green Business is a unique dual degree program that offers qualified students the opportunity to earn a Master of Forestry (MF) degree from the University of British Columbia and a MSc. in Agriculture and Forestry from the University of Helsinki in two years.

The use of natural resources for energy, bioplastics, construction, textiles, biomedical and daily consumables, as well as the creation of jobs around these innovative green industries, will be central to a global bioeconomic transition. As fossil resources are increasingly replaced with renewables and recyclables and the global population and economy keeps growing, there is increasing pressure to develop the increasingly large-scale use of natural resources in a responsible way in the global environment. The focus of the Green Business program concentrates on the global and local development of natural resource-based products and services along a structural redevelopment into the bioeconomy. The program aims at combining a functional focus in green business practices with substance and industry expertise on the technological processes that make the products and services possible.

This dual-degree program benefits from the complementary expertise of the two-world leading Natural Resource Faculties: Faculty of Forestry at the University of British Columbia (UBC) and the Faculty of Agriculture and Forestry at the University of Helsinki (UH). The program is based on existing degree programs in both universities. If the student fulfills the requirements of both degrees, they will receive the Master of Forestry (MF) degree from the UBC and Master of Science (MSc.) in Agriculture and Forestry from the UH. Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn both degrees in two years of study.

The program is based upon a model of student exchange. Both universities accept annually about the same number of students to the program. The students pay their tuition to their home university for both years, but no tuition to the host university during their exchange year. The student balances are evaluated and monitored within the agreement timeframe. Students apply to the Program through their Home Institution and must meet the minimum eligibility criteria and be admitted to the master’s programs at both their Home Institution and their Host Institution in order to participate. Fulfillment of minimum eligibility requirements does not guarantee admission. Once the students have been selected for potential participation in the program, they must apply for admission to the master’s program at both the Home and the Host Institution. Host Institution will have the sole discretion in determining admissibility into its academic program.

The program leadership and administration are done by designated Liaison Officers (one each). These designated representatives are responsible for coordinating all academic and administrative responsibilities for the Program. Applicants wishing to participate in the Program must submit her/his application, including all application materials to the Liaison Officer of the Home Institution. The Liaison Officer will verify that the applicant meets the eligibility criteria for the Program and the admission criteria of both Master’s programs. Each Home Institution will select the applicants it wishes to nominate for the Program, considering the admission requirements of the Host Institution. The Liaison Officers of both the Home and Host institutions will work with the accepted students to develop a Study Plan that will outline courses to be taken at the Host Institution. The Liaison Officers will also review the Program annually to
determine if there is any imbalance in the number of students exchanged and adjust the numbers of Exchange Students the following year in order to maintain a reasonable balance.

The students start their studies at UBC in the Master of Forestry (MF) program, fulfilling the requirements of this 1-year course-based master degree. The first year introduces students to various bio products and their production and to the policy and economic framework for bioeconomy. For the second year, the students will transfer to UH. The emphasis for their studies at UH is the business and marketing of bioproducts (sales management, business models) and the thesis work during the spring term. The program uses already existing courses in both universities.

The following study plan fulfills the UBC Master of Forestry 30 Credit requirement and UH Master of Science (MSc.) in Agriculture and Forestry 120 ECTS requirement. Students will submit their Study Plans to both the Home Institution and the Host Institution. (Conversion 1 Canadian Cr. = 2 European ECTS). The Study Plan should outline the course and research work to be undertaken at the Home and the Host Institution to satisfy their degree requirements. Upon successful completion of a student’s Study Plan, each of the institutions conferring a degree will determine whether the student has fulfilled that institution’s graduation requirements for its master’s program and will officially confirm the student’s eligibility for degree conferral.

**Year 1 at UBC Faculty of Forestry**

MANDATORY COURSES AT UBC (27 credits/ 54 ECTS)
- FRST 548 Major Essay (6 Cr/6 ECTS)
- FRST 544 Technical Communication, Oral (3 Cr/6 ECTS)
- FRST 547 Forestry in BC (3 Cr/6 ECTS)
- Best 300 Biobased Polymers and Bioproducts or Best 303 Applied Biotechnology for Bioproducts (3 Cr/6 ECTS)
- Best 403 Integrated Strategies for Bioproduct Innovation (3 Cr/6 ECTS)
- Best 5xx Managing for Sustainability (3 Cr/6 ECTS)
- Best 5xx Lifecycle Analysis (3 Cr/6 ECTS)
- Best 5xx Advanced Industrial Ecology (3 Cr/6 ECTS)

ONE ELECTIVE 500 LEVEL COURSE (3 Credits/6 ECTS)
- 500-Level elective (3 cr/6 ECTS)

**Year 2 at University of Helsinki Faculty of Agriculture and Forestry**

MANDATORY STUDIES AT UH
- FOR-003 Master’s thesis seminar (5 ECTS)
- FOR-004 Master’s thesis (30 ECTS)
- FOR-105 Sales management and business models (5 ECTS)
- FOR-101 Responsible business management in global forest bioeconomy (5 ECTS)
- One Scientific Methodology Course (5 ETCS): for ex. FOR-103 Scientific Methods in Marketing and social sciences

ELECTIVES Choose total 10 ECTS
- FOR-104 International Forest Policy 2 (5 ECTS)
- FOR-111 Behavioural change and sustainability (5 ECTS)
- EKM-127 Sustainable Entrepreneurship (5 ECTS)
- N/A-000 Sustainable Finance (5 ECTS)
- AGERE-A05 Production and Cost Theory (5 ECTS)
Target Audience and Learning Outcomes

The proposed program will attract early career professionals interested in green business practices, the technological processes that make the products and related services. The target audience comprises domestic and international applicants. The program is designed for 20 students; both universities select 10 students annually to the program. EU students will apply to the program through UH and North American students through UBC. All other regions can apply to the program through either university.

The program is designed for environmentally focused early career professionals. The proposed program emphasizes the sustainable use of natural resources to meet the growing global demand for goods and energy, while minimizing negative environmental and societal impacts. The program will create graduates who have abilities and practical skills to work as business leaders in both traditional and non-traditional green industries. The students will be able to:

- Gain employable leadership and business skills such as critical thinking, project management and communication;
- Develop analytical skills to evaluate socio-environmental impacts of various natural resources used in the bioeconomy;
- Learn to identify factors that affect bio-based investments and innovations;
- Understand and evaluate strategic, technological, and operational aspects of running a bio-based business;
- Apply participatory methods and community-based approaches to access and develop renewable enterprises;
- Understand the basics of bio-based materials and their conversion to useful products and services;
- Create business and marketing strategies in a bio-based economy;
- Design and evaluate bio-based supply chains using quantitative methods;

The need of the program

The bioeconomy sector is becoming as important as the all raw material industries are transforming and additionally disruptive new technologies and services are emerging. Sustainability goals encompass the decarbonisation of society at large by creating innovative materials, feedstocks, and energy for new applications. Examples of renewables use is abundant: cross-laminated timber for tall wood buildings, petrol made of renewables, recycled plastic wherever feasible, renewable energy replaces fossils, pulp residues used to make carbon fibre for automobiles and supercapacitors; pulp derived nanoparticles for security coatings; ultra-lightweight foams for energy efficient building; cellulose biochemicals for nylon production; and biocatalysts for greener production of adhesives. Essentially, the bioeconomy emphasizes the transformation of localized resources from forests and municipal wastes for the use by local and multinational companies outside the traditional forest products sector.

In 2017, the Canadian Council of Forest Ministers developed a framework for Canada’s forest bioeconomy that supports the increase of investment in the bioeconomy, resultant growth of jobs in the sector, new businesses, new supply chains, and enhanced engagement with stakeholders, notably Indigenous communities. In 2019, the first Canadian Bioeconomy Strategy was produced. This strategy serves as a call to action for Governments and industry to seize the opportunities of an industrial bioeconomy.
Canada’s competitive advantages for the bioeconomy include: access to biomass, global leadership in forestry and agriculture, sustainable resource management and a skilled workforce. The bioeconomy must be supported by committed research and innovation policy, financing, and the development of skilled labour. By some estimates, Canada will require an additional 65,000 workers by 2029 to fuel the growing bioeconomy. [1]

At more than 16%, the share of bioeconomy in the Finnish national economy is high. The output of the Finnish bioeconomy currently exceeds EUR 60 billion, and more than 300,000 people are employed in the sector. These figures are high, even if they exclude the share of the technology industry that can be classified as belonging to the bioeconomy. The objective of the Bioeconomy Strategy is to increase the output of our bioeconomy to EUR 100 billion by 2025 and to create 100,000 jobs. The bioeconomy also produces other benefits for the national economy and Finnish society: in addition to increasing our exports, replacing fossil fuels with renewable domestic natural resources will improve Finland’s current account balance, reinforce our security of supply and increase our self-sufficiency in energy. The bioeconomy also supports the goals of sustainable development, biodiversity conservation and balanced regional development. The significance of the forestry sector in Finland has been and will be great, as over one half of Finland’s bioeconomy today relies on our forests. Timber is more important for Finland than for any other country in Europe. In the bioeconomy, conventional boundaries between sectors are blurred, and new kind of cross-sectoral cooperation is being created. In the future, the bioeconomy based on sustainable exploitation of forests will result in symbiotic relationships between the forest, energy, technology, chemical and construction industries.

Significant agreement to enhance collaboration on research, advancement, development and commercialization of the forest bioeconomy was signed between B.C.’s Ministry of Jobs, Economic Recovery and Innovation and Finland’s Ministry of Environment and Ministry of Forestry in June 2022. (https://news.gov.bc.ca/releases/2022JERI0026-000844)

**Capacity to offer the program**

The proposed program is well positioned to be offered by UBC and UH. UBC Faculty of Forestry has a number of faculty members performing research in biomaterials, bioenergy, and wood-based biocomposites. Several forestry faculty members are also connected with the UBC Bioproducts Institute, which focuses on the transformation of plant-based biomass into advanced materials for society. This Institute is led by Prof. Orlando Rojas, who has excellent connections with Finland through his 10-year tenure at Aalto University and existing networks, including Boreal Alliance which has members like VTT, FinnCERES (Aalto University), LUKE, UNITE Flagship and University of Oulu. In addition, UBC Forestry has recently (2020) launched the Bachelor of Science in Forest Bioeconomy Sciences and Technology (BEST) program, which is the first of its kind in Canada to provide a multi-disciplinary and comprehensive education focused on the political, scientific, and economic challenges facing the growing bioeconomy and the increasing need to create a sustainable future. The program has already altogether 125 students in its first and second years of studies and enrolment is growing fast. UBC Forestry has also been part of the TRANSFOR-M dual masters (https://forestry.ubc.ca/programs/graduate/dual-masters-degree/master-of-forestry/) consortium with 5 European universities for the last ten years and gained significant experience running this type of program.

The Faculty of Agriculture and Forestry at the University of Helsinki is a globally leading and nationally unique multidisciplinary community focused on the sustainable use of renewable resources. FAF produces
new research-based scientific knowledge and educate open-minded and responsible experts for demanding national and international tasks. The objects of research and education are in agriculture, food, and the use of forests and water. The focus is on increasing understanding of how the processes of the biosphere, production, economy, and society function and evolve. The entire food system from field to table, and the forest value chain from soil to marketing, including their environmental impacts, are studied among others. Our research combines natural sciences, economics, social sciences and technology. Our disciplines include food and nutrition sciences, agriculture, forestry, business, economics, and microbiology. With around 2500 students, 500 staff, 900 annual degrees and 600 annual publications, UH Faculty of Agriculture and Forestry has critical mass to be a world-leading player in the future of the bioeconomy.

Benefits and Issues

Benefits to the UBC Faculty and Students

- Enhances academic connections to a country and institute that have complementary expertise in the field of bioeconomy. Institutions in the existing TRANSFOR-M consortium, for example, have established closer relationships which has enhanced joint teaching and research and led to other joint programs
- Exiting opportunity for some BEST graduates to continue their studies in a graduate level and simultaneously gain international experience.
- Real international experience: living and studying in another country/culture for one year. The program will attract highly qualified students with grades of first class standing.
- New thinking/perspectives: Learning/living/experiencing European practices in forestry, environmental management, climate change adaptation/mitigation, urban planning, community engagement, policy development, sustainability, way of life, etc.
- Does not require significant extra resources as the program is based on existing courses and degree.
- Does not require UBC Board of Governors or BC Ministry of Advanced Education approvals as the degree already exists. We will also mimic the TRANSFOR-M legal agreement.
- Enriches Faculty’s academic life through European students who otherwise would not come to study at UBC (Master programs in EU are free for EU citizens). UBC has thousands of international students from China, but very few programs that bring in European students.
- Based on well-functioning model and systems developed for the TRANSFOR-M dual-master program that has ben running for the last 10 years.
- Boutique-program for a small number of excellent candidates. TRANSFOR-M has not affected the student numbers in our professional master’s programs. Extra TRANSFOR-M candidates have often been selected to our other programs.
- Further enhances the image of the Faculty as globally focused leader in forestry/bioeconomy education
DUAL MASTERS in GREEN BUSINESS

MEMORANDUM OF UNDERSTANDING

Between:

Faculty of Agriculture and Forestry, University of Helsinki (“UH”)

And:

Faculty of Forestry, University of British Columbia (“UBC”)

Definitions

Liaison Officers are the designated representatives at UH and UBC responsible for coordinating the academic and administrative responsibilities for the Green Business Program. The names of Liaison Officers are provided in Appendix 1.

Study Plan shall mean the program of study that the student should submit to both institutions. The Study Plan should outline the course and research work to be undertaken at both institutions.

Home Institution shall mean the institution mainly responsible for admitting the student and administering the tuition fee of the student.

Host Institution is the university other than Home Institution: UBC for students whose Home Institution is UH and UH for students whose Home Institution is UBC.

BACKGROUND AND PURPOSE

UH and UBC wish to cooperate to deliver a two-year thesis-based and course-based dual-master’s program in the area of green business (the “Green Business Program”).

The Green Business Program is a unique dual-degree program that offers qualified students the opportunity to earn a Master of Forestry (“MF”) degree from UBC and a Master of Science in Agriculture and Forestry (“MSc. AF”) degree from UH in two years.

The use of natural resources for energy, bioplastics, construction, textiles, biomedical and daily consumables, as well as the creation of jobs around these innovative green industries, will be central to a global bioeconomic transition. As fossil resources are increasingly replaced with renewables and recyclables and the global population and economy continues to grow, there is increasing pressure to develop large-scale use of natural resources in a responsible way in the global environment. The focus of the Green Business Program concentrates on the global and local development of natural resource-based products and services along a structural redevelopment into the bioeconomy. The program aims at combining a functional focus in green
business practices with substance and industry expertise of the technological processes that make these products and services possible.

The Green Business Program benefits from the complementary expertise of two leading natural resource faculties: the Faculty of Forestry at UBC and the Faculty of Agriculture and Forestry at UH. The Green Business Program is based on existing degree programs at both universities. If a student fulfils the requirements of both degrees, they will receive the MF degree from UBC and the MSc. AF degree from UH. Taken separately, both degrees would take three years to complete. The dual-degree program option makes it possible to earn both degrees in two years of study.

Students of the Green Business Program will begin their studies at UBC in the MF program, fulfilling the requirements of this one-year course-based master's degree. The first year introduces students to various bioproducts, their production and the policy and economic framework for bioeconomy. For the second year, the students will transfer to UH. The emphasis for their studies at UH is the business and marketing of bioproducts (e.g. sales management and business models) and thesis work during the spring term. The Green Business Program uses already existing courses at both universities. In addition to in-person teaching, the program utilizes online courses with joint supervision by teachers from both universities during the two-year course of study.

Students of the Green Business Program will pay tuition only to their Home Institution. The student balances are evaluated and monitored within the agreed upon timeframe.

STUDENT RECRUITMENT AND ADMISSION

There are two admission channels to the Green Business Program, one through UBC and one through UH. Both institutions admit an equal number of students. The admission criteria are agreed on jointly. Each institution shall accept the students admitted to the program by the other institution according to the regulations and procedures in place at the accepting institution.

Application Process for the Green Business Program

Applicants wishing to participate in the Green Business Program must submit their application, including all application materials, to either UBC or UH. After the application period, the admission committee, consisting of UH and UBC representatives, will compose a list of students to be admitted to the Green Business Program and propose the list to the relevant authorities at both UH and UBC.

Admission requirements, deadlines and application materials are listed in Appendix 2 and are current at the time of signing but may change without amendment to this Memorandum of Understanding (“MoU”). Admission criteria are decided by the admission committee and approved according to the rules in place at both institutions.

UH and UBC agree that students will be admitted on the basis of academic merit and/or professional qualifications. Each institution will have sole discretion in determining admissibility into its respective academic program.

Once the student is admitted to the program, Liaison Officers of both institutions will work with the student to develop a Study Plan that will outline courses to be taken at UBC and the transfer credits (if any) that will be
granted at UH. Liaison Officers of both the Home Institution and the Host Institutions must approve the student’s Study Plan.

**PROGRAM GUIDELINES**

UH and UBC acknowledge and agree that UBC does not grant credit for coursework taken at UH as part of the UBC one-year MF program. Generally, the credit conversion will be: one Canadian Credit = two European ECTS, helping to ensure equality in workloads across both masters’ programs.

Students of the Green Business Program begin their studies at UBC in the MF program, fulfilling the requirements of this one-year, 30 credit course-based master’s degree. For the second year, the students will transfer to UH for the MSc. AF program, fulfilling the requirements of this two-year, 120 ECTS master’s degree. The students’ Study Plans will outline the course and research work to be undertaken at both institutions to satisfy the degree requirements of each master’s degree. Upon successful completion of a student’s Study Plan, each of the institutions conferring a degree will determine whether the student has fulfilled the graduation requirements for its own master’s program and will officially confirm the student’s eligibility for degree conferral. A proposed Study Plan that fulfils the UBC MF 30 credit requirement and UH MSc. AF 120 ECTS requirement is detailed in Appendix 6.

The language of instruction will be English.

**ROLES AND RESPONSIBILITIES OF UH AND UBC**

UBC will be responsible for:
- recruiting applicants;
- verifying eligibility of applicants to participate in the Green Business Program;
- making admission decisions on the annual student quota;
- making admission decisions on the students admitted by UH as students in the Green Business Program at UBC;
- registering the students admitted by UH as students in the Green Business Program at UBC;
- providing pre-departure preparation to outbound students which may include: an orientation session on living abroad; specific country orientation; cultural awareness;
- ensuring students have been advised of the need to obtain health and other appropriate insurance coverage; and
- providing students with the rules and regulations of UBC and UH in effect at the time of their studies at both institutions.

UH will be responsible for:
- recruiting applicants;
- verifying eligibility of applicants to participate in the Green Business Program;
- making admission decisions on the annual student quota;
- making admission decisions on the students admitted by UBC as students in the Green Business Program at UH;
• registering the students admitted by UBC as students in the Green Business Program at UH;
• assisting students transferring from UBC, to the extent possible, in locating suitable accommodation. Housing information for UH and UBC is noted in Appendix 5;
• providing appropriate assistance in matters of course registration, health, language and local custom that may arise; and
• providing basic due process and fundamental fairness to UH students in accordance with its academic and disciplinary rules and regulations.

General Responsibilities for UH and UBC:
• Both UH and UBC shall assist applicants in the preparation of Study Plans;
• Both UH and UBC shall designate an individual who will serve as the Liaison Officer for this MoU. In addition to coordinating their own institution’s responsibilities under this MoU, Liaison Officers will be responsible for advising and assisting students. The designated Liaison Officers (with their addresses, phone numbers and emails) for this MoU are noted in Appendix 1;
• To the extent possible, both UH and UBC will attempt to respect the planned number of students admitted by both institutions to maintain a reasonable balance in the number of Home Institution students in the Green Business Program;
• Both UH and UBC are committed to ensuring that students receive clear advice and appropriate credit in accordance with their Study Plan; and
• The crests and logos of UH and UBC are the intellectual property of the respective institution and may not be used by the other institution without the express written permission of the institution that owns the crest or logo.

STUDENT RESPONSIBILITIES

Students will be responsible for:
• applying for and obtaining the appropriate visas for Finland and Canada (UH and UBC to provide necessary institutional documents);
• applying for and obtaining appropriate insurance;
• complying with all policies, procedures, rules and regulations of the institution where they are completing studies; and
• all costs associated with their participation in the Green Business Program, including tuition fees, student fees, travel, passport, visas, accommodation, meals, insurance, medical expenses, textbooks, equipment, clothing, personal expenses and application fees.

Students will have the rights, responsibilities and privileges enjoyed by other international students at UH and UBC.

FEES AND FINANCIAL SUPPORT AND INSURANCE FOR STUDENTS
Students shall pay tuition fees to their Home Institution for the duration of their study in the Green Business Program. The tuition fees and other fees are provided in Appendix 3. To the extent possible, both institutions will provide students with information about travel grants, subsidies and additional funding sources and/or stipends.

Students will be responsible for paying other mandatory fees at the Host Institution (and as noted in Appendix 3). UBC requires mandatory health care coverage (see Appendix 4) obtained through UBC as a condition of registration on their campus. All international students at UH, excluding European Union or European Economic Area students, are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students might include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority. Current information and requirements surrounding health care coverage for students will be provided as part of the application/information package forwarded to applicants. While access to the library system, laboratories and on-campus services may be possible without any fees, optional user fees may exist on each campus, with the primary ones noted in Appendix 3.

GOVERNANCE

The Green Business Program will have a Liaison Committee (the “Committee”) consisting of members from both institutions. Members of the Committee are nominated according to the procedures of the institutions.

It acts as a forum of consultation and cooperation for the implementation of the Green Business Program. The Committee is primarily responsible for:

a) overseeing program development and delivery;
b) preparing the curriculum for the program and proposing it for the approval of the relevant authorities at each institution;
c) monitoring student achievement, progression and evaluation, including student feedback; and
d) nominating the admissions committee.

LIABILITY

UH and UBC shall indemnify and hold harmless each other in connection with any liabilities, claims, losses, costs, damages, charges and expenses whatsoever, including reasonable legal fees, in any way caused by or arising from the performance or non-performance of its obligations under this MoU, any negligent act or omission, or any breach of any representation, warranty or covenant.

UH and UBC are liable to each other for any negligent or wrongful act, either of commission or omission, of the other party. Nothing in this MoU is to be construed as either enlarging or diminishing any legal obligation or duty owed by UH and UBC to each other or to a third party.

INFORMATION DISCLOSURE, PRIVACY, AND LEGAL COMPLIANCE

UH and UBC acknowledge that each institution is subject to its own jurisdiction’s laws regarding information disclosure and/or privacy and that access to information in respect of this MoU will be provided in accordance with those laws. The records transferred to or collected, created, maintained or stored under this MoU by each institution are subject to the access provisions of the relevant jurisdiction’s laws and shall not be released.
unless the applicable law so requires. UH and UBC specifically acknowledge that UH is bound by the REGULATION (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation). Each institution agrees to enter into necessary agreements with regard to processing and transferring of personal data between the institutions.

Additionally, UH and UBC acknowledge that they may be requested to meet certain obligations under the laws and regulations applicable to the other institution, including but not limited to, sanctions laws; export control laws; work, health and safety laws; immigration laws; counter terrorism and security laws; anti-bribery laws; and laws relating to the provision of education to international students.

Both UH and UBC understand and acknowledge that such laws and regulations may affect or restrict this MoU and/or the activities contemplated by this MoU. UH and UBC acknowledge that in any activities or projects contemplated by this MOU, it will comply with all laws and regulations of its own jurisdiction and take all reasonable steps to ensure that it is not in breach of the laws and regulations of the other institution’s jurisdiction where requested to do so by the other institution, provided that taking such steps is not in breach of any laws or regulations of its own jurisdiction.

CONFIDENTIALITY

The institution that receives any information from the other institution marked “Confidential” (“Confidential Information”) will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of that institution, and will only use such Confidential Information for the purposes contemplated in this MoU. For the purposes of this MoU, Confidential Information shall not include information that is or becomes part of the public domain through no act of the receiving party, that was in the receiving party’s possession before receipt from the disclosing party, that was rightfully received by the receiving party from a third party without a duty of confidentiality, or information that is required to be disclosed under any applicable law or by order of a court.

RENEWAL, TERMINATION, AND AMENDMENT

This MoU will come into effect with the approval of UH and UBC through the signatures of their representatives who have full authority to sign and enter into this MoU on behalf of their institution and will remain in force until September 30, xxxx.

Each institution may unilaterally terminate this MoU by giving six months' written notice to the other institution unless an earlier withdrawal date is mutually agreed upon. Upon receipt of such notice, no additional students will be admitted from the withdrawing institution. The students already admitted into the Green Business Program will be given reasonable time to complete their Study Plans.

Early termination of this MoU by either institution would necessitate correcting any imbalances which may exist. If required, each institution agrees to allow a period of up to two years to redress any imbalances that may exist at the time of an institution’s early withdrawal.
Amendments to this MoU shall be in writing and shall be made and executed with the signatures of authorized institutional representatives.

In witness whereof, the parties hereto have affixed their signatures:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Print Name</th>
<th>Title</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Helsinki</td>
<td>Sari Lindblom</td>
<td>Rector</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ritva Toivonen</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Dean, Faculty of Agriculture and Forestry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University of British Columbia</td>
<td>Mark Crosbie</td>
<td>Associate University Counsel</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>xxxxxxxxxx</td>
<td>Provost &amp; VP Academic</td>
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</tr>
</tbody>
</table>
## Appendix 1: List of the Designated Liaison Officers

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Helsinki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University of British Columbia</td>
<td>Mr. Jorma Neuvonen</td>
<td>The University of British Columbia, Faculty of Forestry, 2618-2424 Main Mall, Vancouver, BC, V6T 1Z4 Canada</td>
<td>+1.604.8222807</td>
<td>+1.604.8228645</td>
<td><a href="mailto:jorma.neuvonen@ubc.ca">jorma.neuvonen@ubc.ca</a></td>
</tr>
</tbody>
</table>
### Appendix 2: Admission Requirements, Deadlines and Application Material

***subject to change – please consult with each institution prior to application***

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admission Requirements</th>
<th>Deadline</th>
<th>Application Material</th>
</tr>
</thead>
</table>
| The University of Helsinki   | - The annual student quota for UH as a Home Institution is 10 students  
- Applicants for a master's degree program must hold the academic equivalent of a three-year bachelor's degree from UH or equivalent  
- Eligibility criteria:  
  - Student has completed a first- or second-cycle (bachelor’s or master’s) degree or a postgraduate degree at a higher education institution in Finland or abroad, or will do so by 31 August.  
  - Student has completed a sufficient amount of studies applicable to the master's program;  
  - English language requirement: TOEFL 100 (internet-based): [https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements](https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements) | January 4 (subject to revision) | to be provided in Opintopolku.fi |
| The University of British Columbia | - The annual student quota for UBC as a Home Institution is 10 students  
- Applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:  
  - A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year courses.  
  - Academic standing with at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study.  
- Applicants with international academic credentials should refer to the following website for specific requirements: [http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials](http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials)  
- English language requirement: TOEFL 100 (internet-based): [https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements](https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements) | March 15                                           | Please refer to the application document checklist at: [http://www.forestry.ubc.ca/students/graduate/how-to-apply/](http://www.forestry.ubc.ca/students/graduate/how-to-apply/) |
### Appendix 3: Tuition and Institutional Fees

Students will pay to their Home Institution full tuition. Students will be responsible for paying all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Host Institution during their mobility. Students will pay no application or tuition fees at the Host institution.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Mandatory fees* at the Host Institution</th>
</tr>
</thead>
</table>
| The University of Helsinki           | - Student healthcare fee (in 2022, EUR 35.80)  
- Student association (HYY) fee (for 2022-23, EUR 46.00)  
- For non-European Union/European Economic Area students, tuition fee of EUR 750.00 for an academic year                                                                                                                                 |
| The University of British Columbia   | - Tuition: [https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450](https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450) (see annual tuition for standard master's program)  
- Graduate students can expect to pay approximately CAD$ 1,057.00 (2022) per year in student fees (including the transit U-Pass) and CAD$ 264.00 for the AMS/GSS Extended Health Plan. Most of these fees are mandatory, but some have opt-out provisions. Refer to this URL for up-to-date and more specific details: [http://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living/graduate-student-fees](http://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living/graduate-student-fees) |

* Fees may vary in the different years
Appendix 4: Insurance Requirements

UBC requires mandatory health care coverage obtained through UBC as a condition of registration on its campus. All international students at UH, excluding European Union and European Economic Area students, are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students might include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Insurance Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Helsinki</td>
<td>To be retrieved from UH instructions for students</td>
</tr>
<tr>
<td>The University of British Columbia</td>
<td>Please refer to this URL for specifics: <a href="https://students.ubc.ca/health-wellness/health-insurance">https://students.ubc.ca/health-wellness/health-insurance</a></td>
</tr>
</tbody>
</table>
# Appendix 5: Housing Office Contact Information

<table>
<thead>
<tr>
<th>Institution</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Helsinki</td>
<td></td>
<td></td>
<td></td>
<td><a href="https://studies.helsinki.fi/instructions/article/housing">https://studies.helsinki.fi/instructions/article/housing</a></td>
</tr>
<tr>
<td>The University of British Columbia</td>
<td>Student Housing and Community Services Main Office, UBC 2205 Lower Mall, Bldg 6, Vancouver, BC. V6T 1Z4, CANADA</td>
<td>+1.604.8222811</td>
<td>+1.604.8226935</td>
<td><a href="mailto:information@housing.ubc.ca">information@housing.ubc.ca</a> <a href="http://vancouver.housing.ubc.ca/">http://vancouver.housing.ubc.ca/</a></td>
</tr>
</tbody>
</table>
## Appendix 6: Proposed Study Plan

***subject to change***

<table>
<thead>
<tr>
<th>Study year</th>
<th>Required Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1: UBC</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• FRST 548 Major Essay (6Cr/12 ECTS)</td>
<td>• One elective 500 level course (3 Cr/6 ECTS)</td>
</tr>
<tr>
<td></td>
<td>• FRST 544 Technical Communication, Oral (3Cr/6 ECTS)</td>
<td><strong>Total 3 Cr of 6 ECTS</strong></td>
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<td></td>
<td>• FRST 547 Forestry in BC (3Cr/6 ECTS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Best 300 Biobased Polymers and Bioproducts or Best 303 Applied Biotechnology for Bioproducts (3Cr/6 ECTS)</td>
<td></td>
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<tr>
<td></td>
<td>• Best 403 Integrated Strategies for Bioproduct Innovation (3Cr/6 ECTS)</td>
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<td></td>
<td>• Best 5xx Managing for Sustainability (3Cr/6 ECTS)</td>
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<tr>
<td></td>
<td>• Best 5xx Lifecycle Analysis (3Cr/6 ECTS)</td>
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<tr>
<td></td>
<td>• Best 5xx Advanced Industrial Ecology (3Cr/6 ECTS)</td>
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<td></td>
<td><strong>Total 27 Cr or 54 ECTS</strong></td>
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<tr>
<td><strong>Year 2: UH</strong></td>
<td></td>
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<tr>
<td></td>
<td>• FOR-003 Master’s thesis seminar (5 ECTS)</td>
<td><strong>Choose total 10 ECTS</strong></td>
</tr>
<tr>
<td></td>
<td>• FOR-004 Master’s thesis (30 ECTS)</td>
<td>• FOR-104 International Forest Policy 2 (5 ECTS)</td>
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<tr>
<td></td>
<td>• FOR-105 Sales management and business models (5 ECTS)</td>
<td>• FOR-111 Behavioural change and sustainability (5 ECTS)</td>
</tr>
<tr>
<td></td>
<td>• FOR-101 Responsible business management in global forest bioeconomy (5 ECTS)</td>
<td>• EKM-127 Sustainable Entrepreneurship (5 ECTS)</td>
</tr>
<tr>
<td></td>
<td>• One Scientific Methodology Course (5 ETCS): for ex. FOR-103 Scientific Methods in Marketing and social sciences</td>
<td>• N/A-000 Sustainable Finance (5 ECTS)</td>
</tr>
<tr>
<td></td>
<td><strong>Total 50 ECTS</strong></td>
<td>• AGERE-A05 Production and Cost Theory (5 ECTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Greentech Linkage (by application, 10 ECTS)</td>
</tr>
</tbody>
</table>
UBC Admission Proposal Form
Change to Course or Program

**Faculty:** Graduate and Postdoctoral Studies  
**Department:** N/A  
**Faculty Approval Date:** February 22 2024  
**Effective Session (W or S):** S  
**Effective Academic Year:** 2024

**Date:** February 20 2024  
**Contact Person:** Jenny Phelps  
**Phone:**  
**Email:** jenny.phelps@ubc.ca

**URL:**  
https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/admission

**Proposed Calendar Entry:**

**Admission**

**Contents**  
Doctoral Degrees  
Master's Degrees  
Graduate Diplomas  
Graduate Certificates  
Students Transferring to UBC with Faculty Supervisors  
Visiting Students  
Transfer Credit for Access Studies  
Authenticity of Documents  
Ownership of Application Documents  
Delay in Start of Program  
Graduate Appeals on Admission or Readmission Decisions

**Present Calendar Entry:**

**Admission**

**Contents**  
Doctoral Degrees  
Master's Degrees  
Students Transferring to UBC with Faculty Supervisors  
Visiting Students  
Transfer Credit for Access Studies  
Authenticity of Documents  
Ownership of Application Documents  
Delay in Start of Program  
Graduate Appeals on Admission or Readmission Decisions

**Type of Action:**
Create new admission pages for Graduate Diplomas and Graduate Certificates

**Rationale for Proposed Change:**
As Graduate Diplomas and Certificates come under the responsibility of Graduate & Postdoctoral Studies, (as newly established by Senate Policy V-127 and V-128) there is an opportunity to review, revise as appropriate, and in some cases establish, all academic and administrative policies pertaining to these credentials, and ensure their entry into the UBC Calendar.
This proposal establishes sections in the UBC calendar for admissions policies related to Graduate Certificates and Diplomas.

**Proposed Calendar Entry:**

**Graduate Diplomas**

An applicant may apply for admission to the diploma program by reviewing application requirements on the websites of the [graduate program](#) and the [Faculty of Graduate and Postdoctoral Studies](#), and completing the [online application](#) available on the Faculty of Graduate and Postdoctoral Studies website.

Students are admitted to study only in fields that are authorized by Senate to offer graduate-level diploma programs. All applications must be accompanied by an application fee at the time of submission. Consult the Faculty of Graduate and Postdoctoral Studies for more information.

The number of students that can be accommodated is limited, and graduate programs with limited facilities will accept the best-qualified students as vacancies occur.

Students must submit applications in accordance with application deadlines as determined by each individual graduate diploma program.

**Students with a Bachelor's Degree from a Canadian or American Institution**

Normally, applicants for a graduate diploma program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:
• A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses.
• Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC) in the field of study.

Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in a specific graduate program, may be granted admission on the recommendation of the appropriate graduate program and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

Individuals of Indigenous ancestry are encouraged to apply. Additional information for Indigenous applicants to graduate programs can be found on the Faculty of Graduate and Postdoctoral Studies website.

These are the minimum requirements for admission to the Faculty of Graduate and Postdoctoral Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in the Calendar to confirm the admission requirements for specific diploma programs.

**Students with a Bachelor’s Degree from an International Institution**

Applications for admission to the Faculty of Graduate and Postdoctoral Studies are welcomed and encouraged from students who hold a credential deemed academically equivalent to a four-year bachelor's degree from UBC and who demonstrate superior
academic standing. Specific minimum admission requirements established by the Faculty of Graduate and Postdoctoral Studies for graduates of different countries may be found at Graduate Studies Admissions. These are minimum requirements; individual graduate programs may have additional admission requirements.

**English Language Proficiency Requirement**

See English Language Proficiency Standards and GRE Requirements.

**Required Documentation**

The following information is required for the application and admission process for the Faculty of Graduate and Postdoctoral Studies:

- Graduate Studies Application (online system).
- Application fee.
- A minimum of one confidential reference report. Some graduate diploma programs may require more references. Reports must be uploaded by the referees directly to the online application system, or sent by post (must contain original signature and be received in sealed envelopes endorsed by referees).
- Transcripts/Academic Records. Upon initial application, applicants must provide copies of their academic records for all postsecondary institutions they have attended. These required records (and translations if necessary) may initially be provided as electronic copies of official documents which are uploaded by the applicant to the online application system. Some graduate programs may
also require official paper documents to be submitted as part of the initial application process. Conditional admission offers may be made based on unofficial documents. However, admission offers will not be finalized and applicants will not be allowed to register in a graduate program until all required official academic records are received and validated by the University. To finalize an admission offer and allow registration, official transcripts must be received by the University for every postsecondary institution an applicant has attended, unless otherwise indicated to an individual applicant by the Faculty of Graduate and Postdoctoral Studies. To be considered official, academic records must be either received in official university envelopes, sealed and endorsed by the issuing institution, or be sent via secure electronic delivery by the issuing institution. If transcripts are not issued in English, official academic records in original language and certified English translation are required (if originals cannot be obtained by applicant, then attested, certified copies of originals are acceptable). If the official transcript does not indicate the degree name and the degree conferral date, an official copy of the degree certificate is required.

- Evidence of adequate English proficiency where applicable
- Supplementary information as may be required by the admitting graduate program

### Types of Admission Offers
Admission to the graduate diploma program will be in one of the following categories:

1. **Unconditional admission.** Granted when the applicant meets all admission requirements and all final official documentation has been received.

2. **Conditional admission.** Contains condition(s) that must be met before an offer can be considered final. Such conditions may include the provision of official transcripts or other academic records, or final documentation showing degree conferred. Admission offers will not be finalized and an applicant will not be allowed to register in a graduate program until the University receives and validates required official documentation which substantiates scanned documents previously submitted in the online system. The Letter of Admission stipulates deadlines as to when the conditions must be met. Failure to meet an admission condition by stated deadlines will normally result in an admission offer being revoked, or a student being required to withdraw from the program.

**International Students**

Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made at any Canadian Consulate or High Commission.

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
<th>URL: New Calendar page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Calendar Entry:</td>
<td>Type of Action: see above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Calendar Entry:</th>
</tr>
</thead>
</table>
Graduate Certificates

An applicant may apply for admission to the certificate program by reviewing application requirements on the websites of the graduate program and the Faculty of Graduate and Postdoctoral Studies, and completing the online application available on the Faculty of Graduate and Postdoctoral Studies website.

Students are admitted to study only in fields that are authorized by Senate to offer graduate-level certificate programs. All applications must be accompanied by an application fee at the time of submission. Consult the Faculty of Graduate and Postdoctoral Studies for more information. The number of students that can be accommodated is limited, and graduate programs with limited facilities will accept the best-qualified students as vacancies occur.

Students must submit applications in accordance with application deadlines as determined by each individual graduate certificate program.

Students with a Bachelor's Degree from a Canadian or American Institution

Normally, applicants for a graduate certificate program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses.
- Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC) in the field of study.

Rationale for Proposed Change: see above
Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in a specific graduate program, may be granted admission on the recommendation of the appropriate graduate program and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.

Individuals of Indigenous ancestry are encouraged to apply. Additional information for Indigenous applicants to graduate programs can be found on the Faculty of Graduate and Postdoctoral Studies website.

These are the minimum requirements for admission to the Faculty of Graduate and Postdoctoral Studies. Individual graduate programs may have additional admission requirements. Consult the graduate program listings in the Calendar to confirm the admission requirements for specific certificate programs.

**Students with a Bachelor's Degree from an International Institution**

Applications for admission to the Faculty of Graduate and Postdoctoral Studies are welcomed and encouraged from students who hold a credential deemed academically equivalent to a four-year bachelor's degree from UBC and who demonstrate superior academic standing. Specific minimum admission requirements established by the Faculty of Graduate and Postdoctoral Studies for graduates of different countries may be found at Graduate Studies Admissions. These are minimum requirements; individual graduate programs
may have additional admission requirements.

**English Language Proficiency Requirement**

See [English Language Proficiency Standards and GRE Requirements](#).

**Required Documentation**

The following information is required for the application and admission process for the Faculty of Graduate and Postdoctoral Studies:

- Graduate Studies Application (online system).
- Application fee.
- A minimum of one confidential reference report. Some graduate certificate programs may require more references. Reports must be uploaded by the referees directly to the online application system, or sent by post (must contain original signature and be received in sealed envelopes endorsed by referees).
- Transcripts/Academic Records. Upon initial application, applicants must provide copies of their academic records for all postsecondary institutions they have attended. These required records (and translations if necessary) may initially be provided as electronic copies of official documents which are uploaded by the applicant to the online application system. Some graduate programs may also require official paper documents to be submitted as part of the initial application process. Conditional admission offers may be made based on unofficial documents. However, admission offers will not be finalized and applicants will not be allowed to
register in a graduate program until all required official academic records are received and validated by the University. To finalize an admission offer and allow registration, official transcripts must be received by the University for every postsecondary institution an applicant has attended, unless otherwise indicated to an individual applicant by the Faculty of Graduate and Postdoctoral Studies. To be considered official, academic records must be either received in official university envelopes, sealed and endorsed by the issuing institution, or be sent via secure electronic delivery by the issuing institution. If transcripts are not issued in English, official academic records in original language and certified English translation are required (if originals cannot be obtained by applicant, then attested, certified copies of originals are acceptable). If the official transcript does not indicate the degree name and the degree conferral date, an official copy of the degree certificate is required.

- Evidence of adequate English proficiency where applicable
- Supplementary information as may be required by admitting graduate program

**Types of Admission Offers**

Admission to the graduate certificate program will be in one of the following categories:

1. **Unconditional admission.** Granted when the applicant meets all admission requirements and all final official documentation has been received.
2. **Conditional admission.** Contains condition(s) that must be met before an offer can be considered final. Such conditions may include the provision of official transcripts or other academic records, or final documentation showing degree conferred. Admission offers will not be finalized and an applicant will not be allowed to register in a graduate program until the University receives and validates required official documentation which substantiates scanned documents previously submitted in the online system. The Letter of Admission stipulates deadlines as to when the conditions must be met. Failure to meet an admission condition by stated deadlines will normally result in an admission offer being revoked, or a student being required to withdraw from the program.

**International Students**

Students who are not Canadian citizens or permanent residents must apply for a study permit (student visa) to enter Canada. Applications can be made at any Canadian Consulate or High Commission.
3 May 2024

To: Vancouver Senate

From: Senate Admission Committee

Re: c) Annual Report on Appeals and Matters of Delegated Authority (2023-2024) (information)

1. Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University

In December 2009, Senate approved Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2023 Winter Session, grades presented for admission were adjusted upwards by 4%.

2. Editorial Changes to Admission Requirements

Senate has delegated to the Senate Admissions Committee to approve editorial changes to existing admission requirements. From 1 May 2023 until 30 April 2024, the Committee approved 14 proposals under delegated authority.

3. Appeals on Applications for Admission, Re-admission and Transfer to Programs

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2023 and 30 April 2024, the Admissions Committee heard 116 appeals, of which 11 were allowed. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.
4. **Student Mobility Agreements Approved Under Council of Senates Policy C-2: Affiliations with Other Institutions of Learning**

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Following a review of processes for renewal and expansion of existing student mobility agreements, the Office of Global Engagement and the Senate Secretariat have been working to address a significant backlog of agreements requiring renewal. In addition to renewals, the Committee has also reviewed and approved new agreements and the expansion of existing exchanges. A significant number of agreements were outstanding for renewal; from 1 May 2023 until 30 April 2024, the Committee has approved student mobility agreements as outlined in the attached.

Respectfully submitted,

Dr. Joanne Fox  
Chair, Senate Admissions Committee
Student Mobility Agreements Approved Under Council of Senates Policy C-2: Affiliations with Other Institutions of Learning (1 May 2023 to 30 April 2024)

**MAY 2023**

New Exchange Partnership
- The University for Foreigners of Siena (Italy)

Renewal of Exchange Partnership
- Bangor University (UK)
- École Polytechnique Fédérale de Lausanne (Switzerland)
- Free University of Berlin (Germany)
- Hong Kong University of Science and Technology (Hong Kong)
- Katholieke Universiteit Leuven (Belgium)
- Kyoto University (Japan)
- Monterrey Institute of Technology and Higher Education (Mexico)
- Nanyang Technological University (NTU)
- Singapore Management University (Singapore)
- Technical University of Denmark (Denmark)
- Universidad de Granada (Spain)
- Universidad Nacional Autónoma de México (Mexico)
- Universita Commerciale Luigi Bocconi (Italy)
- Universitat Pompeu Fabra (Spain)
- University of Amsterdam (Netherlands)
- University of Bristol (UK)
- University of Chile (Chile)
- University of Copenhagen (Denmark)
- University of Eastern Finland (Finland)
- University of Manchester (UK)
- University of Toulouse-Jean Jaurès (France)
- University of Tsukuba (Japan)
- University of Warwick (UK)

**JUNE 2023**

Renewal of Exchange Partnership
- Bauhaus University, Weimar (Germany)
- Copenhagen Business School (Denmark)
- Humboldt University of Berlin (Germany)
- Imperial College London (United Kingdom)
- King's College London (United Kingdom)
- Norwegian University of Life Sciences (Norway)
- Oregon State University (USA)
- Sao Paulo Business School of Fundação Getulio Vargas (Brazil)
- Sao Paulo School of Economics of Fundação Getulio Vargas (Brazil)
- Sciences Po, Paris (France)
- Shanghai Jiao Tong University (China)
- Technical University of Munich (Germany)
- University College London (United Kingdom)
- University of California Education Abroad Program (USA)
- University of Cape Town (South Africa)
- University of Glasgow (United Kingdom)
- University of Otago (New Zealand)
- Zurich University of Teacher Education (Switzerland)

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**JULY 2023**

**Renewal** of Exchange Partnership

- Aarhus University (Denmark)
- Arizona State University (USA)
- Australian National University (Australia)
- Beijing Forestry University (China)
- Bogor Agricultural University (Indonesia)
- Cardiff University (UK)
- China-Europe International Business School (China)
- Deakin University (Australia)
- Delft University of Technology (Netherlands)
- EARTH University (Costa Rica)
- ETH Zurich (Switzerland)
- Ewha Womans University (South Korea)
- Fudan University (China)
- Fujian Agriculture and Forestry University (China)
- HEC Paris (France)
- Hokkaido University (Japan)
- Keio University (Japan)
- Korea Advanced Institute of Science and Technology (South Korea)
- Kyushu University (Japan)
- Macquarie University (Australia)
- National Ilan University (Taiwan)
- National Taiwan Normal University (Taiwan)
- Norwegian School of Economics (Norway)
- Okayama University (Japan)
- Ritsumeikan Asia Pacific University (Japan)
- RWTH Aachen University (Germany)
- Seoul National University (South Korea)
- St Andrews University (UK)
- Technical University of Berlin (Germany)
- Technische Universität Darmstadt (Germany)
- Tohoku University (Japan)
- Trinity College Dublin (Ireland)
- Universidad de Navarra (Spain)
- Universiteit Leiden (Netherlands)
- University College Dublin (Ireland)
- University of Aberdeen (UK)
- University of Canterbury (New Zealand)
- University of Latvia (Latvia)
- Yonsei University (South Korea)

AUGUST 2023

Renewal of Exchange Partnership
- Beijing Foreign Studies University (China)
- Indian Institute of Management, Ahmedabad (India)
- Indian Institute of Technology, Delhi (India)
- McGill University (Canada)
- Nanyang Technological University (Singapore)
- National Chengchi University (Taiwan)
- Peking University (China)
- Shanghai Jiao Tong University (China)
- Singapore Management University (Singapore)
- Sorbonne University [formerly Pierre & Marie Curie University, Paris 6] (France)
- Universität Bonn (Germany)
- Universität St. Gallen (Switzerland)
- Universität zu Köln / University of Cologne (Germany)
- Universiteit Maastricht (Netherlands)
- University of Adelaide (Australia)
- University of Auckland (New Zealand)
- University of California, Davis, Graduate School of Management (USA)
- University of California, Berkeley (USA)
- University of Lausanne (Switzerland)
- University of Leeds (UK)
- University of Ljubljana (Slovenia)
- University of New South Wales (Australia)
- University of Sussex (UK)
- University of Wurzburg (Germany)
- Uppsala University (Sweden)
- Vietnam National University of Forestry (Vietnam)
- Warsaw School of Economics (Poland)
- WHU Koblenz, Otto Beisheim Graduate School of Management (Germany)

OCTOBER 2023
Expansion of Exchange Partnership
- London School of Economics (UK)
- Stellenbosch University (South Africa)

NOVEMBER 2023

Expansion of Exchange Partnership
- The Chinese University of Hong Kong, Shenzhen – CUHK Shenzhen (China)
- IE University (Spain)

Renewal of Exchange Partnership
- Renmin University of China (China)
- Singapore University of Technology and Design (Singapore)
- Southern University of Science and Technology (China)
- Technion - Israel Institute of Technology (Israel)
- Tel Aviv University (Israel)
- University of Hong Kong (Hong Kong)
- University of Stuttgart (Germany)
- Waseda University (Japan)

FEBRUARY 2024

Renewal of Exchange Partnership
- Copenhagen Business School (Denmark) and Chinese University of Hong Kong, Shenzhen (China)
- Technical University of Dresden (Germany)
- University of Exeter (UK)

MARCH 2024

Renewal of Exchange Partnership
- Albert-Ludwigs-Universitat Freiburg (Germany)
- City University of London (United Kingdom)
- City University of Hong Kong (Hong Kong)
- ESADE Business School (Spain)
- ESSEC Business School (France)
- Hebrew University of Jerusalem (Israel)
- Hitotsubashi University (Japan)
- Kwansei Gakuin University (Japan)
- Ludwig Maximilian University of Munich (Germany)
- Nagoya University (Japan)
• Prague University of Economics and Business (Czech Republic)
• Radboud University (Netherlands)
• Sophia University (Japan)
• Stockholm School of Economics (Sweden)
• Tokyo University of Agriculture (Japan)
• Universidad Autónoma de Barcelona (Spain)
• Université Jean Moulin - Lyon III (France)
• Université Sorbonne Nouvelle Paris III (France)
• Universiti Sains Malaysia (Malaysia)
• University of Bologna (Italy)
• University of Cambridge (United Kingdom)
• University of Delhi (India)
• University of Iceland (Iceland)
• University of Nottingham (United Kingdom)
• University of Padova (Italy)
• University of Sydney (Australia)
• University of the Philippines (Philippines)
• University of Western Australia (Australia)
• University of Wollongong (Australia)
• Vrije Universiteit Amsterdam (Netherlands)
15 May 2024

To:  Vancouver Senate

From:  Senate Admissions and Curriculum Committees

Re:  Master of Forestry dual degree, Green Business option (approval)

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

Master of Forestry dual degree, Green Business option (approval)

The new Master of Forestry dual degree, Green Business option and its related new course are in response to labour market demands in green industries. Students will earn a Master of Forestry degree from The University of British Columbia and a Master of Science degree in Agriculture and Forestry from the University of Helsinki. The proposed program is positioned to attract domestic and international early career professionals interested in green business practices. The Committees deem this proposal as ready for approval.

The following is recommended to Senate:

Motion: That the Senate approve the new Master of Forestry dual degree, Green Business option, brought forward by the Faculty of Graduate and Postdoctoral Studies (Forestry), effective for 2025 Winter Session and thereafter and its related new course effective for the 2024 Winter Session and thereafter.

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Dr. Catherine Rawn
Chair, Senate Curriculum Committee
FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Forestry

New dual degree program
Master of Forestry dual degree, Green Business option

New course
FRST 515 (3) Climate Change Communications and Engagement
Master of Forestry Dual Degree, Green Business option
University of Helsinki (UH) and University of British Columbia (UBC)

Vision

The dual degree is unique program that offers qualified students the opportunity to earn a Master of Forestry (MF) degree from the University of British Columbia and a MSc. in Agriculture and Forestry from the University of Helsinki in two years.

The use of natural resources for energy, bioplastics, construction, textiles, biomedical and daily consumables, as well as the creation of jobs around these innovative green industries, will be central to a global bioeconomic transition. As fossil resources are increasingly replaced with renewables and recyclables and the global population and economy keeps growing, there is increasing pressure to develop the increasingly large-scale use of natural resources in a responsible way in the global environment. The focus of the Green Business option concentrates on the global and local development of natural resource-based products and services along a structural redevelopment into the bioeconomy. The program aims at combining a combination of functional focus in green business practices with substance and industry expertise on the technological processes that make the products and services possible.

This dual degree program benefits of the complementary expertise of the two-world leading Natural Resource Faculties: Faculty of Forestry at the University of British Columbia (UBC) and the Faculty of Agriculture and Forestry at the University of Helsinki (UH). The program is based on existing degree programs in both universities. If the student fulfils the requirements of both degrees, they will receive the Master of Forestry (MF) degree from the UBC and Master of Science (MSc.) in Agriculture and Forestry from the UH. Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn both degrees in two years of study.

The program is based upon a model of student exchange. Both universities accept annually about the same number of students to the program. The students pay their tuition to their home university for both years, but no tuition to the host university during their exchange year. The student balances are evaluated and monitored within the agreement timeframe. Students apply to the Program through their Home Institution and must meet the minimum eligibility criteria and be admitted to the master’s programs at both their Home Institution and their Host Institution in order to participate. Fulfilment of minimum eligibility requirements does not guarantee admission. Once the students have been selected for potential participation in the program, they must apply for admission to the master’s program at both the Home and the Host Institution. Host Institution will have the sole discretion in determining admissibility into its academic program.

The program leadership and administration are done by designated Liaison Officers (one each). These designated representatives are responsible for coordinating all academic and administrative responsibilities for the Program. Applicants wishing to participate in the Program must submit her/his application, including all application materials to the Liaison Officer of the Home Institution. The Liaison Officer will verify that the applicant meets the eligibility criteria for the Program and the admission criteria of both Master’s programs. Each Home Institution will select the applicants it wishes to nominate for the Program, considering the admission requirements of the Host Institution. The Liaison Officers of both the Home and Host institutions will work with the accepted students to develop a Study Plan that will outline courses to be taken at the Host Institution. The Liaison Officers will also review the Program annually to
determine if there is any imbalance in the number of students exchanged and adjust the numbers of Exchange Students the following year in order to maintain a reasonable balance.

The students start their studies at UBC in the Master of Forestry (MF) program, fulfilling the requirements of this 1-year course-based master degree. The first year introduces students to various bio products and their production and to the policy and economic framework for bioeconomy. For the second year, the students will transfer to UH. The emphasis for their studies at UH is the business and marketing of bioproducts (sales management, business models) and the thesis work during the spring term. The program uses already existing courses in both universities.

The following study plan fulfills the UBC Master of Forestry 30 Credit requirement and UH Master of Science (MSc.) in Agriculture and Forestry 120 ECTS requirement. Students will submit their Study Plans to both the Home Institution and the Host Institution. (Conversion 1 Canadian Cr. = 2 European ECTS). The Study Plan should outline the course and research work to be undertaken at the Home and the Host Institution to satisfy their degree requirements. Upon successful completion of a student’s Study Plan, each of the institutions conferring a degree will determine whether the student has fulfilled that institution’s graduation requirements for its master’s program and will officially confirm the student’s eligibility for degree conferral.

**Year 1 at UBC Faculty of Forestry**
MANDATORY STUDIES AT UBC (27 credits/ 54 ECTS)
- FRST 548 Major Essay (6 Cr/6 ECTS)
- FRST 544 Technical Communication, Oral (3 Cr/6 ECTS)
- FRST 547 Forestry in BC (3 Cr/6 ECTS)
- Best 300 Biobased Polymers and Bioproducts or Best 303 Applied Biotechnology for Bioproducts (3 Cr/6 ECTS)
- Best 403 Integrated Strategies for Bioproduct Innovation (3 Cr/6 ECTS)
- Best 5xx Managing for Sustainability (3 Cr/6 ECTS)
- Best 5xx Lifecycle Analysis (3 Cr/6 ECTS)
- Best 5xx Advanced Industrial Ecology (3 Cr/6 ECTS)
ONE ELECTIVE 500 LEVEL COURSE (3 Credits/6 ECTS)
- 500-Level elective (3 cr/6 ECTS)

**Year 2 at University of Helsinki Faculty of Agriculture and Forestry**
MANDATORY STUDIES AT UH
- FOR-003 Master’s thesis seminar (5 ECTS)
- FOR-004 Master’s thesis (30 ECTS)
- FOR-105 Sales management and business models (5 ECTS)
- FOR-101 Responsible business management in global forest bioeconomy (5 ECTS)
- One Scientific Methodology Course (5 ETCS): for ex. FOR-103 Scientific Methods in Marketing and social sciences
ELECTIVES Choose total 10 ECTS
- FOR-104 International Forest Policy 2 (5 ECTS)
- FOR-111 Behavioural change and sustainability (5 ECTS)
- EKM-127 Sustainable Entrepreneurship (5 ECTS)
- N/A-000 Sustainable Finance (5 ECTS)
- AGERE-A05 Production and Cost Theory (5 ECTS)
• Greentech Linkage (by application, 10 ECTS)

**Target Audience and Learning Outcomes**

The proposed program will attract early career professionals interested in green business practices, the technological processes that make the products and related services. The target audience comprises domestic and international applicants. The program is designed for 20 students; both universities select 10 students annually to the program. EU students will apply to the program through UH and North American students through UBC. All other regions can apply to the program through either university.

The program is designed for environmentally focused early career professionals. The proposed program emphasizes the sustainable use of natural resources to meet the growing global demand for goods and energy, while minimizing negative environmental and societal impacts. The program will create graduates who have abilities and practical skills to work as business leaders in both traditional and non-traditional green industries. The students will:

- Gain employable leadership and business skills such as critical thinking, project management and communication;
- Develop analytical skills to evaluate socio-environmental impacts of various natural resources used in the bioeconomy;
- Learn to identify factors that affect bio-based investments and innovations;
- Understand and evaluate strategic, technological, and operational aspects of running a bio-based business;
- Apply participatory methods and community-based approaches to access and develop renewable enterprises
- Understand the basics of bio-based materials and their conversion to useful products and services;
- Create business and marketing strategies in a bio-based economy;
- Design and evaluate bio-based supply chains using quantitative methods;

The Faculty of Forestry’s ongoing implementation of the Indigenous Strategic Plan (ISP) will be represented in this program. *Forestry in BC* (FRST 547) is a course primarily intended to help students who are from outside BC (or outside North America as will be the case for half the students in this program) to gain insight and understanding into the context of forestry in BC. This includes a class session on First Nations and Forestry in BC led by an Indigenous faculty member as well as a field trip to Lillooet, BC with guest speakers including a member of one of the local First Nations. *Managing for Sustainability* (BEST 5XX), which is currently under development, will include Indigenous voices and ideas in the course content.

**The need of the program**

The bioeconomy sector is becoming as important as the all raw material industries are transforming and additionally disruptive new technologies and services are emerging. Sustainability goals encompass the decarbonisation of society at large by creating innovative materials, feedstocks, and energy for new applications. Examples of renewables use is abundant: cross-laminated timber for tall wood buildings, petrol made of renewables, recycled plastic wherever feasible, renewable energy replaces fossils, pulp residues used to make carbon fibre for automobiles and supercapacitors; pulp derived nanoparticles for security coatings; ultra-lightweight foams for energy efficient building; cellulosic biochemicals for nylon
production; and biocatalysts for greener production of adhesives. Essentially, the bioeconomy emphasizes the transformation of localized resources from forests and municipal wastes for the use by local and multinational companies outside the traditional forest products sector.

In 2017, the Canadian Council of Forest Ministers developed a framework for Canada’s forest bioeconomy that supports the increase of investment in the bioeconomy, resultant growth of jobs in the sector, new businesses, new supply chains, and enhanced engagement with stakeholders, notably Indigenous communities. In 2019, the first Canadian Bioeconomy Strategy was produced. This strategy serves as a call to action for Governments and industry to seize the opportunities of an industrial bioeconomy. Canada’s competitive advantages for the bioeconomy include: access to biomass, global leadership in forestry and agriculture, sustainable resource management and a skilled workforce. The bioeconomy must be supported by committed research and innovation policy, financing, and the development of skilled labour. By some estimates, Canada will require an additional 65,000 workers by 2029 to fuel the growing bioeconomy. [1]

At more than 16%, the share of bioeconomy in the Finnish national economy is high. The output of the Finnish bioeconomy currently exceeds EUR 60 billion, and more than 300,000 people are employed in the sector. These figures are high, even if they exclude the share of the technology industry that can be classified as belonging to the bioeconomy. The objective of the Bioeconomy Strategy is to increase the output of our bioeconomy to EUR 100 billion by 2025 and to create 100,000 jobs. The bioeconomy also produces other benefits for the national economy and Finnish society: in addition to increasing our exports, replacing fossil fuels with renewable domestic natural resources will improve Finland’s current account balance, reinforce our security of supply and increase our self-sufficiency in energy. The bioeconomy also supports the goals of sustainable development, biodiversity conservation and balanced regional development. The significance of the forestry sector in Finland has been and will be great, as over one half of Finland’s bioeconomy today relies on our forests. Timber is more important for Finland than for any other country in Europe. In the bioeconomy, conventional boundaries between sectors are blurred, and new kind of cross-sectoral cooperation is being created. In the future, the bioeconomy based on sustainable exploitation of forests will result in symbiotic relationships between the forest, energy, technology, chemical and construction industries.

Significant agreement to enhance collaboration on research, advancement, development and commercialization of the forest bioeconomy was signed between B.C.’s Ministry of Jobs, Economic Recovery and Innovation and Finland’s Ministry of Environment and Ministry of Forestry in June 2022. (https://news.gov.bc.ca/releases/2022JERI0026-000844)

**Capacity to offer the program**

The proposed program is well positioned to be offered by UBC and UH. UBC Faculty of Forestry has a number of faculty members performing research in biomaterials, bioenergy, and wood-based biocomposites. Several forestry faculty members are also connected with the UBC Bioproducts Institute, which focuses on the transformation of plant-based biomass into advanced materials for society. This Institute is led by Prof. Orlando Rojas, who has excellent connections with Finland through his 10-year tenure at Aalto University and existing networks, including Boreal Alliance which has members like VTT, FinnCERES (Aalto University), LUKE, UNITE Flagship and University of Oulu. In addition, UBC Forestry has recently (2020) launched the Bachelor of Science in Forest Bioeconomy Sciences and Technology (BEST) program, which is the first of its kind in Canada to provide a multi-disciplinary and comprehensive
education focused on the political, scientific, and economic challenges facing the growing bioeconomy and the increasing need to create a sustainable future. The program has already altogether 125 students in its first and second years of studies and enrolment is growing fast. UBC Forestry has also been part of the TRANSFOR-M dual masters (https://forestry.ubc.ca/programs/graduate/dual-masters-degree/master-of-forestry/) consortium with 5 European universities for the last ten years and gained significant experience running this type of program.

The Faculty of Agriculture and Forestry at the University of Helsinki is a globally leading and nationally unique multidisciplinary community focused on the sustainable use of renewable resources. FAF produces new research-based scientific knowledge and educate open-minded and responsible experts for demanding national and international tasks. The objects of research and education are in agriculture, food, and the use of forests and water. The focus is on increasing understanding of how the processes of the biosphere, production, economy, and society function and evolve. The entire food system from field to table, and the forest value chain from soil to marketing, including their environmental impacts, are studied among others. Our research combines natural sciences, economics, social sciences and technology. Our disciplines include food and nutrition sciences, agriculture, forestry, business, economics, and microbiology. With around 2500 students, 500 staff, 900 annual degrees and 600 annual publications, UH Faculty of Agriculture and Forestry has critical mass to be a world-leading player in the future of the bioeconomy.

Benefits and Issues

Benefits to the UBC Faculty and Students

- Enhances academic connections to a country and institute that have complementary expertise in the field of bioeconomy. Institutions in the existing TRANSFOR-M consortium, for example, have established closer relationships which has enhanced joint teaching and research and led to other joint programs
- Exiting opportunity for some BEST graduates to continue their studies in a graduate level and simultaneously gain international experience.
- Real international experience: living and studying in another country/culture for one year. The program will attract highly qualified students with grades of first class standing.
- New thinking/perspectives: Learning/living/experiencing European practices in forestry, environmental management, climate change adaptation/mitigation, urban planning, community engagement, policy development, sustainability, way of life, etc.
- Does not require significant extra resources as the program is based on existing courses and degree.
- Does not require UBC Board of Governors or BC Ministry of Advanced Education approvals as the degree already exists. We will also mimic the TRANSFOR-M legal agreement.
- Enriches Faculty’s academic life through European students who otherwise would not come to study at UBC (Master programs in EU are free for EU citizens). UBC has thousands of international students from China, but very few programs that bring in European students.
- Based on well-functioning model and systems developed for the TRANSFOR-M dual-master program that has ben running for the last 10 years.
- Boutique-program for a small number of excellent candidates. TRANSFOR-M has not affected the student numbers in our professional master’s programs. Extra TRANSFOR-M candidates have often been selected to our other programs.
• Further enhances the image of the Faculty as globally focused leader in forestry/bioeconomy education
## UBC Curriculum Proposal Form
### Change to Course or Program

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| Date: | October 11, 2023 |
| Contact Person: | Jorma Neuvonen |
| Phone: | (604) 822-2807 |
| Email: | jorma.neuvonen@ubc.ca |

### Proposed Calendar Entry:

**Master of Forestry**

**Admission Requirements**

Students admitted to the M.F. degree program normally possess a bachelor’s degree in science, applied science, agricultural sciences, social science, or forestry, and must meet the general admission requirements for master’s degree programs set by the Faculty of Graduate and Postdoctoral Studies.

**Program Requirements**

The M.F. program includes either a major essay (3-6 credits) or a thesis (6-18 credits), a forestry communications course (FRST 544 or approved alternate), and other approved courses, for a total of 30 credits. 

**Dual Degree Program Option:**

TRANSFOR-M

Master of Forestry, UBC and one of the available master’s degrees at one of the European partner universities participating in the TRANSFOR-M program.

TRANSFOR-M (Transatlantic Forestry Master) is a unique dual degree program which offers qualified students the opportunity to earn, in two years, a Master of Forestry (MF) degree from UBC and a

### Present Calendar Entry:

**Master of Forestry**

**Admission Requirements**

Students admitted to the M.F. degree program normally possess a bachelor's degree in science, applied science, agricultural sciences, social science, or forestry, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies.

**Program Requirements**

The M.F. program includes either a major essay (3-6 credits) or a thesis (6-18 credits), a forestry communications course (FRST 544 or approved alternate), and other approved courses, for a total of 30 credits.

**Dual Degree Program Option:**

TRANSFOR-M

Master of Forestry, UBC and one of the available master's degrees at one of the European partner universities participating in the TRANSFOR-M program.

TRANSFOR-M (Transatlantic Forestry Master) is a unique dual degree program which offers qualified students the opportunity to earn, in two years, a Master of Forestry (MF) degree from UBC and a
master’s degree from one of the five participating universities in Europe.

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**Dual Degree Program Option:**
**GREEN BUSINESS**

This dual-degree program benefits from the complementary expertise of the two leading natural resource faculties: the Faculty of Forestry at the University of British Columbia (UBC) and the Faculty of Agriculture and Forestry at the University of Helsinki (UH). The program is based on existing degree programs at both universities. Students that fulfill the requirements of both degrees will receive the Master of Forestry (M.F.) degree from UBC and the Master of Science (M.Sc.) in Agriculture and Forestry from UH.

Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn both degrees in two years of study by allowing students to be enrolled continuously through this period and by allowing students to apply 30 credits earned as part of the UBC M.F. degree towards the UH M.Sc. degree.

In order to receive both degrees, students must fulfill the individual program requirements for both institutions’ degrees.

**Admission**

Admission to the GREEN BUSINESS program through UBC requires an academic background in science, applied science, agricultural sciences, social science, wood sciences, bioeconomy or forestry.

Successful applicants must meet UBC’s graduate-level admission requirements including the **English Language Proficiency**

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**Type of Action:**
- Add TRANSFOR-M name under first Dual Degree Program Option
- Add new GREEN BUSINESS Dual Degree Program Option

**Rationale for Proposed Change:**

Through the GREEN BUSINESS dual master’s program, the UBC Faculty of Forestry partners with one of the top European Forestry Schools to provide both Canadian and international students with a unique international learning opportunity by allowing UBC Master of Forestry students to complete two graduate degrees in an accelerated timeframe.

This dual-degree program benefits of the complementary expertise of the two leading Natural Resource Faculties: Faculty of Forestry at the University of British Columbia (UBC) and the Faculty of Agriculture and Forestry at the University of Helsinki (UH).

The use of natural resources for energy, bioplastics, construction, textiles, biomedical and daily consumables, as well as the creation of jobs around these innovative green industries, will be central to a global bioeconomic transition. As fossil resources are increasingly replaced with renewables and recyclables and the global population and economy keeps growing, there is increasing pressure to develop the increasingly large-scale use of natural resources in a responsible way in the global environment. The focus of the Green Business program concentrates on the global and local development of natural resource-based products and services along a structural redevelopment into the
### Requirement
Given that the number of applicants exceeds the number of positions available, a record that satisfies basic entrance requirements does not guarantee admission.

Applicants wishing to participate in the GREEN BUSINESS program with UBC as their home institution must first arrange an interview with the UBC GREEN BUSINESS Liaison Officer. Applicants must submit an online application with supporting documents to UBC and pay the application fee by the posted deadline. The successful applicants selected as UBC candidates will then apply formally for admission to the Master of Science (M.Sc.) in Agriculture and Forestry program at UH, which will serve as their host institution.

### Requirements
Once the student is admitted to the program, the Liaison Officers of both institutions will work with the student to develop a study plan that outlines courses to be taken at UBC and the transfer credits that will be granted at UH. Liaison Officers of both the home institution and the host institution must approve the student’s study plan.

The students start their studies at UBC in the Master of Forestry (M.F.) program, fulfilling the requirements of this 1-year course-based master degree. Students complete 30 credits at UBC, which must include FRST 548 Major Essay (6 credits) and FRST 544 Technical Communications Skills (3 credits). For the second year, the students will relocate to UH to complete the remaining requirements for the Master of Science (M.Sc.) in Agriculture and Forestry program (2 years, 120 European Credit Transfer and Accumulation System).

bioeconomy. The program aims at a combination of functional focus in green business practices with substance and industry expertise on the technological processes that make the products and services possible.

The Faculty of Forestry’s ongoing implementation of the Indigenous Strategic Plan (ISP) will be represented in this program. Forestry in BC (FRST 547) includes a class session on First Nations and Forestry in BC led by an Indigenous faculty member as well as a field trip to Lillooet, BC with guest speakers including a member of one of the local First Nations. Managing for Sustainability (BEST 5XX), which is currently under development, will include Indigenous voices and ideas in the course content.
The student’s study plan outlines the courses and research work to be undertaken at each institution to satisfy the requirements of both degree programs. Upon successful completion of a student’s study plan, UBC and UH will each determine whether the student has fulfilled that institution’s graduation requirements for its master’s program and will officially confirm the student’s eligibility for degree conferral.

Students will graduate from each institution when they complete the program requirements of that institution. Students may attend the convocation ceremonies of both institutions. The student will receive two parchments:

- UBC, Master of Forestry (M.F.); and
- UH, Master of Science (M.Sc.) in Agriculture and Forestry

Each institution manages its own degree requirements. Students must meet each institution’s admission and continuation requirements; however, only those credits administered by the specific institution will apply towards that institution’s continuation policies. Students are required to comply with all policies, procedures, rules, and regulations of the host institution during their studies at the host institution, as well as any other policies, procedures, rules, or regulations placed upon them by the home institution during the period of their participation in the GREEN BUSINESS Program.

All students must remain registered at UBC for the duration of their studies in the GREEN BUSINESS Program.

GREEN BUSINESS students with UBC as the designated Home Institution will pay the M.F. tuition assessment and student fees
for a minimum of two years (6 terms), but will receive a tuition fee waiver at the University of Helsinki (UH). Other UH fees may be assessed.

GREEN BUSINESS students with UBC as their designated host institution will receive a tuition fee waiver for each term they are registered in the M.F. at UBC, but will pay all other required student fees.

For further information on the UBC M.F. program, including information on applying, please see the UBC Faculty of Forestry M.F. program web-site at: http://www.forestry.ubc.ca/students/graduate/programs/master-of-forestry/
## UBC Curriculum Proposal Form

### Change to Course

<table>
<thead>
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<th>Category: (1)</th>
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| **Faculty:** Faculty of Forestry  
**Department:** Department of Forest Resources Management  
**Faculty Approval Date:** March 7, 2024  
**Effective Session (W or S):** Winter  
**Effective Academic Year:** 2024 |
| **Date:** Feb 8, 2024  
**Contact Person:** Shannon Hagerman  
**Phone:** 604–827–2625  
**Email:** Shannon.hagerman@ubc.ca |

### Proposed Calendar Entry:

- **FRST 515 (3) Climate Change Communications and Engagement**

  **Psychological, social, and systemic dimensions of climate change communication; approaches for engaging diverse groups for low-carbon futures; overcoming climate inaction.**

### URL: N/A

**Present Calendar Entry:** None

**Type of Action:** New course

**Rationale for Proposed Change:**

This course addresses a critical gap in graduate-level course offerings in the Faculty of Forestry for thesis-based students—specifically, in the realm of courses that address the myriad social, ecological and technological dimensions of the climate emergency. This course also addresses an important need for our growing cohort of MF students, and the proposed MEd Sustainability program for which the Faculty of Forestry is affiliated.

Effective action on climate change rests on the ability to engage whole populations and a diverse suite of actors on a shared challenge. Yet, inspiring and sustaining climate action can be difficult for psychological, social and systemic reasons. Students in this course will critically analyse the challenges of climate change communications and engagement, and explore, trial and develop diverse approaches for achieving more effective engagement towards achieving low-carbon futures.

This course was taught as a directed studies in the fall of 2023. Course feedback was overwhelmingly positive and a decision was made to create a formal course.

- [ ] Not available for Cr/D/F grading  
  (undergraduate courses only)

### Rationale for not being available for Cr/D/F:

**N/A**

- [ ] Pass/Fail  
  [ ] 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.)
10 May 2024

To: Vancouver Senate

From: Agenda Committee

Re: Delegation of Authority to the Academic Policy and Curriculum Committees Over the Summer Session for Decisions Relating to the Implementation of Workday Student.

As senators are aware, the Integrated Renewal Program and Enrolment Services have been working to implement Workday Student and related applications for some years. Many decisions have been made that have required adjustments to either Workday’s configuration or UBC’s regulations. While much of the work has now been done, they are still discovering some areas with challenges and further decisions will need to be made quickly over the summer months – when Senate does not traditionally sit – that require appropriate academic oversight. These areas are currently within the powers of the Academic Policy and Curriculum committees to make recommendations to Senate. The Agenda Committee respectfully recommends that this summer, these committees be allowed to make decisions on behalf of the Senate, with the proviso that any exercise of those powers be reported back to Senate in September. The Committee would note that the Curriculum Committee already has broadly delegated powers over the summer months to address courses and programs. To that end, the Senate Agenda committee recommends that Senate resolve as follows:

**Motion:**

“That pursuant to Section 37(1)(b of the University Act, Senate delegate the following powers as listed until the September 2024 regular meeting of Senate:

To the Curriculum Committee: Materials presented on transcripts of academic record, advancement regulations, and priorities for curriculum implementation

To the Academic Policy Committee: General academic regulations and policies

With the proviso that such powers only be used as necessary for the implementation of Workday Student and other applications within the IRP Student Ecosystem, and the exercise of this delegated authority be reported to Senate at its meeting in September 2024.”

Respectfully submitted,
Kamil Kanji Chair
Senate Agenda Committee
15 May 2024

To: Vancouver Senate

From: Senate Awards Committee

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

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 36 awards, including 12 new endowed awards, 16 new annual awards, 1 new internal award, and 7 existing awards with changes in terms or funding source.

The following is recommended to Senate:

**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
23 April 2024

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

B. C. Binning Memorial Fellowship in Visual Art
Fellowships totalling $80,000 have been made available through an endowment established by Jessie Binning (1906–2007), in memory of B.C. Binning (1909–1976), for outstanding Master of Fine Arts students in the Department of Art History, Visual Art and Theory. Professor Emeritus B.C. Binning was an artist and an educator, known for his drawings that depicted BC’s coastal scenes and his semi-abstract paintings. He founded the Department of Fine Arts at UBC in 1955 and served as its Head. In 1971, he was appointed an Officer of the Order of Canada. He was a contributing artist to West Coast Modernism which unified art, architecture and design. The awards are made on the recommendation of the Department of Art History, Visual Art and Theory, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Buur-Thorlakson Family Entrance Award in Counselling Psychology
Entrance awards totalling $3,500 have been made available through an endowment established by the Buur-Thorlakson family for Master of Education in Counselling Psychology students who demonstrate outstanding support for individuals through challenging circumstances, and outstanding examples of professional leadership. Preference will be given to students focusing on School Counselling. Through this award, the Buur-Thorlakson family would like to recognize and show gratitude for the contribution of the compassionate students who dedicate their career to supporting individuals who face mental health challenges. They acknowledge the importance of empathy and understanding in creating a supportive community where individuals feel validated, accepted, and empowered to seek help and support. It is their hope that access to skilled and empathetic counselling will foster more positive outcomes in individuals’ mental health journeys. In creating this award, they honor not only students’ exemplary efforts but also their enduring impact on the mental health landscape. The awards are made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).
**Canadian Mineral Processors Award in Mining Engineering**
Awards totalling $1,750 have been made available through an endowment established by the Canadian Mineral Processors (CMP), BC / Yukon Branch for Bachelor of Applied Science students studying Mining Engineering who demonstrate an interest in pursuing a career in mineral processing and extractive metallurgy through co-ops, internships, relevant volunteer work, or other related experiences. CMP, a Technical Society under the Canadian Institute of Mining, Metallurgy, and Petroleum, originated from the Canadian Gold Metallurgists, with a core focus on cost-efficient ore milling and high recovery rates. Today, it upholds this tradition by prioritizing operator-centric goals, fostering innovation, and promoting widespread industry engagement and community fellowship. The awards are made on the recommendation of the Faculty of Applied Sciences. (First award available for the 2024/2025 winter session).

**Dr. Kimberly M. Cheng and Cathleen R. Nichols Award in Avian Studies**
Awards totalling $1,050 have been made available through an endowment established by Cathleen R. Nichols (B.Sc. 1983, M.Sc. 1991), in honour of Dr. Kimberly M. Cheng, for outstanding graduate students whose research focuses on avian welfare, avian conservation, avian biology and avian management. Preference will be given to students in the Faculty of Land and Food Systems. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

**Jane Fleming Memorial Scholarship in Geography**
Scholarships totalling $1,750 have been available through an endowment established by the Estate of Jane Isabel Fleming for outstanding women enrolled in a graduate program in the Department of Geography. Jane (1945–2022) was an experienced land use planner and President of Jane Fleming & Associates. Her career extended to senior roles with Western Land Consultants, the City of Edmonton, CN Real Estate, and Larco Investments. Her dedication was reflected in her service on various boards. She contributed to organizations such as YWCA Vancouver, North Shore Waterfront Industrial Users Association, Vancouver Community College, Vancouver International Airport Authority, and Columbia Power Corp. This award honours her dedication to advancing opportunities for women in the field of geography. The awards are made on the recommendation of the Department of Geography, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

**Jiang Family Centennial Scholars Award**
Renewable entrance awards totalling $4,800 have been made available through an endowment established by the Jiang family for outstanding domestic students entering directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills,
community service and recognized extra-curricular achievement. Subject to continued 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). Inspired by Jiang Minde, the Jiang family have a history of supporting education through philanthropy. Jiang Minde established the “Future Fund” as a student aid assistance fund to support students and families in Fuyang district in China, philanthropic work that received a number of awards for its profound impact on underserved communities. The Jiang family are proud to continue this legacy by supporting UBC students. The awards are adjudicated by Enrolment Services. (First award available for the 2025/2026 winter session).

**Edwin S.H. Leong International Leaders Award**

A $10,000 entrance award has been made available through an endowment established by Dr. Edwin S.H. Leong, LLD, along with matching funds from the University of British Columbia, for outstanding international students entering university directly from secondary school or transferring from another post-secondary institution to any undergraduate program. This is a merit based entrance award that is not renewable and is not dependent on final grades. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Edwin Leong (B.Sc. 1973) founded his property development company, Tai Hung Fai Group, in 1977. The group has been engaged in charitable initiatives since 2005. The Tai Hung Fai Charitable Foundation was established in 2013 to support the company’s philanthropic efforts, including helping disadvantaged elders and underprivileged children, and providing scholarships and supporting the Edwin S.H. Leong Centre for Healthy Aging at UBC. The awards are made on the recommendation of International Student Initiative. (First award available in the 2024/2025 winter session).

**Chris Orvig Doctoral Prize in Chemistry**

Prizes totalling $1,750 have been made available through an endowment established by friends, family, students and colleagues in honor of Dr. Chris Orvig for graduate students in the Faculty of Science studying Chemistry who have written the highest-ranking Ph.D. thesis. Dr. Orvig was a faculty member and Director of the Medicinal Inorganic Chemistry Group at UBC Chemistry from 1984 until his retirement in December 2022. His research focused on the roles of metal ions in the etiology, diagnosis, and therapy of disease. During his long career at UBC, Chris trained a large number of graduate students, many of whom now have positions in industry and academia around the world. The awards are made on the recommendation of Department of Chemistry. (First award available for the 2024/2025 winter session).

**Stephen Owen Memorial Award in Public Policy and Global Affairs**

Awards totalling $1,750 have been made available through an endowment established by Dr. Yosef Wosk, OC, OBC (B.A. 1971), along with additional gifts from family, friends and
colleagues, in memory of Stephen Owen, KC, PC (1948–2023) for second-year graduate students in the Master of Public Policy and Global Affairs program who demonstrate a commitment to public service through community engagement, a spirit of challenging and advancing social justice initiatives, and a commitment to pursuing a career in public service. Stephen (LL.B. 1972, LL.M., M.B.A.) was a lawyer, politician and civil servant who held numerous positions throughout his career including Ombudsman for BC (1986–1992), Head of the Commission on Resources and the Environment (1992–1995) and Deputy Attorney General for BC (1995–1997). He was elected as a Member of Parliament for Vancouver Quadra (2000–2007) and held federal cabinet positions in three ministries: Western Economic Diversification, Public Works and Government Services and Minister of State for Sport. Following his political career, he became Vice-President, External, Legal and Community Relations at UBC. This award honours his unwavering dedication to the public good and to public service. The awards are 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).

1970s & 1980s Thunderbird Lightweight Rowing Alumni Award
Awards totalling $1,750, which may range from a minimum value of $500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by varsity lightweight rowing alumni from the 1970s and 1980s for members of the UBC Thunderbirds Rowing Team, in any year of study, who demonstrate leadership and dedication to their team. Preference will be given to lightweight rowers. These lightweight rowing alumni appreciate the lessons learned and personal growth they experienced during their time rowing at UBC and take great pride in being able to support current and future lightweight rowers who are carrying on the tradition of UBC rowing excellence. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2024/2025 winter session).

Seshadri Family Award in Marketing
Awards totalling $3,500 have been made available through an endowment established by Simon Seshadri (B.Com. 1988, M.B.A.) for Bachelor of Commerce students who demonstrate financial need and an interest in Marketing. Preference will be given to students who graduated from a secondary school in British Columbia. While a student at UBC, Simon served as the AMS President and as a student representative on the University’s Board of Governors. Since UBC, Simon has held international marketing roles with GE Healthcare and Bausch + Lomb, Philips Consumer Lifestyle in Japan and North America, Boots Healthcare in the United Kingdom and Japan, and as Senior Vice President of Global Marketing and Lifecycle Management at CooperVision. Simon is proud to establish this award to recognize the profound impact that his UBC education and experience have had on his life and his career, and is excited to support students who share his passion for marketing and who will benefit from financial assistance. The
awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

**Song Family Award in Law**
Awards totalling $1,750 have been made available through an endowment established by Daniel J. Song, KC, (B.A. 2003, J.D. 2006) in honour of his parents, Kwan Heon Song and Soon Hee Song, along with funds from the University of British Columbia, for domestic second- or third-year J.D. students of East and/or South-East Asian heritage who have demonstrated academic excellence and a commitment to advocacy and social justice. Preference will be given to students who are of Korean heritage and/or have demonstrated barriers to accessing a legal education. Ordinarily, one student will receive the award each year. Daniel’s parents emigrated from South Korea in 1977, and this award celebrates their sacrifices, resilience and values of hard work and determination that have shaped the family’s success. The award aims to foster a legacy of empowerment, inspire future generations, and contribute to the diversity and inclusivity of the legal profession. Daniel, a graduate of Peter A. Allard School of Law, has practiced exclusively as a criminal defence lawyer and was appointed Queen’s Counsel in 2022. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session).

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**NEW AWARDS – ANNUAL**

**YouLou Family Award**
Awards totalling $3,350 have been made available annually through a gift from two alumni (M.U.D. 2020) in honour of their parents, Azza Heiba, Azza Taher, Khaled Abdelfatah, and Hassan Yasser Ibrahim for graduate students in the School of Architecture and Landscape Architecture who demonstrate leadership. Preference will be given to international students and/or students enrolled in the Master of Urban Design program. Financial need may be considered. Azza Heiba, an interior designer, Azza Taher, an oncologist, Khaled Abdelfatah, an engineer and Hassan Yasser Ibrahim, a professor of architecture, travelled the world for education and learning. They recognize the value and profound impact of travel, supporting those aspiring to be well-rounded global citizens. The YouLou family has joined together to establish this award to celebrate the family’s commitment to education and life-long learning. In keeping with the family’s values, this gift represents a “waqf” which, in the Arabic language, refers to a charitable donation that benefits the greater good of society. The awards are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

**British Columbia Dental Association Medal and Prize**
A $5,000 prize has been made available annually through a gift from the British Columbia Dental Association (BCDA) to a member of the D.M.D. graduating class who has the highest academic standing. The BCDA is committed to serving, representing and advocating for their members, with the aim to promote oral health across BC. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2023/2024 winter session).

**CIBC Award for Women in Finance**
Awards totalling $20,000 have been made available annually through a gift from CIBC, in collaboration with CIBC Capital Markets, for Bachelor of Commerce students who are participating in the Sauder Women+ in Finance Training (SWIFT) program, and who demonstrate outstanding academic achievement as well as an interest in pursuing a career in capital markets. Through the partnership between CIBC Capital Markets and Women in Capital Markets, and through CIBC’s signing of the UN Women-established Women’s Empowerment Principles which give guidance on the promotion of gender equality and women’s empowerment in the workplace, the organization has a track record of promoting gender equality within the organization and the sector. This track record has been consistently recognized by Bloomberg, who have named CIBC as one of the best organizations globally for gender equality, and by Equileap, who have named CIBC as the leading company in Canada for gender equality through their Gender Equality Global Report and Ranking. CIBC and their CIBC Capital Markets division are proud to support UBC students through this award and to celebrate how their values of supporting women in finance are aligned with the values of the UBC Sauder School of Business. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

**CIBC Beyond Tomorrow Scholars Award**
A renewable entrance award of $20,000 has been made available annually through a gift from CIBC for an outstanding domestic student who identifies as Black and is entering an undergraduate program at the Vancouver campus directly from secondary school or transferring from another post-secondary institution. The recipient is academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and extra-curricular achievement. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). CIBC has consistently been named as one of Canada’s Best Diversity Employers, and is proud to be a signatory of the BlackNorth Initiative CEO Pledge which commits to the removal of anti-Black systemic barriers negatively affecting the lives of Black Canadians. The award is adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

**Coal Harbour Law Entrance Award in Law**
Awards totalling $2,000 have been made available annually through a gift from Coal Harbour Law for domestic students entering the first year of the J.D. program who demonstrate academic excellence. Coal Harbour Law is a boutique law firm specializing in various practice areas such as business law, litigation, real estate and immigration. Established with the hope of greater success as a collective, their team is comprised of lawyers, advocates and entrepreneurs who share a commitment to excellence in legal education. Coal Harbour Law established this award to support promising law students. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session).

**Brett Donnelly Memorial Scholarship in Political Science**
Scholarships totalling $2,000 have been made available annually through gifts from family and friends in memory of Brett Donnelly (1989–2023) for outstanding domestic Bachelor of Arts students majoring in Political Science. Brett (B.A. 2013, M.P.P.) was born in Vancouver and raised in Kelowna. After completing his B.A. in Political Science at UBC’s Vancouver campus, Brett earned a Master of Public Policy from the University of Toronto and a Certificate in Data Science from the University of Waterloo. He demonstrated his dedication to public policy, data science and international affairs through various roles as a policy analyst, manager and advisor within the Canadian government; at the time of his death, Brett was a Policy Advisor in the Privy Council Office. Brett, a kind person known for his quick wit and love of dogs, was also an accomplished runner and cyclist who conquered marathons and held a deep appreciation for music and for language learning. Although he was enthusiastic about travelling and exploring new destinations, Vancouver always held a special place in his heart. This award was established to celebrate Brett’s life, honouring his commitment to political science and supporting students who exemplify his enthusiasm for the field. The awards are made on the recommendation of the Department of Political Science. (First award available for the 2024/2025 winter session).

**Dr. Kaleigh Heard Fellowship in Political Science**
Fellowships totalling $25,000 have been made available annually through a gift from Dr. Kaleigh Heard (B.A., M.A. 2015, Ph.D. 2023) for graduate students in the Department of Political Science. Preference will be given to students who demonstrate an interest in human rights, human security, and/or conflict, particularly those who intend to pursue impact-driven research and work in these areas. Kaleigh is a Lecturer (Teaching) in the Department of Political Science at University College London (UCL), UK, and Deputy Director of UCL’s M.A. in Human Rights. She has been the Director of the UK’s All-Party Parliamentary Group on Drones and Modern Warfare, and prior to joining UCL, Kaleigh held a Joseph. C. Fox International Fellowship at the MacMillan Centre for International and Area Studies at Yale University. Kaleigh has also provided research, analysis, and advisory services to several governments and NGOs. Kaleigh has established this fellowship to support students in their graduate studies, and particularly wants to encourage students who have lived experience related to issues of security, conflict or human rights. The awards are made on the recommendation of the Department of
Political Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

**GeoComply Award for Women in Business Leadership**
Awards totalling $5,000 have been made available annually through a gift from GeoComply Solutions Inc. for women in the Bachelor of Commerce program who demonstrate leadership and an interest in technology. Preference will be given to students who demonstrate an interest in cybersecurity. Since its inception in 2011, GeoComply Solutions Inc. has been dedicated to enhancing internet safety and advancing representation of women in the technology industry, inspired by the knowledge that diverse perspectives and talents are essential for innovation and progress. Their advanced compliance and anti-fraud solutions simplify the complex task of combating online fraud across various industries, including financial services, media, child protection, gaming, and more. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

**Glenn Gibson Memorial Award in Engineering**
Awards totalling $2,000 have been made available annually through a gift from LMDG, in memory of Glenn Gibson (1959–2023), for outstanding second-, third- or fourth-year students enrolled in an Engineering program at the Faculty of Applied Sciences. Preference will be given to students studying Mechanical Engineering and to students who have demonstrated perseverance. Recipients will embody Glenn’s resilience and dedication, demonstrating their determination to succeed despite various challenges. Glenn, a founding member and dynamic leader at LMDG, left an enduring legacy as a supportive and inspiring colleague. He was a dedicated family man who thrived despite substantial medical challenges which he handled with remarkable self-discipline and fortitude. His infectious laughter and unwavering positivity, even during his battle with Parkinson's disease, exemplified his resilient spirit and strength. This award honours his legacy of perseverance, commitment to excellence and his inspirational ability to thrive amidst adversity. The awards are made on the recommendation of the Faculty of Applied Sciences. (First award available for the 2024/2025 winter session).

**Jane Irwin Undergraduate Scholarship in Art History**
Two $2,500 scholarships have been made available annually through a gift from Jane Irwin (B.A. 1990) for outstanding Bachelor of Arts students majoring in Art History. Jane is a Vancouver-based artist, advocate for the visual arts and art collector. She and her husband Ross Hill have been collecting contemporary art for over 15 years, and work to support and promote the Canadian art scene. Jane is the former Chair of the Vancouver Art Gallery's Acquisitions Committee and served on the Board of Trustees of the Vancouver Art Galley from 2008–2017 and 2019–2020. She established this scholarship to support the next generation of art historians. The awards are made on the recommendation of the Department of Art History, Visual Art and Theory. (First award available for the 2024/2025 winter session).
**Bennett Jones Entrance Award in Law**
A $2,000 award has been made available annually through a gift from Bennett Jones LLP for a domestic student entering the first-year of the J.D. program who demonstrates leadership, community involvement and/or academic excellence. Preference will be given to a student who demonstrates an interest in business law or commercial litigation. Founded in Calgary in 1922 by named partners R.B. Bennett and Mac Jones, Bennett Jones is a Canadian business law firm that has grown from a small firm of 10 lawyers to over 500 lawyers. For over a century, Bennett Jones has expanded its presence, starting with its first location in Calgary to six offices across Canada and an office in New York, USA. Their services encompass corporate law, litigation, regulatory and environmental affairs, and tax consultancy. Bennett Jones is committed to fostering excellence and innovation within the legal field and established this award to provide students with opportunities for growth and success in their legal careers. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session).

**Mortgage Investment Association of BC Bursary in Commerce**
Bursaries totalling $1,500 have been made available annually through a gift from the Mortgage Investment Association of BC (MIABC) for students in the Bachelor of Commerce program with a specialization in finance or real estate. Formed in 1917, MIABC is comprised of commercial and residential lenders, banks, trust companies, life insurance companies, mortgage companies and credit unions, along with mortgage insurers, appraisers, law firms, accountants, environmental consultants, mortgage brokers and technology suppliers. MIABC aims to foster interaction and networking among members. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

**Steven Ngo Award in Law**
A $2,000 award has been made available annually through a gift from Steven Ngo (B.Sc. 2008, J.D. 2014) for outstanding first-year J.D. students of East and/or Southeast Asian heritage. Preference will be given to students who have demonstrated involvement and/or leadership in the Asian community. Steven is an experienced corporate, commercial and technology lawyer. He has been named one of the Top 25 Most Influential Lawyers by Canadian Lawyer Magazine and received the BC Medal of Good Citizenship to honour his work advocating for victims of hate crimes. He is the co-founder of a chapter of the Federation of Asian Canadian Lawyers (FACL) in Alberta and past president of the Federation of Asian Canadian Lawyers (British Columbia) Society and the Federation of Asian Canadian Lawyers, Western. Beyond his professional endeavors, Steven is the co-founder of Beyond the A, an organization dedicated to destigmatizing mental health in the legal profession. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session).
Skills for Hope Foundation Award in Education
Awards totalling $2,000 have been made available annually through a gift from Skills for Hope Foundation for students in the B.Ed. Secondary program who demonstrate financial need and a commitment to academic excellence. Skills for Hope Foundation offers post-secondary scholarships, skills development and educational resources to empower individuals to reach their academic, employment and vocational aspirations, with the aim of fostering community engagement. Their support extends to both local and international individuals in need. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2024/2025 winter session).

Ted Rogers Future Leader Centennial Scholars Award
Renewable entrance awards totalling $134,000 have been made available annually through a gift from Rogers Communications Inc. for outstanding domestic students entering undergraduate programs directly from secondary school. Each award should be valued at $6,700. Recipients are academically qualified and would not be able to attend UBC without financial assistance. Preference will be given to students who are from communities that have been historically, persistently and systemically marginalized. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. 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). Rogers is one of Canada’s leading wireless, cable and media company that provides connectivity and entertainment to Canadian consumers and businesses across the country. The awards are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Ted Rogers Legacy Centennial Scholars Award in Technology
Renewable entrance awards totalling $50,000 have been made available annually through a gift from Rogers Communications Inc. for outstanding domestic students entering either the Bachelor of Applied Science or Bachelor of Science program directly from secondary school. Each award should be valued at $25,000. Recipients are academically qualified and would not be able to attend UBC without financial assistance. Preference will be given to students entering programs related to Computer Science or Computer Engineering, and to students who are from communities that have been historically, persistently and systemically marginalized. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. 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). Rogers is one of Canada’s leading wireless, cable and media company that provides connectivity and entertainment to Canadian consumers and businesses across the country. The awards are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).
NEW AWARDS – INTERNAL

**LLED Graduate Award**
Awards have been made available annually through the Department of Language and Literacy Education (LLED) for graduate students in LLED, enrolled in the Literacy Education (LITR), Modern Languages Education (MLED), and Teaching English as a Second Language (TESL) programs. The awards are made on the recommendation of the Department of Language and Literacy Education, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

**6701 - John I Watters Research Fellowship**

**Rationale for Proposed Changes**
The faculty have requested that we transfer adjudication to the Department of Physics and Astronomy. The Office of the University Counsel have approved this change.

**Current Award Description**
Fellowships totalling $23,850 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Science engaged in the study of cosmology. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Description**
Fellowships totalling $23,850 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Science engaged in the study of cosmology. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Science Department of Physics and Astronomy, in consultation with the Faculty of Graduate and Postdoctoral Studies.
6841 - Lewis Family Scholarship in Marine Biodiversity

Rationale for Proposed Changes
The faculty have requested that we transfer adjudication to the Biodiversity Research Centre. The Office of the University Counsel have approved this change.

Current Award Description
Scholarships totalling $3,500 have been made available through an endowment established by Carolyn and Dr. Alan Lewis (B.Sc., M.Sc., Ph.D.) for graduate students whose supervisor is a member of the Biodiversity Research Centre and who is studying the role copepods play in marine biodiversity. Research areas may include biology, taxonomy, and/or ecology. Conditional on the recipients’ continued satisfactory academic progress, the scholarships may be renewed for an additional year of study. Dr. Lewis is a Professor Emeritus of Earth and Ocean Sciences, whose research focuses on the interactions between oceans and plankton. He joined UBC in 1964 as an Assistant Professor in the Department of Zoology in what was then known as the Institute of Oceanography. Dr. Lewis served as the Acting Head of the Department of Oceanography from 1995 to 1996, after which the Department became part of the Department of Earth and Ocean Sciences, and as the Chairman of the Advisory Committee of the Biology Graduate Program. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Proposed Award Description
Scholarships totalling $3,500 have been made available through an endowment established by Carolyn and Dr. Alan Lewis (B.Sc., M.Sc., Ph.D.) for graduate students whose supervisor is a member of the Biodiversity Research Centre and who is studying the role copepods play in marine biodiversity. Research areas may include biology, taxonomy, and/or ecology. Conditional on the recipients’ continued satisfactory academic progress, the scholarships may be renewed for an additional year of study. Dr. Lewis is a Professor Emeritus of Earth and Ocean Sciences, whose research focuses on the interactions between oceans and plankton. He joined UBC in 1964 as an Assistant Professor in the Department of Zoology in what was then known as the Institute of Oceanography. Dr. Lewis served as the Acting Head of the Department of Oceanography from 1995 to 1996, after which the Department became part of the Department of Earth and Ocean Sciences, and as the Chairman of the Advisory Committee of the Biology Graduate Program. The awards are made on the recommendation of the Biodiversity Research Centre Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).
6748 - Sumaila-Volvo Graduate Prize in Environmental Sustainability

Rationale for Proposed Changes
Changes have been requested by the department and the donor to move the adjudication to the Institute for the Oceans and Fisheries and to amend the award so that it is given to Master’s and Ph.D. students in alternating years.

Current Award Description
A $4,250 prize has been made available through an endowment established by Dr. Rashid Sumaila upon being named the 2017 Volvo Environment Prize laureate, for a Master's or Ph.D. student whose peer-reviewed publications to date are expected to have the most significant impact on the field of environmental sustainability. Preference is given to students supervised by faculty members who are affiliated with the Institute for the Oceans and Fisheries; the Institute for Resources, Environment and Sustainability; or the School of Public Policy and Global Affairs. The prize is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Description
A $4,250 prize has been made available through an endowment established by Dr. Rashid Sumaila upon being named the 2017 Volvo Environment Prize laureate, for a Master's or Ph.D. student whose peer-reviewed publications to date are expected to have the most significant impact on the field of environmental sustainability. Preference is given to students supervised by faculty members who are affiliated with the Institute for the Oceans and Fisheries; the Institute for Resources, Environment and Sustainability; or the School of Public Policy and Global Affairs. The prize will alternate each year between a Master’s and a Ph.D. student. The prize is made on the recommendation of the Institute for the Oceans and Fisheries, in consultation with Faculty of Graduate and Postdoctoral Studies.

3532 - Meg Hickling Prize in Sexual Health Education and Development

Rationale for Proposed Changes:

The donor has requested the addition of a new topic to be include in the appropriate courses of study. This reflects the addition of the new course ‘Nurs 208 -Human Sexual Health’ that the School of Nursing now offers.

Current Award Description
Two prizes of $1,100 each have been endowed by friends and colleagues in honour of Meg Hickling, R.N., to recognize her 27 years of service to individuals, families and the community
as a sexual health educator. The prizes are offered to students completing the fourth year of a Bachelor of Science in Nursing who have achieved high standing in at least three courses in community health and education, covering topics such as Family Studies, Community Health, Women's Health, Children/Child Bearing, and Principles of Education. The awards are made on the recommendation of the School of Nursing.

**Proposed Award Description**

Two prizes of $1,100 each have been endowed by friends and colleagues in honour of Meg Hickling, R.N., to recognize her 27 years of service to individuals, families and the community as a sexual health educator. The prizes are offered to students completing the fourth year of a Bachelor of Science in Nursing who have achieved high standing in at least three courses in community health and education, covering topics such as Family Studies, Human Sexual Health, Community Health, Women's Health, Children/Child Bearing, and Principles of Education. The awards are made on the recommendation of the School of Nursing.

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**411 - B.C. Binning Memorial Fellowship**

**Rationale for Proposed Changes**

We have worked with OUC and the faculty to update the award related to the BC Binning Endowment as there is a significant annual spend being generated. In order to be able to fully assign the spend amount, we are removing the restriction to second-year students from the below award as well as bringing forward a new award for approval. In addition, the biography has been updated and changes were made to bring the language into alignment with our current award description writing practices.

**Current Award Title:** B.C. Binning Memorial Fellowship

**Current Award Description**

Fellowships totalling $139,550 have been endowed in memory of Professor Emeritus B. C. Binning, painter and founder of the Department of Fine Arts at UBC. The award is made on the recommendation of the Department, to a student entering the second year in the M.F.A. Program in the Department of Art History, Visual Art & Theory, and showing exceptional promise in drawing. Preference is given to a candidate who is a Canadian citizen or a landed immigrant.

**Proposed Award Title:** B. C. Binning Memorial Fellowship in Drawing

**Proposed Award Description**
Fellowships totalling $139,550 were endowed in memory of Professor Emeritus B. C., made available through an endowment established by Jessie Binning, painter and founder of the Department of Fine Arts at UBC. The award is made on the recommendation of the Department, to a student entering the second year in the M.F.A. Program in the Department of Art History, Visual Art & Theory, and showing exceptional promise in drawing. Preference is given to a candidate who is a Canadian citizen or a landed immigrant.

B. C. Binning (1909–1976), for Master of Fine Arts students in the Department of Art History, Visual Art and Theory who show exceptional promise in drawing. Preference will be given to students who are Canadian citizens. Professor Emeritus B.C. Binning was an artist and an educator, known for his drawings that depicted BC’s coastal scenes and his semi-abstract paintings. He founded the Department of Fine Arts at UBC in 1955 and served as its head. In 1971, he was appointed an Officer of the Order of Canada. He was a contributing artist to West Coast Modernism, which unified art, architecture and design. The awards are made on the recommendation of the Department of Art History, Visual Art and Theory, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Annual Awards

1784 - Mike Wells Award in Dentistry

Rationale for Proposed Changes
The donor has requested to update the name of their award.

Current Award Title: Mike Wells Award in Dentistry

Current Award Description
A $1,000 award is offered by the British Columbia Dental Association to a student member of the Association who is entering second-year dentistry at UBC. The student, who is expected to have a future distinguished career in the dental profession and society at large, must have exhibited outstanding qualities in leadership, academics, character and humanity. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Title: British Columbia Dental Association Mike Wells Award in Dentistry

Proposed Award Description
A $1,000 award is offered by the British Columbia Dental Association to a student member of the Association who is entering second-year dentistry at UBC. The student, who is expected to have a future distinguished career in the dental profession and society at large, must have
exhibited outstanding qualities in leadership, academics, character and humanity. The award is made on the recommendation of the Faculty of Dentistry.

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**1564 - Mortgage Investment Association of BC Scholarship**

**Rationale for Proposed Changes**
The donor is establishing a new award and would like the description for their current award to be updated. Changes have been made to bring the description into alignment with our current writing practices.

**Current Award Title:** Mortgage Investment Association of BC Scholarship

**Current Award Description**
One scholarship of $1,000 is awarded to an undergraduate student in Commerce and Business Administration taking either the Real Estate or Finance Option.

**Proposed Award Title:** Mortgage Investment Association of BC Scholarship in Commerce

**Proposed Award Description**
One scholarship of $1,000 is awarded to an undergraduate student in Commerce and Business Administration taking either the Real Estate or Finance Option. The scholarship has been made available annually through a gift from the Mortgage Investment Association of BC (MIABC) for an outstanding student in the Bachelor of Commerce program with a specialization in finance or real estate. Formed in 1917, MIABC is comprised of commercial and residential lenders, banks, trust companies, life insurance companies, mortgage companies and credit unions, along with mortgage insurers, appraisers, law firms, accountants, environmental consultants, mortgage brokers and technology suppliers. MIABC aims to foster interaction and networking among members. The award is made on the recommendation of the UBC Sauder School of Business.
15 May 2024

To:  Vancouver Senate

From:  Senate Awards Committee

Re:  Annual Report on Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (e), Senate has delegated to the Senate Awards Committee to approve changes to the total dollar amounts, and number of awards offered for existing awards, award numbers, and minor editorial changes to previously approved award descriptions. From May 2023 until April 2024, the Committee has approved 34 proposals under delegated authority including:

- 22 Revised Annual Awards
- 8 Revised Endowed Awards
- 4 Revised Internal Awards

We offer sincere thanks to each member of the Committee as well as to the Senate Office staff for their thoughtful, dedicated work.

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Awards Committee

Dr. Julie Cool
Vice-Chair, Senate Awards Committee
15 May 2024

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by Extended Learning and the Faculties and encloses those proposals it deems as ready for approval including 6 new non-credit program microcertificates, 32 new courses, 1 discontinued co-operative education program, 6 discontinued courses, and 1 discontinued dual degree program.

The following is recommended to Senate:

Motion: That the Senate approve the new non-credit program microcertificates, new courses, discontinued co-operative education program and related discontinued courses, and discontinued dual degree program brought forward by Extended Learning and the Faculties of Applied Science, Arts, Commerce and Business Administration, Education, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts), Peter A. Allard School of Law, and Science.

Respectfully submitted,

Dr. Catherine Rawn
Chair, Senate Curriculum Committee
EXTENDED LEARNING

New non-credit program microcertificates*
AI and Society: AI for the Greater Good; AI Development of Interactive Experiences; AI Powered Automation and Personalization; Foundations of Silviculture; Innovation Leadership: Medical & Bio-Innovations; Life Cycle Assessment of Clean Fuels

*Refer to V-129: Non-Credit Credentials when reviewing these proposals.

FACULTY OF APPLIED SCIENCE

New courses
CHBE 410 (3) Systems Biology and Metabolic Engineering; CPEN 416 (3) Gate-Model Quantum Computing; MECH 490 (3) Interdisciplinary Capstone Design Project; MTRL 424 (3) Aerospace Materials and Manufacturing; MINE 202 (4) Mineralogy for Resources Engineering

FACULTY OF ARTS

New courses
ASIA 349 (3) Ecoculture and Literature in Japan; FREN 431 (3) Indigenous Literatures of Francophone Canada; GMST 371 (3) Marx, Nietzsche and Freud in Cultural Context; GRSJ 250 (3-6) Topics in Gender, Race, Sexuality, and Social Justice; GRSJ 350 (3-6) Topics in Gender, Race, Sexuality, and Social Justice; SOCI 284 (3) Health and Society; WRDS 340 (3) Multimodal Writing

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New courses
COMM 338 (3) Management of Cybersecurity; COMM 476 (3) Advanced Topics in Investment Management

FACULTY OF EDUCATION

Discontinue co-operative education program
Bachelor of Kinesiology

Discontinue courses
KIN 170 (6) Co-operative Work Placement; KIN 270 (6) Co-operative Work Placement; KIN

Discontinue dual degree program
Bachelor of Kinesiology and Bachelor of Education

New courses
KIN 353 (3) Current Topics in Exercise and Health Psychology; KIN 415 (3) Sensori-motor Neuroplasticity in Movement and Exercise; KIN 450 (3) Inclusive Approaches to Sport Psychology

FACULTY OF FORESTRY

New courses
BEST 404 (3) Synthetic Biology for Bioproducts and Bioeconomy; WOOD 390 (3) Wood Products Performance and Building Applications; WOOD 391 (3) Fire Safety for Timber Buildings; WOOD 395 (3) Sustainable Timber-Built Technologies; WOOD 495 (3) Net-Zero Carbon Solutions for Timber Products

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course
MECH 600 (1-12) Emerging Topics in Mechanical Engineering

Arts

New course
PPGA 592 (1.5-7.5) Professional Skills in Public Policy and Global Affairs

PETER A. ALLARD SCHOOL OF LAW

New courses
LAW 346 (1-2) Intensive Seminar I; LAW 441 (1-2) Intensive Seminar II
FACULTY OF SCIENCE

New courses

**BIOC 306 (3)** Quantitative Methods in Biochemistry; **BIOC 430 (3)** Advanced Topics in Protein Biochemistry; **EOSC 345 (3)** Climate Change: Evidence and Impacts; **EOSC 440 (3)** Physical Climate Modelling; **ISCI 449 (6)** Interdisciplinary Honours Thesis; **MICB 205 (3)** Fundamental Data Science in Microbiology and Immunology; **NSCI 401 (3)** Your Position in the Neurosciences
Non-Credit Program Certificate Proposal Template

**Type of Non-Credit Program**
Select the proposed non-credit program type below:

- [ ] Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
- [x] Non-Credit Program Micro-certificate (minimum of 50 hrs of learning activities)

*Please refer to the [Senate Policy V-129](#) on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

**Proposed Program Name**
Non-Credit Program Micro-certificate in AI and Society: AI for the Greater Good

**Date of Submission** to the Senate Office
March 15, 2024

**Expected Launch Date**
October 1, 2024

Note: The proposed micro-credential is part of a larger UBC Certificate in AI in Digital Media that was approved by UBC Senate in September 2023. The micro-certificates in the full certificate were part of a Ministry Funding 2023 micro-credential grant which requires that they stack toward the full certificate. This micro-credential target launch date coincides with the full certificate launch date of Fall 2024. Our awareness campaigns have learners already in the pipeline anticipating to complete the full certificate by summer 2025.

**Proposing Faculty/ies or UBC Extended Learning**
UBC Extended Learning

**Principal Lead Applicant Contact Information**

<table>
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<tr>
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<th>Name: Emily Wu</th>
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<tbody>
<tr>
<td>Title: Director, Career and Professional Programs</td>
<td>Title: Program Leader, Career and Professional Programs</td>
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<td>Department: UBC Extended Learning (ExL)</td>
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</tbody>
</table>

**Additional Co-Applicants**

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<tr>
<th>Name: Anne-Rae Vasquez</th>
<th>Name: Aika Sembay</th>
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</thead>
<tbody>
<tr>
<td>Title: Director, Academic Services</td>
<td>Title: Manager, Program Development, Design &amp; Research, Academic Services</td>
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</tr>
</tbody>
</table>

**Supporting Partners**
Kelly Shiohira, Director, Global Science of Learning Education Network
kellyshiohira@gmail.com

Non-Credit Program Certificate Proposal Template (v1. November 2023)
Program Description (300-500 words)
UBC Micro-certificate in AI and Society: AI for the Greater Good is a new part-time online program that explores the implications and ethical considerations of combining creativity and automation and the importance of eliminating biased data regarding racial, cultural, gender or political identities for AI-powered decision-making. The micro-certificate delves into fundamental concepts of AI systems and gives learners of all backgrounds a framework for exploring and addressing concerns surrounding AI bias, accountability, transparency and human rights.

Program Context (300-500 words)
AI is rapidly transforming every aspect of our lives. Not only is it critical to understand the ethical implications and challenges of this powerful technology, but also its potential to contribute positively to the common good.

The UBC Micro-certificate in AI and Society explores artificial intelligence from the perspective of citizens and lifelong learners. Learners will establish a new set of skills to examine and judge the value of AI use and interactions for everyday problem-solving. Learners will delve deeper into discussing artificial intelligence through a broad understanding of how AI is constructed and tested, its uses and effects on society, and the ethical and social benefits and challenges that emerge as a result of AI. They will gain an understanding of AI from a historical perspective that they can apply to the ever-expanding range of available AI tools. In addition, learners will know how AI uses data, and express limitations of AI as well as the root causes of those limitations. By the end of the program, learners will apply AI tools in their own lives and pursue their own goals with due consideration to how AI can support the common good.

Proposed Length, Structure, and Duration
The Micro-certificate in AI and Society: AI for a Greater Good consists of one course of 8 weeks, and approximately 55 hours of total learning activities. Each weekly module comprises of 7 hours of learning activities, which includes an introduction, learning objectives, video and media content, readings, 1.5 hour weekly live session with the instructor, discussion activities and assignments.

The micro-certificate is expected to be offered four times a year. Once completed, the UBC Micro-certificate in AI and Society: AI for a Greater Good can be applied towards UBC Cloud and Technology Transformation Certificate program or the UBC Certificate in AI in Digital Media.

Curriculum Topics
The proposed micro-certificate program starts with gaining a comprehensive understanding of AI and exploring the current scope of AI technologies. Through engaging discussions and activities, learners will grasp the significance of AI in our daily lives. Delving deeper, the course navigates the complex terrain of defining AI, encouraging students to critically analyze ongoing debates surrounding its conceptual limitations and implications. The second half of the course shifts focus towards the accessibility of AI technologies, examining issues of equity and inclusion in AI development and implementation. As the program progresses, it offers practical insights into leveraging generative AI for personal learning, empowering learners to effectively harness AI tools while exploring and considering the ethical dimensions of AI applications and the challenges of responsible AI deployment. The course is designed to equip learners with practical
AI skills, bridging theoretical knowledge with hands-on applications to foster real-world problem-solving abilities. Through this holistic journey, participants emerge with a nuanced understanding of AI’s multifaceted impacts and the proficiency to navigate its ethical and practical dimensions.

**Capstone project:**
Learners will focus on completing a capstone project for the final module of the program. They will identify and present a prototype framework to address ethical and logistical challenges and solve a set of societal or personal problems caused by the use of AI. The main competency that learners will gain from the capstone project is how to engage the problem-solving cycle: learners will identify problems which can and should be solved by AI and use pre-determined AI resources to solve a set of societal and ethical problems. To build this competency, learners will develop a paper prototype, consider ethical issues and potential mitigation strategies, and discuss if or how their prototype could be taken forward.

The curriculum topics for each module are listed below.

- Module 1: Introduction to the Course
- Module 2: AI in Everyday Life
- Module 3: Panel Debate - Defining AI
- Module 4: AI and Access
- Module 5: How to use GenAI for Personal Learning
- Module 6: Ethical AI and Global Outlook
- Module 7: Practical AI Skill
- Module 8: Capstone Project

**Assessment Methods**
Assessments will be based on successful completion of course assignments, analytical graded discussion posts, knowledge checks and a final capstone project. Courses are graded pass/fail.

**Appeals Process**
Extended Learning students are encouraged to appeal first to the instructor. If the issue remains unresolved, then students can progress to the program lead or program director. For further resolution, appeals may be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals (ExL Appeals Committee) which will formally meet to consider the matter. For detailed steps, please visit: https://extendedlearning.ubc.ca/sites/extendedlearning.ubc.ca/files/cs/documents/program/common/cs-student-appeals-procedure.pdf

**Program Learning Outcomes**
By the end of the micro-certificate, students will:
- gain a fundamental understanding of what AI and its impact on society means
- describe what types of AI technology humans interact with in their daily lives
- identify the different concerns and opportunities that AI brings to society
- apply AI applications for personal learning and how to use GenAI problem-solving applications ethically
- examine the impact AI has on work and society
- assess ethical challenges that can arise in the development and use of AI
● address how AI can be applied for the common good
● identify and present a prototype framework to address ethical and logistical challenges and solve a set of societal problems caused by the use of AI

Program Delivery Format
This part-time 100% online program is instructor-supported, and combines self-paced independent study and weekly live online sessions. Each week, learners review readings and videos, and apply their knowledge in activities, case studies and assignments. Learners are posed reflection and reading questions in a graded discussion board and connect with other students. Real-time online live sessions with the instructor and guest SMEs are conducted once a week, 1.5 hours each. These sessions are facilitated by the instructor and are recorded for viewing later.

Target Learners
Technical and coding skills are not required to take this micro-certificate. It is designed to accommodate professionals in non-technical or tech-adjacent roles, including:

● leaders and professionals, from business and operational managers, owners and CEOs, and digital transformation leads to business intelligence and financial teams, seeking a solid understanding of AI systems, as well as the opportunities and concerns Al presents for individuals, organizations and society as a whole;

● experienced and established professionals interested in exploring the challenges and potential of AI, and the importance of creating ethical standards to eliminate bias and promote transparency.

External Comparator Information
The proposed AI and Society: AI for the Greater Good Micro-certificate program sets itself apart as a distinctive offering among other programs in the space of AI ethics by emphasizing practical applications, industry-relevant skills and knowledge, and a diverse range of perspectives from various backgrounds.

Existing MOOC offerings like University of Helsinki’s “Ethics of AI”, University of Texas’ “AI: Ethics & Societal Challenges”, and Politecnico di Milano’s “Ethics of Artificial Intelligence” provide high-level and accessible explorations of AI ethics. In comparison, programs like the London School of Economics’ “Ethics of AI Online Masterclass” and the University of Cambridge’s Master of Studies in AI Ethics and Society offer more in-depth curriculum with academic rigour. In Canada, there is a growing number of programs that include AI ethics as a brief part of their broader curriculum, but there are few programs that focus specifically on AI ethics. One example is Athabasca University’s Micro-certificate in Artificial Intelligence Ethics, which costs $2000 and is roughly 80 hours in duration.

UBC Extended Learning introduces a unique learning pathway to Canadian and international audiences that are interested in gaining practical knowledge, industry-relevant skills, and a recognized credential in AI ethics. The AI for the Greater Good Micro-certificate program provides a concise and thorough learning experience that is suitable for a wide variety of professional backgrounds and applications.

Internal Comparator and Consultation Information
As of February 2024, there is no direct comparator program offered at UBC. The proposed micro-certificate program is unique within the university and the broader context of British
Columbia, as it offers a focused and practical approach to AI ethics education. UBC is thus well-positioned to introduce a distinct offering in this space. While educational landscapes evolve, the distinct emphasis on industry relevance and the micro-certificate format sets this program apart, providing learners with a specialized and efficient pathway to acquire skills in the rapidly evolving field of AI ethics.

Internal and external subject matter experts from the AI in Digital Media Certificate Program Advisory Committee have been consulted on the development of this micro-certificate and the full certificate. UBC Faculty and Industry advisory group members:

- Professor Gregor Kiczales, Computer Science, Faculty of Science
- Dr. Chris Tenove, Director for the Centre for the Study of Democratic Institutions, UBC School of Public Policy & Global Affairs
- Dr. Joenita Paulrajan, Director of Equitable Systems Design, UBC Extended Learning
- Invest Vancouver, Katie Fitzmaurice, Vice-President Collaboration
- Amazon Web Services (AWS), Will Hanft, Head of Strategy & Principal Advisor - ISV Segment 410 Terry Ave. N., Seattle, WA
- AWS Cloud Education Support Program, Lindsay Hopkins Jacobsen (UBC education partner manager)
- Anthony Green, President of ISACA Vancouver chapter, https://isaca.org

Admission Criteria
There is no admission or eligibility criteria. Registration will be open to all. The program website includes a Who is this program for section to help students understand the intended audience for the program, as described in the Target Learners section of this proposal.

Assessment of Impact on Departmental and University Resources
This program will be offered by UBC Extended Learning. Extended Learning has existing infrastructure from program design and course development to delivery (i.e., registrations, student services, program administrative support) to ensure sustainability of this micro-certificate program. In addition, Extended Learning’s marketing team will provide marketing support to promote the program. Course instructors will provide student support, grading, course content delivery and oversight. Revenue will come from course tuition and expenses will include instructional fees (i.e., professional fees), marketing expenses and staff salaries.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:
☐ Yes, the Provost has approved the proposed fees.
[ ] No, however, the fee approval process is underway.
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Library Consultations
Signed Library Consultation form attached.

Signatories
By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.

__________________________
Larry Bouthillier, Executive Director, Extended Learning
Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
☐ Non-Credit Program Micro-certificate (minimum of 50 hrs of learning activities)

*Please refer to the Senate Policy V-129 on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name
Non-Credit Program Microcertificate in AI Development of Interactive Experiences

Date of Submission to the Senate Office
March 15, 2024

Expected Launch Date
February 2025

Note: The proposed micro-credential is part of a larger UBC Certificate in AI in Digital Media that was approved by UBC Senate in September 2023. The micro-certificates in the full certificate were part of a Ministry Funding 2023 micro-credential grant which requires that they stack toward the full certificate. This micro-credential target launch date follows the full certificate launch date of fall 2024. Our awareness campaigns have learners already in the pipeline anticipating to complete the full certificate by summer 2025.

Proposing Faculty/ies or UBC Extended Learning
UBC Extended Learning

Principal Lead Applicant Contact Information

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<td>Telephone: 778-288-4517</td>
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<tr>
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**Supporting Partners**
Ricardo Trujeque, Principal, Explora Studios
Lead Course Developer/Instructor and Subject Matter Expert for UBC Certificate in AI in Digital Media and UBC Certificate in Cloud and Technology Transformation
Email: ricardo@explora.studio

**Program Description**
The UBC Micro-certificate in AI Development of Interactive Experiences is a new part-time online program that provides learners with a comprehensive understanding of what personalization with AI in digital media means and how to maximize its benefits for personal or organizational goals. Learners will understand how to leverage AI-powered automation strategies and explore processes and tools needed to implement AI for their own case scenarios. The program also explores the implications and ethical considerations when combining digital media and automation. By the end of the program, learners will possess applied knowledge in leveraging AI for digital media and media companies, from designing AI-powered strategies and managing risk to evaluating performance and optimizing benefits.

**Program Context**
Organizations that use digital media in their day-to-day work are seeking ways to understand how automation technologies are utilized within digital media processes, and how automating certain procedures can both aid and impede creativity. This program builds upon and can be taken with the Micro-certificate in AI Powered Automation and Personalization, as it provides learners with hands-on experience in implementing automation processes in creative projects while also exploring the implications and ethical considerations of using AI in digital media. Learners will come away with the business and technical knowledge on how to strategize, optimize and implement AI personalization for their personal or organizational projects.

**Proposed Length, Structure, and Duration**
The UBC Micro-certificate in AI Development of Interactive Experiences consists of 2 courses of 4 weeks each, approximately 56 hours total of learning activities. Each weekly module comprises of 7 hours of learning activities, which includes an introduction, learning objectives, video and media content, readings, 1.5 hour weekly live session with the course facilitator, discussion activities and assignments.

The micro-certificate is expected to be offered 3 times a year, in fall and winter terms.

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<td>AI-Driven Business Strategies for Media Companies</td>
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Once completed, the Micro-certificate in AI Development of Interactive Experiences can be applied towards the UBC Certificate in AI in Digital Media.
Curriculum Topics
The first course introduces AI’s role in digital media, covering AI applications and automation strategies. Learners will develop AI-powered interactivity strategies and utilize Natural Language Processing for enhanced interactivity. They will delve into ethical considerations and future trends in the digital media space, with an emphasis on the need for human oversight and creativity amidst automation.

The second course focuses on maximizing the benefits of AI for media companies. Topics in this course include applying AI in decision-making and managing risk, understanding the ethical considerations for AI as they apply to digital media companies and exploring the various ways that the industry is and will be leveraging AI.

The curriculum topics for each course are listed below.

Course 1: Leveraging AI to Create Enhanced Interactive Experiences in Digital Media
- Module 1: Interactive Experiences in Digital Media
- Module 2: Strategies for AI-Enhanced Interactivity with NLP
- Module 3: Algorithms and AI models for Interactive Content Management
- Module 4: Interactive User Interface and Digital Media Performance

Course 2: AI-Driven Business Strategies for Media Companies
- Module 1: Develop AI-Powered Business Strategies
- Module 2: AI in Decision-Making and Managing Risk
- Module 3: Ethics Framework and Performance Evaluation
- Module 4: Identify Trends and Opportunities

Assessment Methods
Assessments will be based on successful completion of course assignments, quizzes and final projects. Assessment criteria for each assignment and course will be described in each course syllabus. Courses are graded as pass/fail.

Appeals Process
Extended Learning students are encouraged to appeal first to the instructor. If the issue remains unresolved, then students can progress to the program lead or program director. For further resolution, appeals may be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals (ExL Appeals Committee) which will formally meet to consider the matter. For detailed steps, please visit:
Program Learning Outcomes
By the end of the program, learners will:

- analyze user behaviour and develop AI-enhanced interactivity strategies
- explore AI models for optimizing interactive experiences and interactive content management
- measure the impact of AI-enhanced user interface design and digital media performance
- develop data-driven and AI-powered business strategies for media companies
- evaluate the performance of AI strategies from a business growth perspective
- examine risk management strategies and understand how to implement an ethics framework for media companies leveraging AI
- identify trends and opportunities in the digital media industry for creating AI-enhanced interactive media to foster engaging experiences

Program Delivery Format
This part-time 100% online program is instructor-supported, and combines self-paced independent study and weekly live online sessions. Each week, learners review readings and videos, and apply their knowledge in activities, case studies and assignments. Learners are posed reflection and reading questions in a graded discussion board and connect with other students. Real-time online live sessions with the instructor and guest SMEs are conducted once a week, 1.5 hours each. These sessions are facilitated by the instructor and are recorded for viewing later.

Target Learners
Technical and coding skills are not required to take this micro-certificate. It is designed to accommodate professionals in non-technical or tech-adjacent roles who create content, either for written or digital media, including:

- Leaders and professionals, from business and operational managers, owners and CEOs, and digital transformation leads to business intelligence and financial teams, who are currently using or considering a cloud service and planning to integrate AI;
- Tech consultants, UI/UX designers and a variety of architect roles can also benefit from the knowledge and skills offered in this program;
- Experienced and established professionals looking to keep pace with ever-evolving technology, enhance their practical skills and accelerate career growth.

External Comparator Information
Our external comparator scan and analysis demonstrates that existing US programs tend to focus on AI applications for marketing and digital campaigns, while our proposed micro-certificates focuses on AI in the context of digital media and the development of interactive experiences. A distinct feature of the proposed program is that students gain access to knowledge and tools to analyze user behaviour and develop AI-enhanced interactivity strategies, use data to drive AI-powered business strategies and gain the necessary skills to incorporate AI technology in the rapid development of cutting-edge digital media for small or large projects. These distinct features fill a gap in the market and provide a unique focus compared to other offerings in the AI and media space, including (but not limited to) four micro-
credential programs from University of Texas, San Antonio, Parsons School of Design’s Non-credit Certificate in AI for Creativity and Leadership and New York University’s Non-credit Certificate in Communications and AI.

The results of our market research indicate that there is high demand for programs in this space. As there are few Canadian programs that focus specifically on leveraging AI for digital media development and business strategies for media companies, the proposed program will provide media professionals in Canada with an accessible learning pathway toward stronger AI skills and knowledge.

**Internal Comparator and Consultation Information**

As of February 2024, there is no direct comparator program offered at UBC. ExL Leadership has been in conversation with Sauder Continuing Business Studies regarding their new bootcamp in AI Product Management which may be of interest to ExL’s learners and vice versa.

Internal and external subject matter experts from the AI in Digital Media Certificate Program Advisory Committee have been consulted on the development of this micro-certificate and the full certificate.

UBC Faculty and Industry advisory group members:
- Professor Gregor Kiczales, Computer Science, Faculty of Science
- Dr. Chris Tenove, Director for the Centre for the Study of Democratic Institutions, UBC School of Public Policy & Global Affairs
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**Admission Criteria**

There is no admission or eligibility criteria. Registration will be open to all. The program website includes a *Who is this program for* section to help students understand the intended audience for the program, as described in the Target Learners section of this proposal.

**Assessment of Impact on Departmental and University Resources**

This program will be offered by UBC Extended Learning. Extended Learning has existing infrastructure from program design and course development to delivery (i.e., registrations, student services, program administrative support) to ensure sustainability of this micro-certificate program. In addition, Extended Learning’s marketing team will provide marketing support to promote the program. Course instructors provide student support, grading, course content delivery and oversight. Revenue will come from course tuition and expenses will include instructional fees (i.e., professional fees), marketing expenses and staff salaries.
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Library Consultations
Signed Library Consultation Form attached.

Signatories
By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.

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Larry Bouthillier, Executive Director, Extended Learning
Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
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Proposed Program Name
Non-Credit Program Micro-certificate in AI Powered Automation and Personalization

Date of Submission to the Senate Office
March 15, 2024

Expected Launch Date
October 1, 2024

Note: The proposed micro-credential is part of a larger UBC Certificate in AI in Digital Media that was approved by UBC Senate in September 2023. The micro-certificates in the full certificate were part of a Ministry Funding 2023 micro-credential grant which requires that they stack toward the full certificate. This micro-credential target launch date coincides with the full certificate launch date of Fall 2024. Our awareness campaigns have learners already in the pipeline anticipating to complete the full certificate by summer 2025.

Proposing Faculty/ies or UBC Extended Learning
UBC Extended Learning

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Supporting Partners

Non-Credit Program Certificate Proposal Template (v1, November 2023)
Program Description

UBC Micro-certificate in AI Powered Automation and Personalization is a new part-time online program that provides learners with a comprehensive introduction to the topics of automation and creativity in the context of the digital media industry. The key competencies of the proposed program encompass utilizing automation technologies within digital media processes and understanding what aids and impedes creativity. Students will be introduced to automation tools, techniques and strategies available in the digital media industry, and will gain experience with implementing automation processes in creative projects.

Program Context

AI is rapidly transforming every aspect of our lives. Organizations who use digital media in their day-to-day work are seeking ways to understand how automation technologies are utilized within digital media processes, and how automating certain procedures can both aid and impede creativity. In today’s world, everyone has access to a digital device, and creating media for personal or professional needs can be done even more efficiently and scaled faster with the use of automation tools. This program explores techniques and strategies to apply digital media automation in workflows and for industry needs. The program also provides hands-on experience with implementing automation processes in creative projects while also exploring the implications and ethical considerations of the use of AI.

Proposed Length, Structure, and Duration

The UBC Micro-certificate in AI Powered Automation and Personalization consists of two courses of 4 weeks each, and approximately 56 hours total of learning activities. Each weekly module comprises of 7 hours of learning activities which includes an introduction, learning objectives, video and media content, readings, 1.5 hour weekly live session with the course facilitator, discussion activities and assignments.

The micro-certificate is expected to be offered three times a year, in fall, winter and spring terms.

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<th>Courses</th>
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<td>AI Powered Automation Strategies for Digital Media</td>
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<tr>
<td>Maximizing Benefits of Personalization with AI in Digital Media</td>
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Once completed, the micro-certificate in AI Powered Automation and Personalization can be applied towards the UBC Certificate in AI in Digital Media.

Curriculum Topics

In course one, learners will gain a comprehensive understanding of emerging AI applications and tools for digital media. Participants will learn how to implement automation strategies in digital media processes, apply AI-powered tools for data analysis, visualization and content generation,
and assess the impact of automation in creative industries. The course also emphasizes the importance of ethical considerations in AI personalization and how to implement guidelines for future developments in digital media.

Course two focuses on the benefits of AI-powered personalization in digital media and how learners can apply AI-personalization for personal or business projects. Furthermore, learners will examine how to optimize AI-powered personalization to increase customer engagement and retention, and how to understand and develop metrics for evaluating the impact on digital media performance. By the end of this course, learners will also have practical knowledge in implementing ethical guidelines for future AI personalization developments in digital media.

The curriculum topics for each course are listed below.

**Course 1: Leveraging AI Powered Automation Strategies in Digital Media**
- Module 1: Introduction to AI in Digital Media
- Module 2: Designing AI-Powered Automation Strategies for Digital Media
- Module 3: Incorporating AI into Digital Storytelling
- Module 4: The Creative Implications of AI in Digital Media

**Course 2: Maximizing Benefits of Personalization with AI in Digital Media**
- Module 1: Introduction to AI and Personalization in Digital Media
- Module 2: Implementing Personalization with AI
- Module 3: Maximizing Business Benefits with AI Personalization
- Module 4: Ethical Considerations and Future of AI Personalization in Digital Media

**Assessment Methods**
Assessments will be based on successful completion of course assignments, quizzes, and final projects. Assessment criteria for each assignment and course will be described in each course syllabus. Courses are graded pass/fail.

**Appeals Process**
Extended Learning students are encouraged to appeal first to the instructor. If the issue remains unresolved, then students can progress to the program lead or program director. For further resolution, appeals may be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals (ExL Appeals Committee) which will formally meet to consider the matter. For detailed steps, please visit: [https://extendedlearning.ubc.ca/sites/extendedlearning.ubc.ca/files/cs/documents/program/common/cs-student-appeals-procedure.pdf](https://extendedlearning.ubc.ca/sites/extendedlearning.ubc.ca/files/cs/documents/program/common/cs-student-appeals-procedure.pdf)

**Program Learning Outcomes**
By the end of the program, learners will:
- develop automation strategies in digital media processes
- explore AI-powered tools for strategic data analysis, visualization and content generation
- identify the role of AI-powered personalization in digital media and evaluate the impact of automation on organizations and their audiences
• develop optimization strategies for AI personalization to increase customer engagement and retention
• implement ethical guidelines for AI personalization and for potential future developments in digital media
• examine current trends and emerging technologies that enable AI-driven digital media products
• analyze case studies and best practices in leveraging AI to achieve business objectives

Program Delivery Format
This part-time 100% online program is instructor-supported and combines self-paced independent study and weekly live online sessions. Each week, learners review readings and videos, and apply their knowledge in activities, case studies and assignments. Learners are posed reflection and reading questions in a graded discussion board and connect with other students. Real-time online live sessions with the instructor and guest SMEs are conducted once a week, 1.5 hours each. These sessions are facilitated by the instructor and are recorded for viewing later.

Target Learners
Technical and coding skills are not required to take this micro-certificate. It is designed to accommodate professionals in non-technical or tech-adjacent roles who create content either written or digital media, including:
• Leaders and professionals, from business and operational managers, owners and CEOs, and digital transformation leads to business intelligence and financial teams, who are currently using or considering a cloud service and planning to integrate AI.
• Tech consultants, UI/UX designers and a variety of architect roles can also benefit from the knowledge and skills offered in this program.
• Experienced and established professionals looking to keep pace with ever-evolving technology, enhance their practical skills and accelerate career growth.

External Comparator Information
The proposed micro-certificate program is part of the UBC Certificate in Artificial Intelligence and Digital Media, which was approved by Senate in Sept 2023. According to our review of the comparator landscape for the certificate, there are a limited number of short Canadian programs that offer similar training to our proposed program. Alternative certificate or diploma programs include University of Toronto’s Artificial Intelligence Certificate (4 months), Humber College’s Artificial Intelligence with Machine Learning Ontario Graduate Certificate (9 months) and University of Winnipeg’s Artificial Intelligence Post-Degree Diploma (12 months). While these programs include curricular areas comparable to our proposed certificate such as data analytics and project management, they focus on broader applications of AI and machine learning rather than automation in the context of the digital media industry. In BC, the only offering that is not part of an undergraduate or master’s degree program is BCIT’s diploma in Business Information Technology Management (BITMAN) – Artificial Intelligence Management Option (AIM), which requires 2 years of full-time learning.

Although there are credit and non-credit AI courses provided by universities and colleges, most of these offerings are from the East Coast. These programs and courses tend to amount to a graduate or professional certificate and are mainly aimed at those looking to advance their
careers in IT, engineering, data management or technology, or are specialized courses focusing on deep learning and natural language processing. The proposed program aims to address the need for individuals who are seeking to learn and apply AI Powered Automation and Personalization in the digital media industry and bridge the gap between technical skills and creative approaches. These skills are in high demand in the rapidly evolving digital media landscape, across the industries in BC and beyond.

Internal Comparator and Consultation Information
As of February 2024, there is no direct comparator program offered at UBC. ExL Leadership has been in conversation with Sauder Continuing Business Studies regarding their new bootcamp in AI Product Management which may be of interest to ExL’s learners and vice versa.

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X No, however, the fee approval process is underway.
☐ No, we have not begun the fee approval process. *Note: The offering unit is responsible for contacting the Office of the Provost and Vice-President Academic to ensure fee approval is received prior to program launch.*

**Library Consultations**
Consultation with the Library is required for all new non-credit certificate and microcertificate proposals. The Library consultation form can be found here and must be submitted along with your Senate program proposal.

*Note: Course syllabi and a UBC Academic Calendar entry are not required as part of your Senate submission.*

**Signatories**
By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by *Senate Policy V-129* and is ready for Senate review.

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Larry Bouthillier, Executive Director, Extended Learning
Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
X Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)

Proposed Program Name

Foundations of Silviculture, Non-Credit Program Microcertificate
(Please note: Faculty aims to develop two more microcertificates later on and stack the 3 microcertificates to a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS).

Date of Submission
March 18, 2024

Expected Launch Date
October 14, 2024

Proposing Faculty
Faculty of Forestry, University of British Columbia

Principal Lead Applicant Contact Information
Name: Dominik Roeser
Title: Associate Dean, Research Forests & Community Outreach
Department, Unit or Faculty: Forest Resources Management
Telephone: 604-822-3559
Email: dominik.roeser@ubc.ca

Additional Co-Applicants
Jorma Neuvonen, Assistant Dean, Professional Education jorma.neuvonen@ubc.ca
Sheri Andrews-Key, Director, Micro-certificate Programs sheri.andrews-key@ubc.ca

Supporting Partners
BC Ministry of Forests: Shane Berg, BC Chief Forester shane.berg@gov.bc.ca
Forest Professionals BC (FPBC): Casey Macauley, Registrar cmaualay@abcfp.ca
West Fraser: Jeff Mycock, Chief Forester jeff.mycock@westfraser.com
Program Description

The Forest Professional Regulators of Canada (FPRC) is the national advisory group for the coordination of forest professional regulatory associations across Canada. Its key role is to develop and maintain competency-based academic and work experience certification standards for approval by each Provincial Regulator. Ensuring the competence of registrants is a pillar of professional regulation across Canada and also the first standard of Forest Professionals of BC’s (FPBC) Code of Ethical and Professional Conduct. The purpose of FPBC’s Continuing Professional Development (CPD) program is for registrants to grow, maintain, and demonstrate their level of competence across the span of their professional careers. The need and demand for quality continuing professional development is rooted in policy and upskilling opportunities have become a critical aspect of professional designations in BC.

Silviculture is the art and science of managing the establishment, growth, composition, health, and quality of forests to meet the diverse needs and values of society. The Faculty of Forestry previously offered an intensive program in silviculture designed to refresh, develop and refine the professional forester’s capabilities to make sound decisions weighing different management scenarios. It was very well received by mid-career professionals and in high demand. The program ran from 1985 until 2001 when funding was cut short. There is a strong demand expressed by the Forest Professionals of BC, the Ministry of Forests, as well as industry, to develop an updated version of this credential to meet the current challenges the forest sector is facing. There is also a new sense of urgency for this kind of professional development as we enter a new era of forest land management in a changing climate and reconciliation in BC.

The proposed micro-credential will concentrate on improving the understanding of those subjects that encompass the broad field of silviculture and forest management in a changing climate, smaller operations and reconciliation with indigenous communities. The development of this credential will be a collaborative effort in developing and the delivery of the course material. Collaborators will include UBC, the Forest Professionals of BC, the Ministry of Forest, Indigenous knowledge keepers, community forests and the forest industry.

The proposed Foundations of Silviculture is the first one of 3 microcertificates under planning (2 developed later) that will be later stacked to a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS).

Program Context

Given the significant changes in forest practices, society and the environment over the past 20 years, there is an urgent need for advanced silviculture training to address the many challenges the forest sector is facing today. Over the past 20 years, as a result of
the pine beetle and wildfires, many BC forest professionals have mainly managed salvage operations and haven’t had an opportunity to practice multifaceted silviculture. A paradigm shift in forest policy, focusing on improved practices as well as First Nations and community forestry, have changed our understanding of best practices. Government and certification agencies are also requiring more accountability in meeting climate change and green industry standards.

The proposed Foundations of Silviculture Microcertificate will aid in upskilling professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). As attachment to this proposal, we have provided the support letters which we received from our collaborators for our application for funding provided by the Ministry of Post-Secondary Education and Future Skills. Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners.

The Faculty of Forestry is currently updating its 2019-2029 Strategic Plan. We aim to be a trusted local, national, and global leader in solutions-oriented scholarship and knowledge uptake in the field of forestry and the environment. We are one of the leaders in transformative forestry education and lifelong learning that embraces innovative teaching and learning practices. We have been developing our capacity to engage meaningfully with communities (both indigenous and non-indigenous), government, industry and non-governmental organizations, and offer various flexible continuous education opportunities for the working professionals to update their skills. In the last 3 years we have developed 16 Microcertificates with hundreds of learners participating in these programs from around the world. Our learning technology team assists our instructors in the program development and our marketing team promotes the programs through various media and channels.

**Proposed Length, Structure, and Duration**

The proposed Microcertificate is 8 weeks long (7-9 study hrs./week) totaling 60 study hours. It will be offered 2 times a year (Oct-Dec and Feb-Apr). Learners can also take each Micro-certificate in smaller portions (each Micro-certificate has four 2-week study modules/courses) if they cannot commit for 8 weeks. Participant can receive a certificate of completion for each module/course they have accomplishes, if required.
Curriculum Topics

This microcertificate focuses on skills and competencies that meet the gaps and needs identified by professionals utilizing silvicultural and forest management strategies to achieve societal as well as forest and stand level objectives. The learning and competency objectives are founded and build upon nationally and internationally recognized standards. Program content extends beyond these standards to address dynamic influences in forest management such as Indigenous perspectives and the impacts of climate change. Micro-certificate will update the learners on foundations of silviculture which have evolved substantially over the past years through research at the UBC Faculty of Forestry and by others.

Assessment Methods

Assessments will be based on a combination of assignments and quizzes, and culminate in the synthesis of skills and competencies through the design of a Capstone project. Learning outcomes are consistent with university level study and, in awarding this micro-credential, UBC endorses that participant have demonstrated proficiency in the program learning outcomes identified below.

Appeals Process

Learners may appeal decisions relating to their grades and program standing. They should protest a decision first with the program instructor directly involved in the decision, if applicable, and then, if necessary, with the Assistant Dean of Professional Education and finally with the Dean of the Faculty of Forestry.

Program Learning Outcomes

Learning outcomes are consistent with university level study and in awarding this microcertificate UBC endorses that participant has demonstrated proficiency in the following specific skills/competencies:

- Describe and apply foundations (regeneration, phenological physiology, ecosystem classification, climate science application).
- Analyze key concepts of applied forest ecology from both Indigenous and western science perspectives.
- Evaluate current practices and regulations in BC.
Program Delivery Format

- The micro-certificate consists of 4 courses (each with 2 modules), run over 2 weeks.
- The micro-certificate will take approximately 60 study hours to complete.
- The micro-certificate will be offered in the Fall and Spring sessions each year, one in the Fall (October – December) and one in the Winter/Spring (February/April). Students may register and complete all courses in one session or spread out the courses (in order of prerequisite requirements) over a 2-year time frame.
- Each course has a theory element but focuses on applying theory and science in a management context. The use of existing case studies and lessons learned are key elements in each course.
- Program instructor meets the learners online once a week to discuss the current module and often also brings speakers from the field to provide a guest lecture. These sessions are recorded so that learners who cannot make these sessions, due to other commitments or time zone, can view them on their own time.
- Courses must be taken in sequential order, as they build on one another, but may be taken individually, in different sessions within a two-year time frame, to receive the Certificate. Participant can also receive a certificate of completion for each course they have accomplishes, if required.

Most professional programs entail a time commitment and residency requirement that precludes participation from working professionals and parents (particularly women). The CAS Certificate addresses each of these obstacles by offering an affordable, online, and primarily asynchronous applied learning experience that is accessible to learners whenever they have time. In doing so, it provides a pathway to career advancement in forestry sector jobs for those without the resources to enter a full-time degree program. The micro-certificate will be developed in consultation with the UBC Faculty of Forestry’s Equity, Diversity, and Inclusion (EDI) Council. The EDI council will be instrumental to examining the proposed curriculum and suggesting improvements to better engage diverse learners.

Target Learners

The proposed Microcertificate will aid in upskilling forestry professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners. Applications are open to both public and private sector natural resources professionals who have demonstrated an interest and need for professional training and development in the area of silviculture skills training.
External Comparator Information

There are currently no comparable programs offered at other public or private institutions in BC or beyond, or by industry.

Internal Comparator and Consultation Information

There are no other comparable programs offered within UBC at either a credit or non-credit level.

Admission Criteria

There is no admission or eligibility criteria. Registration will be open to all, but it will be advised that students should have an operational understanding of forestry.

Assessment of Impact on Departmental and University Resources

The tuition for the program will cover all the direct delivery costs when 7-8 learners register for each program. Our partners will help to promote the program through their websites, newsletters, and networks. UBC Forestry has a strong Communications and Marketing Team who will provide in-kind support to publicize and market the program through its weekly newsletter, Branchlines Magazine, various social media platforms, and its website. The program instructors have active networks in BC forestry sector and will further assist to market the program.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐ Yes, the Provost has approved the proposed fees.
☒ No, however, the fee approval process is underway.
☐ No, we have not begun the fee approval process.

Library Consultations

Attached.
Signatories
By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.

___________________________
Rob Kozak, Dean, Faculty of Forestry

___________________________
Jorma Neuvonen, Assistant Dean, Professional Education, Faculty of Forestry
January 9, 2024

Ministry of Post-Secondary Education and Future Skills
Strategy Policy and Initiatives Branch
PO Box 9080 Stn Prov. Govt
Victoria, BC V8W 9E2

To whom it may concern,

On behalf of Forest Professionals BC, please accept this letter of support to the Faculty of Forestry at the University of British Columbia in their application for “Stackable Micro-Credentials Initiate” funding provided by the Ministry of Post-Secondary Education and Future Skills.

The UBC Faculty of Forestry previously (1985-2003) offered an intensive training programme in silviculture (Silviculture Institute of BC) that was designed to develop and refine the professional forester's capabilities to make sound forest management decisions. The training program was very well received among mid-career professionals and in high demand.

Given the significant changes in British Columbia forestry over the past 20 years there is an urgent need for similar training today to address the many challenges the BC forest sector is facing as we enter a new era of forest land management in a changing climate and reconciliation with our indigenous communities.

Forest Professionals BC will be collaborating closely with the UBC Faculty of Forestry with this project, in defining the competencies that the learners should acquire and the proper assessment of these competencies. We will also provide support in the development of appropriate content for the Micro-Credentials.

If you require additional information, please contact me via email: registrar@fpbc.ca

Regards,

Casey Macaulay MA, RPF
Registrar and Director of Act Compliance
Forest Professionals BC

info@fpbc.ca
January 29th, 2024

Ministry of Post-Secondary Education and Future Skills
Strategy Policy and Initiatives Branch
PO Box 9080 Stn Prov Govt
Victoria, British Columbia
V8W 9E2

To whom it may concern,

On behalf of the Office of the Chief Forester, please accept this letter of support to the Faculty of Forestry at the University of British Columbia in their application for “Stackable Micro-Credentials Initiate” funding provided by the Ministry of Post-Secondary Education and Future Skills.

The UBC Faculty of Forestry previously (1985-2003) offered an intensive training programme in silviculture (Silviculture Institute of BC) that was designed to develop and refine the professional forester’s capabilities to make sound forest management decisions. The training program was very well received among mid-career professionals and in high demand.

Given the significant changes in British Columbia forestry over the past 20 years there is an urgent need for similar training today to address the many challenges the BC forest sector is facing as we enter a new era of forest land management in a changing climate and reconciliation with our indigenous communities.

My staff will be collaborating closely with the UBC Faculty of Forestry with this project, in defining the competencies that the learners should acquire and the proper assessment of these competencies. We will also provide support in the development of appropriate content for the Micro-Credentials.

If you require additional information, please contact me via email: Shane.Berg@gov.bc.ca.

Sincerely,

Shane Berg, R.P.F.
ADM Chief Forester
January 5th, 2023

Ministry of Post-Secondary Education and Future Skills
Strategy Policy and Initiatives Branch
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

To whom it may concern,

On behalf of West Fraser, please accept this letter of support to the Faculty of Forestry at the University of British Columbia in their application for “Stackable Micro-Credentials Initiate” funding provided by the Ministry of Post-Secondary Education and Future Skills.

The UBC Faculty of Forestry previously (1985-2003) offered an intensive training program in silviculture (Silviculture Institute of BC) that was designed to develop and refine the professional forester's capabilities to make sound forest management decisions. The training program was very well received among mid-career professionals and in high demand.

Given the significant changes in British Columbia forestry over the past 20 years there is an urgent need for similar training today to address the many challenges the BC forest sector is facing as we enter a new era of forest land management in a changing climate and reconciliation with our indigenous communities.

West Fraser will be collaborating closely with the UBC Faculty of Forestry with this project, in defining the competencies that the learners should acquire and the proper assessment of these competencies. We will also provide support in the development of appropriate content for the Micro-Credentials.

If you require additional information, please contact me via email: Jeff.Mycock@westfraser.com.

Sincerely,

Jeff Mycock, RPF
Chief Forester, BC
Non-Credit Program Certificate Proposal

Type of Non-Credit Program*

☐ Non-Credit Program Certificate (minimum of 150 hrs. of learning activities)
X Non-Credit Program Microcertificate (minimum of 50 hrs. of learning activities)

*Please refer to the Senate Policy V-129 on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name

Life Cycle Assessment of Clean Fuels, Non-Credit Program Microcertificate

Date of Submission

March 18, 2024

Expected Launch Date

The expected launch date is October 2024.

Proposing Faculty

Faculty of Forestry

Principal Lead Applicant Contact Information

Name: Jorma Neuvonen and Sheri Andrews-Key
Title: Assistant Dean, Professional Education and International Collaboration and Lecturer, Director Micro-Certificate Programming, CVA Micro-Certificate Lead Department, Unit or Faculty: Faculty of Forestry
Telephone: 604-822-2807 and 604-822-5352
Email: jorma.neuvonen@ubc.ca and sheri.andrews-key@ubc.ca

Additional Co-Applicants

Professor Tony Bi, Managing Director, UBC Clean Energy Research Centre, Faculty of Applied Science, subject matter expert, tony.bi@ubc.ca

Supporting Partners

Scott Stanners, Executive Director, BC Bioenergy Network, scott.stanners@bcioenergy.ca
Program Description

This program is a collaboration between the UBC Faculty of Forestry, UBC Extended Learning and BC Bioenergy Network, a not-for-profit organization incorporated under the Societies Act of B.C. The program aims to provide training that will fill crucial knowledge gaps around life cycle assessment (LCA) of transportation fuels impacted by the BC Low Carbon Fuels Act (LCFA) and the Federal Clean Fuel Regulations (CFR). These regulations require fuel producers in Canada to reduce the environmental impact of the fuels they produce to meet Provincial and Federal greenhouse gas emission (GHG) targets for 2030 and 2050. The forestry and agricultural sectors will be key contributors to enable the growth of clean fuel production in Canada and abroad.

This project is supported by the Natural Resources Canada Clean Fuels Awareness Fund with the objective of providing education and awareness in clean fuels.

The objective is to establish a micro-credential training program to enable greater understanding and facilitate adoption of clean fuels by Canadian and foreign fuel producers and importers. Increasing the number of high-quality personnel (HQP) in LCA for clean fuel production will be critical for the success of the LCFA and CFR, to alleviate the current high demand and limited supply of LCA professionals.

The purpose of the program is to address gaps in curriculum and training in LCA for the clean fuels industry in Canada. Benefits include enhancing Canada’s clean fuels workforce by increasing the number of HQP in LCA, skills acquisition to fill workforce knowledge gaps in carbon intensity determination in the clean fuel production industry, improve the ability of clean fuel producers to comply with Provincial and Federal clean fuel regulations, supporting professional development and career progression for a variety of experts, including engineers, scientists, accountants and interdisciplinary professionals; and providing a deeper understanding to executives and senior management on LCA, the value of carbon credits and how this impacts business decision making.

Program Context

The transportation sector is the second largest emitter of GHG’s, accounting for 21 percent of national emissions. Existing regulatory programs such as the LCFA, and newer programs such as the CFR require fuel producers to reduce the environmental footprint of the fuels they produce through innovation and significant investment in research. The need for education in this area will only grow stronger as regulations become more stringent by 2030 and 2050. This program aims to provide training to Canadian professionals working or looking to work in the growing clean fuels sector. Due to the size of the transportation sector and the volume of GHG emissions needed to be reduced, we anticipate the market demand for professionals in LCA of clean fuels to continue to grow for the foreseeable future. This program would create a unique opportunity for professionals, working in the engineering, science, consulting or auditing fields to acquire the necessary skills to transition to a career in the clean fuels sector.
Organizations such as the Canadian Fuels Association, BC Government and Environmental and Climate Change Canada have identified the need for increased education in this area. There is an urgent need to increase LCA literacy and expertise to provide the required reporting to meet compliance obligations by fuel producers set forth in the LCFA and CFR.

The Faculty of Forestry is currently updating its 2019-2029 Strategic Plan. We aim to be a trusted local, national, and global leader in solutions-oriented scholarship and knowledge uptake in the field of forestry and environment. We are one of the leaders in transformative forestry and environmental education and lifelong learning that embraces innovative teaching and learning practices. We have been developing our capacity to engage meaningfully with communities (both indigenous and non-indigenous), government, industry and non-governmental organizations, and offer various flexible continuous education opportunities for the working professionals to update their skills. In the last 3 years we have developed 16 Microcertificates with hundreds of learners participating in these programs from around the world. One of our existing programs is on Environmental Footprints of Organizations. The proposed program complements this program. Our learning technology team assists our instructors in the program development and our marketing team promotes the programs through various media and channels.

**Proposed Length, Structure, and Duration**

The proposed Microcertificate is designed for easy access and flexibility to accommodate busy professionals and various family situations. The overall program length is 8 weeks (includes 1 week break). The required study hours per week are 7-8. Micro-certificate will be offered 2 times a year (Oct-Dec and Feb-Apr). Learners can also take the Micro-certificate in smaller portions, course by course (program has 3 courses) if they cannot commit for the entire 8-week program at the time. Participant can receive a certificate of completion for each course they have accomplishes, if required.

**Curriculum Topics**

**Course 1: Introduction to LCA of clean fuels**

1. Fundamentals of LCA and how they apply to clean fuels.
2. Clean fuel lifecycle assessment and carbon intensity.
3. Interpretation fuel LCA results and understand why they differ.

**Course 2: Introduction to LCA within clean fuel policy, part 1**

2. LCA use in fuel policy
3. Lifecycle assessment in the Fuel LCA Model and carbon intensity under the Clean Fuel Regulations.
Course 3 Objective: Introduction to LCA within clean fuel policy, part 2

Competencies

1. Lifecycle assessment in GHGenius and carbon intensity under the BC-LCFS.
2. Areas within a fuel’s lifecycle that have the biggest impact on the carbon intensity.
3. Assessment of the value and costs of GHG reduction projects within a fuel’s lifecycle to support business decisions.

Assessment Methods

Assessments will be based on a combination of assignments and quizzes, and culminate in the synthesis of skills and competencies through the design of a Capstone project. Learning outcomes are consistent with university level study and, in awarding this micro-credential, UBC endorses that participant have demonstrated proficiency in the program learning outcomes identified below. Students of the micro-certificate program will be assessed on each course based on the UBC assessment guidelines to ensure students obtain the required concepts, knowledge and skills from the program. Assessments include knowledge tests, quizzes, reflections, discussion and final exam. A passing grade of 70% will be required in each of the courses.

Appeals Process

Learners may appeal decisions relating to their grades and program standing. They should protest a decision first with the program instructor directly involved in the decision, if applicable, and then, if necessary, with the Assistant Dean of Professional Education and finally with the Dean of the Faculty of Forestry.

Program Learning Outcomes

<table>
<thead>
<tr>
<th>Course 1: Module/Week 1: Introduction to LCA of Clean Fuels</th>
<th>1. Explain the origins of LCA and its use in fuel policy</th>
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<tbody>
<tr>
<td>2. Apply the phases of LCA under the ISO 14040 standard</td>
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<tr>
<td>3. Recognize and explain the fundamentals and key parameters of an LCA</td>
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<td>4. Argument the food vs. fuel debate</td>
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<table>
<thead>
<tr>
<th>Course 1: Module/Week 2: Lifecycle Inventory of Clean Fuels</th>
<th>1. Develop a process flow diagram for a product or service lifecycle</th>
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<tbody>
<tr>
<td>2. Explain data requirements under ISO 14040</td>
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<tr>
<td>3. Perform a basic lifecycle inventory and allocate emissions in multi-product systems</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 1: Module/Week 3 Lifecycle Impact Assessment of Clean Fuels</th>
<th>1. Explain the origins of GWP and how to use them in an LCA</th>
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<tbody>
<tr>
<td>2. Determine the carbon intensity of a fuel</td>
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<tr>
<td>3. Interpret a fuel carbon intensity</td>
<td></td>
</tr>
</tbody>
</table>
| Course 2:          | 1. Explain the clean fuel regulation landscape in North America  
Module 4: Introduction to the Clean Fuel Regulations | 2. Apply LCA is used within clean fuel policy 
|                  | 3. Explain the LCA requirements under the Canadian clean fuel regulations |
| Course 2:          | 1. Perform a carbon intensity calculation under the Clean Fuel Regulation  
Module 5: Clean Fuel LCA Model (OpenLCA) | 2. Explain the functionality of and how to navigate openLCA and the Fuel LCA Model 
|                  | 3. Perform a lifecycle analysis of a fuel in the Fuel LCA Model |
| Course 3: Module 6: GHGenius | 1. Perform a carbon intensity calculation under the BC-LCFS  
|                  | 2. Explain the capabilities of GHGenius and how to navigate the model 
|                  | 3. Perform a lifecycle analysis of a fuel in GHGenius |
| Course 3: Module 7: Techno-economic assessment | 1. Determine the value of GHG reductions under clean fuel programs  
|                  | 2. Perform a techno-economic assessment of fuels to support business decisions 
|                  | 3. Identify areas within a fuel’s lifecycle that have the biggest impact on the carbon intensity |

**Program Delivery Format**

The program will be asynchronous and delivered 100% online and will include self-paced independent learning and weekly one-hour live sessions, which will be recorded for viewing later.

Each week learners will review written content and readings, videos and apply learnings of concepts and knowledge through quizzes, reflection exercises and case studies. Learners will also participate in discussion boards and connect with follow classmates.

The program is also committed to integrating equity, diversity, and inclusion into course design. Documents and materials will be easily available, adopt inclusive writing and be respectful and sensitive to students from different backgrounds. Tools will be utilized that have accessibility features such as text to speech, closed-captioning and other features that make the educational content accessible to a wide range of students. Online learning is accessible to anyone on the globe who has access to an internet connection.
Target Learners

The program is designed to accommodate professionals from both a non-technical and technical background, target learners include:

- Early career builders: recent graduates in entry level or unsatisfying job. They want to acquire applicable skills to kick-start their career.
- Career enhancers: Experienced and/or established professionals. They want to enhance their capabilities to improve career satisfaction and success.
- Mid-career changer: Experienced professionals looking for in-demand and applicable skills to make a shift in their career path.

The target cohort size is 20 students or more. The microcertificate program will be delivered in an online format, allowing remote or underserved communities that have an internet connection and computer, access to the course.

External Comparator Information

The proposed Life Cycle Assessment of Clean Fuels micro-certificate program distinguishes itself from other comparable programs by placing a unique emphasis on the fuel production industry and application of modelling software to calculate the life cycle assessment of clean fuels. Background research revealed the presence of online training courses for LCA modelling software, however the learning outcomes were broad and not specifically designed for the fuel production sector. The British Columbia Institute of Technology’s Whole-Building Life Cycle Assessment Professional microcertificate focuses on LCA in the building sector. The Massachusetts Institute of Technology’s Life Cycle Assessment: Quantifying Environmental Impacts program provides a high-level overview of the phases to conduct an LCA, but focuses more on products such as consumer cosmetics, manufacturing and corporate footprinting. Consulting organizations such as PRé Sustainability and Long Trail Sustainability also offer professional education in LCA, however these programs tend to focus specifically on LCA modelling software that is not used in the clean fuels sector. The key feature that distinguishes the proposed Life Cycle Assessment of Clean Fuels microcertificate is the focus on the transportation and fuel production industries. This project is supported by the Natural Resources Canada Clean Fuels Awareness Fund with the objective of providing education and awareness in clean fuels as there is a lack of learning opportunities covering this topic area.

Internal Comparator and Consultation Information

The only UBC non-credit program that covers LCA is Faculty of Forestry’s Environmental Footprints of Organizations. The proposed program complements this program, not competes with it. The Footprints of Organizations covers LCA in general, the proposed program applies it to the Clean Fuels sector and goes deeper.
Admission Criteria

There is no admission or eligibility criteria. Registration will be open to all. The program accommodates professionals from both a non-technical and technical background.

Assessment of Impact on Departmental and University Resources

The target cohort for each delivery is 20. The Faculty will cover all the direct delivery costs when 7-8 learners register for each program (program is not offered if registration in under 7). Our partners will help to promote the program through their websites, newsletters, and networks. UBC Forestry has a strong Communications and Marketing Team who will provide in-kind support to publicize and market the program through its weekly newsletter, Branchlines Magazine, various social media platforms, and its website. The program instructors have active networks in BC forestry sector and will further assist to market the program.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐ Yes, the Provost has approved the proposed fees.
☒ No, however, the fee approval process is underway.
☐ No, we have not begun the fee approval process. Note: The offering unit is responsible for contacting the Office of the Provost and Vice-President Academic to ensure fee approval is received prior to program launch.

Library Consultations

Attached. We will not provide library access to our non-credit programs’ learners. We only use open-access materials and all the learning materials for this microcertificate will be purposefully developed for the program. Thus, we do not require any library resources for the program.
**Signatories**

By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by [Senate Policy V-129](#) and is ready for Senate review.

Rob Kozak, Dean, Faculty of Forestry

Jorma Neuvonen, Assistant Dean, Professional Education, Faculty of Forestry
Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
☒ Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)
*Please refer to the Senate Policy V-129 on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name
Indicate the proposed program name including the Non-credit Credential Category* to which it belongs

*Non-credit learning opportunities leading to a Non-Credit Program Microcertificate

Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate

Date of Submission
March 18th, 2024

Expected Launch Date
Sep 2024

Proposing Faculty/ies or UBC Extended Learning
Faculty of Applied Science and Faculty of Medicine

Non-Credit Credentials must be proposed by one or more Faculty/ies, or by UBC Extended Learning. Administrative units may partner with Faculties or UBC Extended Learning to jointly develop and deliver Non-Credit Credentials; however, Faculties or UBC Extended Learning will be responsible for the Non-Credit Credentials being proposed in such partnerships.

Principal Lead Applicant Contact Information
Name: Peter Zandstra
Title: Professor and Director
Department, Unit or Faculty: School of Biomedical Engineering
Telephone: 604 822 2694
Email: peter.zandstra@ubc.ca

Additional Co-Applicants
Lea Cameron, Senior Manager, Operations, Academy of Translational Medicine, Faculty of Medicine, lea.cameron@ubc.ca
Govind Kaigala, Associate Professor, UBC School of Biomedical Engineering, Faculty of Applied Science, Faculty of Medicine, Govind.kaigala@ubc.ca
Supporting Partners

- Anne-Rae Vasquez, Director, Academic Services, UBC Extended Learning
- Chris Dennison, Program Director, Biomedical Engineering, UVic
- Roger Tam, Associate Professor, Director, Engineers in Scrubs, UBC School of Biomedical Engineering
- Agnieszka Kielczewska, Director Research, Head of Antibody Discovery and Screening, Amgen BC
- Ali Ardakani, Founder and Managing Director, Novateur Ventures
- Milica Vukmirovic, Life Science Innovation & Venture, Consultant, milicavkmc@gmail.com
- Jon Jafari, Lead EIR, Human Health Venture Studio, Co-Founder and Chief Business Officer, Mesintel Therapeutics

Program Description (300-500 words)

The Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate at UBC is uniquely structured around the pivotal theme of innovation leadership, specifically tailored for the biotech and healthcare sectors. It encompasses two specialized courses focused on Intellectual Property (IP) Strategy & Management and the Identification of Unmet Medical Needs, each critical to the lifecycle of healthcare innovations.

The first course, IP Strategy & Management, delves into the strategic administration of a company's or individual's IP assets. This course highlights the critical importance of patents, copyrights, trademarks, and trade secrets in protecting and leveraging the intellectual capital underlying medical devices, pharmaceuticals, and biotechnological innovations. It aims to equip learners with the knowledge to safeguard these assets, ensuring their strategic use in promoting innovation and securing competitive advantage.

Complementing the IP Management course, the 2nd course, Identifying Unmet Medical Needs, addresses the crucial process of recognizing and articulating the gaps in current healthcare offerings, from treatment and diagnostics to patient care. Identifying these unmet needs serves as a foundational step in guiding the direction of research and development, focusing efforts on areas where innovation can significantly impact patient outcomes and market demand.

The Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate is a new program area at UBC, and the two courses were identified by the School of Biomedical Engineering Industry Advisory Committee (SBME IAC) and will be further supported by the SBME’s recent tech seat expansion ($2M/year) from the BC Government. Each course is a 25-hour course delivered over 10 weeks, combining real-time and self-paced learning activities. The program utilizes a variety of mediums, including online lectures, pre-recorded videos, interactive discussions, written materials, and weekly case-study assignments. Recorded sessions are available for learners unable to attend live lectures, ensuring no learning opportunity is missed.

To enhance the practical application of knowledge, both courses include a one-day intensive workshop. For the IP course, the workshop will incorporate activities such as mock negotiations and patent drafting exercises, providing hands-on experiences and a deeper understanding of key industry concepts. In the final workshop of the Identifying Unmet Medical Needs course, students engage in case studies assuming roles from the healthcare ecosystem, encouraging a holistic view on innovation through critical analysis and empathy. Both workshops will be accessible online, allowing remote learners to actively participate through group activities, Q&A sessions, and digital whiteboard.
exercises. Virtual coffee breaks facilitate networking and informal connections among attendees, fostering valuable industry relationships.

Our program offers a comprehensive and interactive learning experience, combining theoretical knowledge with practical application. The hybrid delivery format accommodates diverse learning styles and busy schedules. The workshop component adds significant value by immersing learners in real-world scenarios. Overall, our micro-certificate equips learners with in-depth understanding and essential industry connections in the life sciences. Our courses are facilitated by seasoned industry professionals like Jon Jafari (for Unmet Needs) and Novateur’s expert team Ali Ardakani and Milica Vukmirovic (for IP Strategy & Management).

Our program aligns with UBC’s Strategy 13 by blending experiential and work-integrated learning, particularly through interactive workshops and case studies that bridge theory and practice. Delivered entirely online, our program meets evolving demands from working practitioners and lifelong learners, including UBC alumni, by offering flexible learning formats that adapt to busy schedules. Our teaching team will also connect learners to real-world experiences and professional networks, enhancing employability.

Our program fosters strong industry and community ties, offering industry-centered learning through case studies and guest lectures. We connect students with industry leaders like STEMCELL, Starfish, Kardium, and Amgen. These partnerships, coupled with regular consultations with the SBME IAC, ensure our curriculum aligns with industry needs. Our accessible, practical approach promotes continuous learning, aligns with Strategy 13, and contributes to BC's life sciences sector growth.

Program Context (300-500 words)

In BC’s life sciences sector, a distinct and growing demand exists for skills in IP strategy and the identification of unmet medical needs. This demand is driven by the sector's rapid expansion (fastest growing life science sector in Canada) and the critical need for professionals who can navigate the complex interplay between technological innovation, legal protection of innovations, and market needs. Life Science BC’s recent Labour Market Intelligence Report highlights a critical gap in commercialization skills, specifically citing shortages in "intellectual property, licensing, translational medicine" abilities. This gap is pivotal, directly influencing the sector's capacity to innovate and scale, signaling a strong demand for targeted training in these areas (Life Sciences BC, February 2024).

BioTalent Canada's labor market report (December 2021) for Western Canada further illuminates the sector's need, emphasizing that life sciences companies are seeking employees with enhanced business development knowledge and skills, including executive-level talent experienced in startups. This demand reflects a broader industry trend towards strategic business acumen essential for navigating the pathway from research and development to delivering market-ready healthcare solutions.

Moreover, the sector's pursuit of innovation transcends mere product development, extending into strategic navigation of regulatory landscapes and market entry hurdles. The identification of unmet medical needs is intimately tied to this endeavor, steering innovation towards making a significant patient impact and fulfilling market demand. This skill set is increasingly recognized as vital for professionals in the sector, highlighting the need for a workforce adept in both scientific and entrepreneurial disciplines (European Federation of Pharmaceutical Industries and Associations).

These market demands align with programs vision, designed to equip participants with a holistic skill set that spans the comprehensive management of the innovation lifecycle. By addressing the explicit needs of BC’s life sciences sector, the program aims to prepare professionals who are not only
proficient in scientific aspects but also skilled in navigating the intricate business and regulatory frameworks essential for commercialization success.

Our market research has demonstrated strong demand from potential employers. Extensive consultations with the SBME's Industry Advisory Committee (IAC) and its subcommittees have provided valuable insights into the needs and priorities of the biotech industry in BC. Since May 2022, the SBME's Main IAC and its subcommittees have convened over 11 times to discuss industry training needs. Our comprehensive Skill Gap Assessment Survey has substantiated the need for our program and validated the demand for innovation leadership skills. These surveys demonstrate active industry engagement in identifying and addressing skill gaps, as well as the importance of topics such as fundamental IP knowledge, licensing and commercialization strategies. These discussions, along with skill gap and IP skill surveys, have significantly influenced our program concept, focusing on IP management and the identification of unmet needs.

The program’s alignment with labor market needs is further validated by endorsements from industry leaders such as AbCellera, Amgen, and STEMCELL, underscoring its potential to significantly contribute to the sector’s innovation capacity. Strategically, the program supports the SBME’s mission to foster an entrepreneurial culture and strengthen the commercialization ecosystem, directly aligning with the Faculty of Medicine’s goal to design educational offerings that prepare participants for impactful contributions to the healthcare workforce.

The proposed Microcertificate is designed to address sector-specific needs by equipping learners with skills to develop, protect, and bring innovations to market. This focus sets the program apart and will attract learners (and their employers) who are seeking to fill these skill gaps and future-proof their careers in an era of rapid innovation and an increasing emphasis on IP. The Program is modeled after the ATM’s successful micro-certificate program in Regulatory Affairs in the Life Sciences, leveraging the same learning framework and success factors.

**Proposed Length, Structure, and Duration**

Each course in the Innovation Leadership: Medical & Bio-Innovations Microcertificate includes 25 hours of instruction over 10 weeks. In the pilot year, we aim to offer both courses once. From Year 2, we plan to offer the courses biannually to meet growing demand.

Each course can be taken independently to elevate a lifelong learner's professional skillset in a specific area or they can be combined into the Innovation Leadership: Medical & Bio-Innovations Microcertificate which is the subject of this proposal (this Micro-certificate is non-credit). In future years, learners may have the option to merge this micro-certificate with the Regulatory Affairs micro-certificate launched by the Academy of Translational Medicine in 2022 in order to obtain a full non-credit certificate, co-developed by the School of Biomedical Engineering and the Academy of Translational Medicine.

**Curriculum Topics**

Each course in this program will be divided into five modules over 10 weeks.

*Course 1: Intellectual Property (IP) Strategy and Management*

**Module 1: Introduction to Intellectual Property (IP) and Patent Fundamentals**

This module provides an introductory understanding of Intellectual Property (IP) and the fundamentals of patents. It covers the basic concepts, types, and significance of IP, especially in the context of Canada's bioeconomy, and delves into the principles of patentability, global patent laws, and filing processes.
Module 2: Advanced Patent Management & IP Strategy Development

Building on the basics, this module advances into the detailed aspects of patent filing and prosecution, and the development of IP strategies. It equips participants with practical knowledge and skills for managing patents, especially in biotech, and for aligning IP strategy with business objectives.

Module 3: Technology Transfer and Commercialization

Focusing on the practical application of IP, this module explores the realms of technology transfer, licensing, and the commercial aspects of IP. It emphasizes strategic negotiations, effective management, and the entrepreneurial journey within the biotech sector.

Module 4: Ethics, AI, and Regulatory Compliance

This module delves into the ethical considerations in IP management, the implications of AI in IP, and the regulatory landscape relevant to biotech. It aims to provide a comprehensive view of the ethical dilemmas, data management, and regulatory compliance in the IP sphere.

Module 5: Collaborations, Partnerships, Capstone Project and Workshop

The final module focuses on managing IP during collaborations and partnerships. It covers strategies for protecting IP in joint ventures and cooperative relationships. The module culminates with a capstone project presented at the 1-day workshop where participants develop and present a comprehensive IP strategy for a hypothetical biotech innovation. The workshop also includes mock negotiations, patent drafting exercises, presentation of the capstone project, and interactive Q&A and networking with course subject matter experts (e.g., Thomas Digby, Natalie Dakers).

Course 2: Identifying Unmet Needs

Module 1: Introduction to Unmet Needs & Regulatory Authorities and Developers

This module will set the stage by highlighting how discoveries are made and the importance of understanding diseases from multiple perspectives to develop effective therapeutic strategies.

Module 2: Underserved Patient Populations & Translating Research Discoveries

This module will specifically focus on the key challenges of lacking data for underserved populations and how bridging this gap is crucial for equitable healthcare innovation.

Module 3: Clinical Trial and Regulatory Considerations & Patient-Centered Outcomes and Comparative Effectiveness Research

This module will delve into the clinical trial design and regulatory frameworks that are foundational for translating discoveries into patient-ready solutions, including the evolving role of digital health.

Module 4: Digital Health/Pandemic Preparedness & Regulatory Incentives to Foster Innovation

This module will explore the ethical considerations alongside the technological and regulatory advancements, highlighting how digital health is reshaping the approach to healthcare challenges.

Module 5: Final Workshop & Course Wrap-up

This module will synthesize the course content, offering participants the opportunity to apply their knowledge to comprehensive case studies that reflect the full spectrum of the discovery and
development process. In the final full-day workshop, students will complete case studies while taking on the roles of patients, caregivers, advocacy groups, researchers, drug/device developers, regulatory authorities, and health authorities. This hands-on experience reinforces the course's aim to prepare participants to contribute meaningfully to closing the gap between unmet medical needs and the solutions that can address them.

This structure provides a deep dive into identifying and strategizing solutions for unmet medical needs, linking closely with the intellectual property focus of the first course by highlighting the importance of protecting innovations aimed at addressing these needs.

**Assessment Methods**

Learners will be evaluated based on their engagement with pre-recorded lecture materials, active participation in asynchronous discussion boards, regular submissions of reflective writings on course content, and successful completion of self-paced case-study assignments. The individual courses are pass/fail.

**Appeals Process**

The UBC Extended Learning (ExL) appeals process for students in non-credit programs is separate from the UBC policy for students in credit programs. Procedures for appealing ExL academic and administrative decisions may vary between ExL program areas. In general, ExL students are encouraged to first address appeal issues to the ExL instructor or manager of their program. Appeals not resolved at this level should be referred to the ExL director responsible for the program, who will attempt to resolve the matter in accordance with the general principles and values of ExL. If an appeal remains unresolved, it may be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals (ExL Appeals Committee) in one of the following ways, depending on the circumstances: 1) If an ExL director has deemed the matter irresolvable – the ExL director will forward any relevant documents to the ExL Appeals Committee for consideration. 2) If a student chooses to appeal the decision of an ExL director – the student will forward any relevant documents to the ExL Appeals Committee for consideration. Submission of documents can be made either in electronic or hard-copy format addressed to: c/o Pamela Voigt Office of the Executive Director UBC Extended Learning 410-5950 University Blvd Vancouver, BC V6T 1Z3 or pamela.voigt@ubc.ca A formal meeting will take place with the ExL Appeals Committee to consider the matter, and a decision will normally be issued within 60 days.

**Program Learning Outcomes**

The proposed program aims to deliver direct and short-term benefits by providing accessible and inclusive opportunities for individuals to upskill and reskill in BC’s rapidly growing life sciences sector. This program is specifically designed to cater to the evolving needs of the biotech industry and prepare learners for the changing dynamics of the job market. Learners can expect immediate benefits such as acquiring practical skills, gaining knowledge of industry-specific trends, and connecting with a network of professionals in the field.

IP Management provides learners with in-depth knowledge of various IP types, legal parameters, and their roles in the life sciences and biotech industry. Learners will master protecting IP rights, navigating patents, and avoiding infringement. Learners will develop expertise in effective IP strategies, safeguarding innovations, and maximizing IP asset value. This empowers strategic decision-making in research, development, commercialization, and business planning for their chosen career path.

In the subsequent course on identifying unmet medical needs, learners will cultivate an understanding of the market trends, gaps, and dynamics unique to the life sciences. Practical skills such as data
analysis, market research, and user/patient feedback interpretation will be honed, empowering learners to identify these unmet needs within the industry effectively. By applying these insights, learners will be equipped to drive innovation, develop targeted solutions, and contribute to the advancement of life saving therapeutics and diagnostics.

Learner competencies will be measured through a comprehensive assessment approach that evaluates their understanding and application of the course material. Case studies will be used to assess learners' analytical and problem-solving abilities by presenting them with industry-specific challenges related to IP strategy and market dynamics. By providing a robust assessment framework, the program will validate learners' competencies, enabling them to showcase their skills to employers, ensuring they're well-prepared for employment opportunities.

**Program Delivery Format**
The Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate will be delivered in an instructor-supported format, combining synchronous and asynchronous learning. Each course includes live sessions, self-paced activities, online Q&A sessions, and weekly applied case-study assignments. Virtual sessions provide flexibility, accessibility, and the opportunity for broader participation from learners across different locations and time zones. Lectures are recorded for those unable to attend live. The program also includes two intensive one-day workshops (one for each course) during which learners will participate in “hands-on” exercises including presenting on their final capstone projects. The workshop allows for online or in-person participation. The hybrid delivery format accommodates diverse learning styles and busy schedules. Learners will engage in real-time discussions with instructors and peers and serves as an important networking opportunity for participants from diverse professional backgrounds, fostering potential linkages within the bio-innovation ecosystem in BC. Upon successful completion, Extended Learning will provide a digital badge to learners. This badge can be used on a LinkedIn profile to demonstrate proficiency to potential employers.

**Target Learners**
Our proposed Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate is designed for up to 30 enthusiastic individuals from UBC’s expansive community and the broader health technology and life science industries. Catering to both Early Career Builders—recent graduates with an entrepreneurial spirit but seeking to enhance their technical expertise with crucial business knowledge—and Career Enhancers—seasoned professionals in senior roles or non-scientific positions looking to deepen their strategic insights in innovation management and IP—this program bridges the vital gap between scientific discovery and commercial success. By focusing on IP strategy and addressing unmet medical needs, we equip learners with the skills needed to thrive in BC's dynamic life sciences sector. Developed with substantial industry input, our program ensures that participants are not only future-proofed for their careers but are also primed to lead strategic innovation within their organizations. With its online and blended course format (online synchronous and instructor supported), the program ensures broad accessibility, catering to a diverse group of motivated individuals.

Prospective students will be motivated to take this program due to its unique focus on the BC context, its alignment with industry needs, and its potential to enhance their career prospects. The program's focus on IP strategy and identifying unmet medical needs is directly relevant to the practical needs of the industry, making it a valuable investment for those seeking to advance their careers in the biotech industry.

**External Comparator Information**
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>Credit-Certificate</th>
<th>Delivery Method</th>
<th># of Courses</th>
<th>Hours of instruction</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGill University</td>
<td>Intellectual Property: Expand your Understanding of Patents, Trademarks, and Copyright</td>
<td>Non-credit</td>
<td>Online</td>
<td>3</td>
<td>16-26 hours (each course)</td>
<td>Address the impact of new technologies, new uses and new legal issues in copyright law and gain valuable insights into the impact of these changes, as well as practical steps to dealing with them. Get an overview of patents and patenting, while the second provides you with insight into the strategies relating to establishing and exploiting the patent system, as well as enforcing or attacking a patent. Learn from Canadian, American and European practitioners about acquiring, managing and protecting trademark assets, as well as dealing with contentious proceedings.</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>Life Science Enterprise Certificate program</td>
<td>Online/In-person</td>
<td>3</td>
<td>~ 100 hours</td>
<td>Develop creative communication and negotiation techniques for the workplace. Develop an employment-focused network within your field of interest. Know the roles of Health Canada and the US Food and Drug Administration</td>
<td></td>
</tr>
</tbody>
</table>
and understand good manufacturing practices (GMP) and good laboratory practices (GLP). Know the language, stages and techniques of dispute resolution. Know proper documentation practices and types of documentation, including master production documents, specifications, records and reports.

<table>
<thead>
<tr>
<th>AdMare</th>
<th>BioInnovation Scientist Program</th>
<th>NA</th>
<th>Online</th>
<th>4</th>
<th>8 weeks (4-8 hours per week)</th>
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<tbody>
<tr>
<td><strong>New Ventures BC &amp; InnovateBC</strong></td>
<td><strong>AccelerateIP: Stream 1: Education and Awareness: foundational IP training</strong></td>
<td>NA</td>
<td>Online/In-person</td>
<td>1</td>
<td>21 hours</td>
</tr>
</tbody>
</table>

Provides an introduction to the life sciences industry, drug discovery, preclinical and clinical development, and therapeutics commercialization.

Provides an overview of IP and data basics, IP portfolios, data management, litigation strategies, monetization strategies and EDI perspectives.

Competitive analysis:

- The Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate is unique among comparable offerings in that it deals explicitly with unmet need identification and market analysis, alongside the IP Strategy and Management course.
• Tuition for our proposed Program is set at $2,500 total\(^1\) making the Micro-certificate in Innovation Leadership: Medical & Bio-Innovations more accessible than comparable offerings.

• The blended learning format with the option to participate virtually is more compatible with the schedules, preferences, and availabilities of target learners.

• The Program’s content, including its practical/experiential learning materials are BC-centric, with a view to supporting the accelerating expansion of BC’s biotechnology sector. This local relevance distinguishes the proposed Program from other comparable offerings.

• The proposed program differentiates from AdMare's by focusing on the intersection of IP management and identifying unmet medical needs, specifically tailored for BC's biotech sector. It emphasizes practical skills for innovation leadership, leveraging BC's unique industry context, and is designed with input from local industry leaders. Unlike AdMare’s broad overview, our micro-certificate delivers targeted, actionable insights for immediate application in BC’s market, includes industry experts as instructors, and adopts a blended learning format for flexibility, making it uniquely positioned to meet the evolving demands of healthcare innovation. While AdMare spans 8 weeks with a broad overview, our micro-certificate comprises two intensive 25-hour courses over 10 weeks, allowing for deeper immersion in specialized topics without extending the commitment time. This format is optimized for professionals and students seeking to quickly yet comprehensively adapt to BC's biotech innovations and market needs.

Internal Comparator and Consultation Information

There are no comparable programs offered at UBC, however, we’ve consulted with the following UBC Units during program development: Entrepreneurship@UBC, UBC Extended Learning, UBC Sauder School of Business, and UBC’s Academy of Translational Medicine. Further explanations are provided below, and feedback is captured in our attached consultation request form.

E@UBC
entrepreneurship@UBC operates under a dual mandate: to enrich the educational experiences of students and UBC innovators by providing them with opportunities to become entrepreneurial thinkers; and secondly to build transformational ventures that positively shape our economy and society. The SBME works in close partnership with e@UBC to develop programming to support this mandate. For instance, launched in partnership with e@UBC in 2021, SBME Propels is an extracurricular series of workshops, seminars and panels designed to build fluency for trainees, staff and faculty in partnerships and translation. e@UBC has been extensively consulted in the development of the Innovation Leadership Micro-Certificate, and their lead Entrepreneur in Residence for Human Health Ventures, Jon Jafari, is the SME leading curriculum development for the unmet need course.

UBC Sauder School of Business
We’ve consulted with UBC’s Sauder School of Business (Graham McIntosh & Raquel Collins) since November 2022. Although they do not currently offer non-credit course work in IP management or identifying of unmet need, we intend to collaborate in the future to identify potential Sauder Executive Education programs and certificates (e.g., Project Management and Communication) we can leverage to provide students with additional learning opportunities.

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\(^1\) If approved, the Program would be eligible for the StrongerBC future skills grant which would serve to substantially lower the cost of participation for learners, with this being an important point of differentiation among comparable programs.
into a future non-credit certificate in Translational Readiness with the Academy of Translation Medicine. The proposed Innovation Leadership: Medical & Bio-Innovations Non-Credit Program Microcertificate will be combined with the successful Regulatory Affairs in the Life Sciences micro-certificate to form a full non-credit certificate in Translational Readiness. The full certificate will also include an industry internship opportunity and core skills training in communications and project management with Sauder School of Business. We intend to launch and pilot the Innovation Leadership: Medical & Bio-Innovations Microcertificate before we explore approvals for the non-credit certificate in Translational Readiness with the ATM and Sauder.

Admission Criteria
Our program embraces open enrollment to welcome a wide range of participants. While there are no strict academic prerequisites, success in this program is greatly enhanced by proficiency in English (both written and verbal), basic technological competencies (such as using a computer and accessing the internet), and a keen interest in the fields of IP and innovation within healthcare. This approach ensures that all motivated learners have the opportunity to succeed and contribute meaningfully to their professional fields.

Assessment of Impact on Departmental and University Resources
This program will be offered in partnership between UBC Extended Learning, the School of Biomedical Engineering and the Academy of Translational Medicine. Extended Learning’s in-kind support, valued at $47,100.00, includes support for program design, learning design, curriculum consultation, technical training, media development, and market research, including marketing strategy, and implementation of the Program on the applicable learning management system.

The Program will also benefit from linkages to e@UBC through the SBME Propels series, launched in partnership in 2021. SBME Propels is an extracurricular initiative comprising workshops, seminars, and panels tailored to enhance fluency in partnerships, translation, leadership, and pedagogy for medical/biomedical/life sciences trainees, staff, and faculty. Its primary objective is to equip participants with the skills essential for translating innovations, fostering career growth, honing leadership abilities, and forging enduring partnerships. The synergy between SBME Propels and e@UBC, especially the Human Health Venture Studio, is evident in our shared commitment to fostering innovation and translation in the health sector. Through our Memorandum of Understanding (MOU), we aim to create evergreen content that can be seamlessly repurposed for both courses and SBME’s professional development programming. This approach maximizes resource efficiency and leverages the expertise of partner groups and avoids duplication of effort.

We will also leverage insights from our extensive network of industry collaborators, including SBME’s Industry Advisory Committee and the ATM’s Regulatory Advisory Council. This ensures that the proposed curriculum aligns with current industry needs and emerging opportunities.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐ Yes, the Provost has approved the proposed fees.
☐ No, however, the fee approval process is underway.
☒ No, we have not begun the fee approval process. Note: The offering unit is responsible for contacting the Office of the Provost and Vice-President Academic to ensure fee approval is received prior to program launch.

Library Consultations
Library Consultation form attached.

**Signatories**
By signing below, the Dean(s) of the proposing Faculty/ies and/or the Executive Director of UBC Extended Learning confirm that the non-credit program has been appropriately reviewed and approved as required by [Senate Policy V-129](#) and is ready for Senate review.

___________________________
(Insert Name, Title, and Faculty and/or UBC Extended Learning)

___________________________
(Insert Name, Title, and Faculty and/or UBC Extended Learning, if required)
UBC Curriculum Proposal Form
New Course

<table>
<thead>
<tr>
<th>Category: 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty:</strong> APSC</td>
</tr>
<tr>
<td><strong>Department:</strong> CHBE</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> 03/07/24</td>
</tr>
<tr>
<td><strong>Effective Session (W or S):</strong> W</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2024</td>
</tr>
<tr>
<td><strong>Date:</strong> 2/2/2024</td>
</tr>
<tr>
<td><strong>Contact Person:</strong> Simcha Srebnik</td>
</tr>
<tr>
<td><strong>Phone:</strong> 778-712-9100</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:simcha.srebnik@ubc.ca">simcha.srebnik@ubc.ca</a></td>
</tr>
</tbody>
</table>

**Proposed Calendar Entry:**

CHBE 410 (3) Systems Biology and Metabolic Engineering

Foundation concepts, experimentation methodologies, research horizons, and industrial applications of microbial cell engineering. Topics of note include genome-scale modeling, genome editing, biological circuits, protein engineering and the design-build-test-learn (DBTL) workflow.

This course is not eligible for Credit/D/Fail grading. [3-0-0]

Prerequisites: One of CHBE 381, CHBE 419 or BMEG 374 or Graduate student in CHBE or SBME.

**Present Calendar Entry:**

N/A

**Type of Action:**

New course

**Rationale for Proposed Change:**

Expanding the elective courses available to undergraduate chemical and biological engineering students. Currently there are few elective courses available in bioengineering and this course provides exposure and training in systems biology and metabolic engineering, which integrates traditional metabolic engineering with systems biology, synthetic biology, and evolutionary engineering. There are no other similar APSC courses. The course will be of interest to students in multiple programs including chemical & biological and biomedical engineering, biochemistry, biotechnology among others.

Not available for Cr/D/F grading (undergraduate courses only)

**Rationale for not being available for Cr/D/F:**

Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.
# UBC Curriculum Proposal Form
## New Course

<table>
<thead>
<tr>
<th>Category: 1</th>
<th>Date: January 22, 2024</th>
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<tbody>
<tr>
<td>Faculty: Applied Science</td>
<td>Contact Person: Nick Jaeger</td>
</tr>
<tr>
<td>Department: Electrical and Computer Engineering</td>
<td>Phone:</td>
</tr>
<tr>
<td>Faculty Approval Date: 03/07/24</td>
<td>Email: <a href="mailto:nickj@ece.ubc.ca">nickj@ece.ubc.ca</a></td>
</tr>
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<td>Effective Session (W or S): W</td>
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<td>Effective Academic Year: 2024</td>
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</table>

### Proposed Calendar Entry:

**CPEN 416 (3) Gate-Model Quantum Computing**  
A software-based introduction to gate-model quantum computing algorithms. Basic elements of quantum computation; analysis and software implementation of Grover’s algorithm, Shor’s algorithm, quantum compilation, variational algorithms, Hamiltonian simulation, noise characterization. *This course is not eligible for Credit/D/F grading.* [3-0-0]  
Prerequisite: One of CPEN 221, CPEN 223, CPSC 259, CPSC 221, PHYS 210, and one of MATH 152, MATH 221, MATH 223.

### Present Calendar Entry: n/a

### Type of Action:

New Course

### Rationale for Proposed Change:

This proposal seeks to make the current special topics course, CPEN 400Q (Quantum Computing), a standard course in our undergraduate curriculum due to (a) sustained student interest in the subject within the department, and (b) increasing interest from students in other departments for taking the course.

The course needs a background in programming and linear algebra so will need the listed prerequisites.

[X] Not available for Cr/D/F grading

### Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.

- [ ] Pass/Fail or  - [ ] Honours/Pass/Fail grading
# UBC Curriculum Proposal Form

## New Course

**Category:** 1  
**Faculty:** Applied Science  
**Department:** Materials Engineering  
**Faculty Approval Date:** 03/07/24  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2024

| Date: 01/24/2024  
| **Contact Person:** Anoush Poursartip  
| **Phone:** 604-822-3665  
| **Email:** anoush.poursartip@ubc.ca

**Proposed Calendar Entry:**  
MTRL 424 (3) Aerospace Materials and Manufacturing  
Advanced materials and manufacturing in the framework of aerospace requirements and regulations, with a focus on processing of materials, including advanced metals and polymer composites, to produce aerospace structures and engine components. *This course is not eligible for Credit/D/Fail grading.* [3-0-0]

**Present Calendar Entry:**  
N/A

| **Type of Action:** New Course

**Rationale for Proposed Change:**  
A new course has been developed to provide a technical elective for undergraduate students in the Materials, Mechanical and Manufacturing Engineering programs that are interested in the aerospace sector. This course provides students with an understanding and appreciation of the importance of the materials and manufacturing aspects of the aerospace sector, where the paramount importance of safety in service imposes severe requirements for quality control.

Not available for Cr/D/F grading

**Rationale for not being available for Cr/D/F:** Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.

- Pass/Fail  
- Honours/Pass/Fail grading
UBC Curriculum Proposal Form
New Course

Category: 1

| Faculty: | Applied Science |
| Department: | Mechanical Engineering |
| Faculty Approval Date: | 03/07/24 |
| Effective Session (W or S): | W |
| Effective Academic Year: | 2024 |

Date: January 26, 2024
Contact Person: Dr. Antony Hodgson
Phone: (604) 822-3240
Email: ahodgson@mech.ubc.ca

URL: N/A
Present Calendar Entry: N/A

Type of Action: New Course

Rationale for Proposed Change:
This course originally used the APSC 496 course code when the pilot for NVD began. Since then, it has been established as a solid option for our students who are interested in participating in interdisciplinary capstone projects and we are ready to assign the Mech portion of the course (3 credits) a permanent Mech number. Students participating in NVD will continue to register in APSC 486 (6 credits) in addition to the Mech portion of the course.

Not available for Cr/D/F grading

Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading

Proposed Calendar Entry:

**MECH 490 (3) Interdisciplinary Capstone Design Project**

An extension to projects in the New Venture Design Program that introduces additional technical design principles and requirements. Registration for this program is only permitted for Mechanical Engineering students who are in the New Venture Design Program. Credit will be granted for only one of MECH 453, MECH 454, MECH 455, MECH 456, MECH 457, MECH 458, MECH 459, MECH 490, or APSC 496.

This course is not eligible for Credit/D/Fail grading. [1*-1-1]; [1*-1-1]
UBC Curriculum Proposal Form  
**New Course**

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<tr>
<td>Faculty: APSC</td>
<td>Contact Person: Davide Elmo</td>
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<tr>
<td>Department: MINE</td>
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<tr>
<td>Faculty Approval Date: 03/07/24</td>
<td>Email: <a href="mailto:delmo@mining.ubc.ca">delmo@mining.ubc.ca</a></td>
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<td>Effective Academic Year: 2024</td>
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**Present Calendar Entry:** N/A

**Type of Action:**
New course.

**Rationale for Proposed Change:**
See also the explanation above for the proposed CAT1 to MINE200. MINE202 will include the Mineralogy component currently part of MINE200. Note that this is not truly a new course since we are using the same Mineralogy material content and assessment format that got migrated from MINE224 into MINE200 in 2022W.

Not available for Cr/D/F grading

**Rationale for not being available for Cr/D/F:** Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.

**Proposed Calendar Entry:**

| MINE 202 (4) Mineralogy for Resources Engineering |
| Fundamentals of rock and minerals formation. Exploring main techniques used to understand implications of mineralogy in mining and mineral processing. This course is not eligible for Credit/D/Fail grading. [3-2-0] |
| Prerequisite: CHEM 154 |

| Present Calendar Entry: N/A |

| Type of Action: |
| New course. |

| Rationale for Proposed Change: |
| See also the explanation above for the proposed CAT1 to MINE200. MINE202 will include the Mineralogy component currently part of MINE200. Note that this is not truly a new course since we are using the same Mineralogy material content and assessment format that got migrated from MINE224 into MINE200 in 2022W. |

| Not available for Cr/D/F grading |

| Rationale for not being available for Cr/D/F: |
| Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading. |
### UBC Curriculum Proposal Form

**Category:** (1)

**Faculty:** Commerce and Business Administration  
**Department:** UBC Sauder Undergraduate Office  
**Faculty Approval Date:** March 7, 2024  
**Effective Session (W or S):** W Effective  
**Academic Year:** 2024

---

**Date:** January 1, 2024  
**Contact Person:** Craig Kingsep  
**Phone:** 604 822 9535  
**Email:** craig.kingsep@sauder.ubc.ca

---

**Proposed Calendar Entry:**  
(40 word limit.)

COMM 338 (3) Management of Cybersecurity  
Fundamentals of cybersecurity from managerial perspectives; Cyber risk management and governance; Security architecture and design; Capabilities to protect enterprise assets and respond to cyber incidents.  
*This course is not eligible for Credit/D/Fail grading. Prerequisite: COMM 205 or CPSC 213 or CPEN 212.*

---

**URL:**  
[https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=COMM](https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=COMM)

**Present Calendar Entry:**  
None

**Type of Action:**  
Create new course

**Rationale for Proposed Change:**  
This course has been offered as a pilot course (COMM 486Y *Cybersecurity*) for two years with extremely positive student feedback captured through the Student Experience of Instruction (SEI) surveys. We had a mix of students from various programs including business options, BUCS, BCS, and BSc Computer Science take the pilot sections.

Cybersecurity has become a hot topic in our world and there is a growing cyber skills gap and talent shortage. It makes sense for UBC Sauder to prepare its students for jobs in cybersecurity roles. COMM 338 (486Y) is designed to be useful, practical, and accessible to students who would like to develop fundamental cybersecurity skills.

A key differentiator (particularly from other Sauder courses) is in the way we balance course delivery through lectures, case discussions, hands-on labs, and guest lectures from industry professionals. COMM 338 is meant to complement the...
existing set of BTM/BUCS courses already offered. Although there may be some minor overlap in content, the focus of this course is on the fundamentals of cybersecurity from managerial perspectives.

We are aware of CPEN 442, an upper year course offered for engineering and computer science students who have met one of the following pre-reqs: CPEN 333, CPEN 331, CPSC 313. Upon a preliminary look at the CPEN 442 course outline, the course appears heavily focused on the technical and math-heavy skills required to design and engineer secure systems. On the contrary, COMM 338 at Sauder differentiates by making the field of cybersecurity accessible to business students with non-technical or semi-technical backgrounds. The goal being to position Sauder students to be able to pursue careers as cybersecurity professionals without getting too deep in the weeds of the technical design and algorithms behind particular security protocols and technologies. It is very unlikely that a Sauder student would have the prereqs to take a course like CPEN 442.

X  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:
Courses in the Bachelor of Commerce program are generally not available for Cr/D/F grading.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
**UBC Curriculum Proposal Form**  
**Change to Course or Program**

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<td><strong>Department:</strong> UBC Sauder Undergraduate Office</td>
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<td><strong>Effective Session (W or S):</strong> W</td>
<td><strong>Effective Academic Year:</strong> 2024</td>
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**Proposed Calendar Entry:**

(40 word limit.)

COMM 476 (3) Advanced Topics in Investment Management  
Applications of contemporary research, innovations, and technologies in the allocation of capital across asset classes, portfolios of assets, and individual securities. Empirical analyses of current market data using software and quantitative tools to implement potential investment and trading strategies.

*This course is not eligible for Credit/D/Fail grading.*

Prerequisite: All of COMM 370, COMM 371.

**URL:**  
[https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=COMM](https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=COMM)

**Present Calendar Entry:**  
None

**Type of Action:**  
Create new course.

**Rationale for Proposed Change:**

This course has been offered as a pilot course (COMM 486H *Advanced Topics in Investment Management*) for ten years.

It will complement our other investment-related offerings and introduce students to real-world examples of portfolio construction techniques, implementation of trading strategies, and the integration of modern, data-driven technologies into the investment decision-making process.

The course responds to the demands of the finance industry, which seeks candidates with knowledge of investment theory and, in addition, skills in quantitative methods, computer programming, and experience with recent trends and themes in investment management.
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**Rationale for not being available for Cr/D/F:**
Courses in the Bachelor of Commerce program are generally not available for Cr/D/F grading.

- [ ] Pass/Fail or [ ] Honours/Pass/Fail grading
  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
# UBC Curriculum Proposal Form
## Change to Course or Program

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<td>Department:</td>
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<td>Faculty Approval Date:</td>
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<tr>
<td>Effective Session (W or S):</td>
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<td>Effective Academic Year:</td>
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</tbody>
</table>

| Date: | January 18, 2024 |
| Contact Person: | Paul Kennedy |
| Phone: | 604-822-9204 |
| Email: | paul.kennedy@ubc.ca |

**Proposed Calendar Entry:**

**KIN 353 (3) Current Topics in Exercise and Health Psychology**

Exploring concepts, principles, and theories as they relate to the practice of promoting and supporting recommended physical activity for individuals and population groups. Particular attention will be directed at contemporary issues, controversies, evidence informed initiatives, and innovative new approaches. [3-0-0]

**Prerequisite:** KIN 150 and third-year standing.

**Present Calendar Entry:**

| Type of Action: | New course |

**Rationale for Proposed Change:**

Psychology of movement is one of the major areas of specialization found in the B_KIN program. Students learn about the psychological theories and research related to sport and exercise behaviour in the KIN 150 course. Those interested in learning more can take courses like KIN 453 Understanding and Changing Physical Activity Behaviour and KIN 459 Psychobiology of Physical Activity. Currently, there are few psychology of movement courses listed at the 300-level. This proposed course will not only expand the number of psychology courses offered in the B_KIN program, but it will also help to improve the scope and sequence of the curriculum. Concepts covered in KIN 150 will be explored further in KIN 353, which will serve as a precursor to KIN 453.
UBC Curriculum Proposal Form  
Change to Course or Program

<table>
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<td>Contact Person: Paul Kennedy</td>
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<tr>
<td>Faculty Approval Date: January 18, 2024</td>
<td>Effective Session (W or S): Winter</td>
<td>Phone: 604-822-9204</td>
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<tr>
<td>Effective Academic Year: 2024</td>
<td>Email: <a href="mailto:paul.kennedy@ubc.ca">paul.kennedy@ubc.ca</a></td>
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</table>

**Proposed Calendar Entry:**

**KIN 415 (3) Sensori-motor Neuroplasticity in Movement and Exercise**

Concepts in neuroplasticity related to sensori-motor control of movement and exercise. The focus will be on plasticity (both adaptive and maladaptive) that arises because of either training or injury/non-use as it relates to movement control and exercise. [3-0-0]

Prerequisite: All of KIN 110, KIN 131, and third-year standing.

**Present Calendar Entry:**

Type of Action: New course

Rationale for Proposed Change:

This course was recently offered under a generic number and title (KIN 482 Seminar). It was well attended by Kinesiology students and the course feedback was extremely positive. Formally adding KIN 415 to the curriculum will remove the generic label from the course and make it more visible to both KIN and non-KIN students alike. The proposed KIN 415 will expand the neuromechanical curriculum and build on content covered in our motor learning (KIN 211 and 311), neuromuscular integration (KIN 313), biomechanics (KIN 216 and 316), and neuroanatomy (KIN 411) courses.

**URL:**

https://vancouver.calendar.ubc.ca/course-descriptions/subject/kin
### UBC Curriculum Proposal Form

**Change to Course or Program**

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<tr>
<td>Email: <a href="mailto:paul.kennedy@ubc.ca">paul.kennedy@ubc.ca</a></td>
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</tr>
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</table>

**Proposed Calendar Entry:**

**KIN 450 (3) Inclusive Approaches to Sport Psychology**

Examination of the psychological and behavioural processes of athletes from a social justice perspective. The focus will be on the role of social structures, sociocultural norms, power relations, and social identities in shaping athletes' perceptions and lived experiences in sport. [3-0-0]

Prerequisite: All of KIN 150, KIN 160, and third-year standing.

**URL:**

https://vancouver.calendar.ubc.ca/course-descriptions/subject/kin

**Present Calendar Entry:**

**Type of Action:**

New course

**Rationale for Proposed Change:**

A goal of the Inclusion Action Plan is to embed the concepts of equity, inclusion, and diversity into the curriculum. This course directly addresses the Plan as it examines inclusive behaviours, options, and actions to make people from diverse backgrounds across the life course feel welcome and respected in a sport or physical activity environment. The proposed course will expand the movement of psychology curriculum and build on content covered in other thematic areas such as sociocultural studies and leadership education.

This course was recently offered under a generic number and title (KIN 485 Seminar). It was well attended by Kinesiology students and the course feedback was overwhelmingly positive. Formally adding KIN 450 to the curriculum will remove the generic label from the course and make it more visible to both KIN and non-KIN students alike.
## UBC Curriculum Proposal Form

**Change to Course or Program**

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<td>Effective Session (W or S): Winter</td>
<td>Phone: 604-822-9204</td>
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<td>Effective Academic Year: Winter 2024</td>
<td>Email: <a href="mailto:paul.kennedy@ubc.ca">paul.kennedy@ubc.ca</a></td>
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**Proposed Calendar Entry:**

**Co-operative Education Program**

Co-operative Education (Co-op) alternates periods of academic study with paid work experience to help prepare students for future careers. It is based on the principle that relevant work experience combined with academic programs play an important part in the effective professional and personal development of students. Co-op students gain valuable skills that help guide them through their academic education, as well as prepare them for future job markets upon graduation.

The Co-op Office provides career coaching, help in sourcing potential employers and arranging interviews, and generally managing the Co-op experience. Kinesiology Co-op Coordinators visit students at their places of work to assess student learning and progress on Kinesiology Co-op professional development assignments (as outlined for each work term course) and liaise with co-op employers/supervisors.

Co-op is optional and supplementary to the requirements of the Bachelor of Kinesiology degree. Course credits cannot be used in lieu of, or to complement, academic course credits. Completion of the Kinesiology Co-op Program typically requires an additional half- to full-year to complete a Bachelor of Kinesiology degree. Three co-op work terms must be completed, including at least one in Term 1 or Term 2 of a Winter Session. Students normally end their degree on an academic term.

Students wishing to enroll in the Program must apply in Winter Session, Term 1, of their second or third year of study, and are selected on the basis of academic performance and suitability for the work environment. To enter and remain in Co-op, students must be in good academic standing. Total enrolment is subject to the current state of the job market as well as the resources available to support coaching and job development. Acceptance into the program does not guarantee students employment in each work term: students must apply and compete for positions, and employers decide whom to hire.

**URL:**

[https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-kinesiology/bachelor-kinesiology/co-operative-education-program](https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-kinesiology/bachelor-kinesiology/co-operative-education-program)

**Present Calendar Entry:**

Co-operative Education Program

Co-operative Education (Co-op) alternates periods of academic study with paid work experience to help prepare students for future careers. It is based on the principle that relevant work experience combined with academic programs play an important part in the effective professional and personal development of students. Co-op students gain valuable skills that help guide them through their academic education, as well as prepare them for future job markets upon graduation.

The Co-op Office provides career coaching, help in sourcing potential employers and arranging interviews, and generally managing the Co-op experience. Kinesiology Co-op Coordinators visit students at their places of work to assess student learning and progress on Kinesiology Co-op professional development assignments (as outlined for each work term course) and liaise with co-op employers/supervisors.

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Students wishing to enroll in the Program must apply in Winter Session, Term 1, of their second or third year of study, and are selected on the basis of academic performance and suitability for the work environment. To enter and remain in Co-op, students must be in good academic standing. Total enrolment is subject to the current state of the job market as well as the resources available to support coaching and job development. Acceptance into the program does not guarantee students employment in each work term: students must apply and compete for positions, and employers decide whom to hire.
Students admitted into the Kinesiology Co-op Program are required to accept and comply with the Program’s Terms & Conditions (https://kin.educ.ubc.ca/current-students/co-op-program/current-students...) and pay a one-time administration and pre-employment advising fee. Once a suitable position is confirmed, students are registered by the Kinesiology Co-op Program in the appropriate Co-op course for each work term and pay the associated Co-op course fees. The normal regulations governing withdrawal from courses notwithstanding, students are not permitted to withdraw from the Co-op course without permission of the Co-op Program.

To inquire about application deadlines and for further information, please contact the Kinesiology Co-operative Education Program.

**Type of Action:**
Remove the Co-operative Education Option from the BKIN Program

**Rationale for Proposed Change:**
The Kinesiology Coop Program was one of six Coop Programs at UBC. The program had been staffed by a Coop Program Coordinator, a Coop Program Assistant, and Coop Work-Learn students. The Kinesiology Coop program operated at a deficit and required the School to cover the costs.

Following a review of the School’s organizational structure, the Director made several personnel changes. The Coop Program Coordinator and Program Assistant were relieved of their duties and oversight of the KIN Coop Program was turned over to a faculty member. This was a short-term solution to give the School time to examine whether it was feasible to continue to offer Coop or consider alternative program options. One of the biggest questions the faculty faced during this review was whether it was possible to successfully mount a Coop Program given all the supports that must be in place. The resources required to run the undergraduate and graduate curriculums, community outreach, research initiatives, and student engagement is significant. To ensure that the School can move forward with the strongest programs possible and allow for the opportunity of growth, strategic decisions must be made. Ultimately, the School made the difficult decision to no longer offer Co-operative Education in hopes of developing a new work-integrated learning option that would be part of the BKIN program.

The program stopped admitting students to the BKIN coop option in 2021. All remaining students have graduated and there are no longer any BKIN students completing coop work terms. So, the School wants to remove the coop option and description from the UBC calendar now.
Proposed Calendar Entry:

Present Calendar Entry:

KIN 170 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program. Pass/Fail. This course is not eligible for Credit/D/Fail grading.

KIN 270 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program. Pass/Fail. This course is not eligible for Credit/D/Fail grading.

KIN 370 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program. Pass/Fail. This course is not eligible for Credit/D/Fail grading.

KIN 470 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program. Pass/Fail. This course is not eligible for Credit/D/Fail grading.

KIN 472 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program. Pass/Fail. This course is not eligible for Credit/D/Fail grading.

KIN 474 (6) Co-operative Work Placement
Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Kinesiology and the Co-operative Education Program.

Type of Action:
Deleting BKin Coop course sections

Since the School of Kinesiology no longer offers coop, these course sections can be removed from the calendar.
# UBC Curriculum Proposal Form
## Change to Course or Program

<table>
<thead>
<tr>
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<td>Department: School of Kinesiology</td>
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<td>Effective Session (W or S): Winter</td>
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<tr>
<td>Contact Person: Paul Kennedy</td>
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<tr>
<td>Phone: 604-822-9204</td>
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<td>Email: <a href="mailto:paul.kennedy@ubc.ca">paul.kennedy@ubc.ca</a></td>
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<tbody>
<tr>
<td>Present Calendar Entry:</td>
</tr>
<tr>
<td>Dual Degree Program Option in Kinesiology and Education</td>
</tr>
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</table>

Admission to the Dual Degree Program in Kinesiology and Education is suspended until further notice.

The Dual Degree Program Option in Kinesiology and Education offers qualified students the opportunity to earn a B.Kin. and B.Ed. in Secondary Education (Physical Education Specialization) in five Winter Sessions with some academic requirements to be completed in the summer. After meeting all of the requirements, students are normally eligible for a British Columbia Professional Teaching Certificate.

**Admission**

Admission to the Dual Degree Program requires application to the Kinesiology Advising Office by January 31 of second year with approval by April in order to undertake a teaching practicum in the summer of Year 2.

Application for admission can be found online at the School of Kinesiology website or at the Kinesiology Undergraduate Advising Office. Students apply in January of second year and must receive approval from the School of Kinesiology and the Faculty of Education. All students whose applications are successful will be admitted to the Faculty of Education beginning in summer of Year 2.

Continuation will require successful completion of both year two of the Kinesiology major and the in-school practicum in the summer of Year 2.

Admission at any time is conditional; maintenance of good academic standing and an average of at
least 68% in each Session are required throughout. In addition, students must participate in volunteer or work experience with youth aged 13–18 to meet the requirements of the Bachelor of Education program. Students must satisfy all of the degree and specialization requirements for both the Bachelor of Kinesiology and the Bachelor of Education Secondary program. Some individual courses may be considered to satisfy requirements for both degrees.

Students must communicate with an advisor in the Kinesiology program and the Teacher Education Office annually after admission to the program to discuss their progress.

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| ENGL 112                            | 2        |

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<td>KIN 371</td>
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**Total Credits**: 30

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<tr>
<td>Edu 452</td>
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**Minimum Credits for Dual Degree Program Option**: 166

---

1. The 115 and 215 courses can be taken in any sequence.
2. Courses are NOT eligible for Cr/D/F grading.

3. Three additional English credits required for Education.

4. To be selected in consultation with a program advisor. It is recommended that students should consider courses that will prepare them for a second teaching field.

5. Must include 30 credits of KIN at the 300/400 level. Additionally, students must complete 48 credits at the 300 or 400 level.

6. Education courses sequence may vary where necessary in order to accommodate students' KIN schedule.

Type of Action:
Remove the Dual Degree Program Option in Kinesiology and Education from the BKIN Program

Rationale for Proposed Change:
The undergraduate curriculum provides students the opportunity to design a program of study in one of three streams leading to a Bachelor of Kinesiology (BKIN) degree. Physical and Health Education (PE) was one stream option, however, it was removed from the BKIN degree in 2019-2020 because of declining student enrolment. At the time, less than 5% of upper-level BKIN students were enrolled in the PE option. When polled, students reported that the high number of stream requirements and a desire to explore multiple career paths as reasons for choosing more flexible stream options.

At the time, the number of PE BKIN courses covered by sessional lecturers increased. Not all PE BKIN courses could support this expense due to extremely low enrolments (e.g., less than 20 students). The lecturer turnover rate also increased. Not only was it challenging to find individuals to cover our PE BKIN courses, but it was also difficult to update the curriculum when there was a different instructor teaching the course each year.

Despite our best efforts to promote this curricular option, the number of BKIN students enrolled in the BKIN-BEd Dual Degree was low. The lack of long-term course coverage, budgetary concerns, and declining student interest were the primary reasons for making this curricular change. So, the School of Kinesiology paused the Dual Degree in option in September 2021. While new students were no longer admitted, students already registered in the BKIN program were eligible to complete the Dual Degree if interested.

At this time, we would like to remove the Dual Degree Program Option in Kinesiology and Education.
# UBC Curriculum Proposal Form
## Change to Course or Program

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<tr>
<td><strong>Department:</strong> Wood Science</td>
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<tr>
<td><strong>Faculty Approval Date:</strong> March 7, 2024</td>
</tr>
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<td><strong>Effective Session (W or S):</strong> Winter</td>
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<tr>
<td><strong>Date:</strong> March 5, 2023</td>
</tr>
<tr>
<td><strong>Contact Person:</strong> Vincent Leung</td>
</tr>
<tr>
<td><strong>Phone:</strong> 604-827-2661</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:vincent.leung@ubc.ca">vincent.leung@ubc.ca</a></td>
</tr>
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<td><strong>Present Calendar Entry:</strong> N/A</td>
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<td><strong>Type of Action:</strong> New course</td>
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**Proposed Calendar Entry:**

WOOD 390 (3) Wood Products Performance and Building Applications

- Introduction of mechanical properties of solid sawn lumber/timber and engineered wood products, common connection technologies using mechanical fasteners and adhesives, and typical applications to wood buildings.

**Prerequisites:** WOOD 386

**Rationale for Proposed Change:**

This is one of four proposed courses within the sustainable timber-built environment (STBE) developed for wood products processing (WPP) students. These courses have been designed to provide education on STBE, addressing a demand at provincial, national and international levels for expertise in advancing low-carbon practices. They aim to propel British Columbia into a prominent role in mass timber innovation, aligning with the objectives outlined in BC's Mass Timber Action Plan.

This course aims to bridge the knowledge gaps between the two existing wood mechanics courses WOOD 276 and WOOD 386 and the timber structures design course CIVL 439 to help students develop fundamental knowledge on wood products performance and building applications.

**Not available for Cr/D/F grading (undergraduate courses only)**

- [ ] Pass/Fail or [ ] Honours: Pass/Fail Grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
### UBC Curriculum Proposal Form

**Change to Course or Program**

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<td>Department: Wood Science</td>
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<tr>
<td>Faculty Approval Date: March 7, 2024</td>
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**Proposed Calendar Entry:**

WOOD 391 (3) Fire Safety for Timber Buildings

Fire safety context, origin and application for wood in the built environment. Fire science principles from ignition to compartment fires. Application of fire resistance and fire protection. Implicit and explicit fire safety solutions.

**Prerequisites:** Third-year standing

**Type of Action:** New course

**Rationale for Proposed Change:**

This is one of four proposed courses within the sustainable timber-built environment (STBE) developed for wood products processing (WPP) students. These courses have been developed to engage students with topics related to developments in mass timber and will be taught by recently hired faculty with expertise in this field. Education on the STBE will fulfill a provincial, national, and international need for knowledge and skills that advance and create a low-carbon future and transform BC into a global leader in mass timber innovation, in line with BC’s Mass Timber Action Plan. We note that these courses have potential overlap with Civil Engineering, and thus we engaged in meaningful consultation with that department and implemented their thoughtful suggestions.

This course teaches the concepts of fire safety – a key aspect of all and especially timber buildings. Students will be exposed to an engineer’s view on fire safety design and study underlying fire science. This approach will equip students with a solid knowledge on the needs and capacities of current and future wood products with respect to fire safety. Students will be enabled to understand and contextualize fire safety decision making – giving them the ability to design and assess wood products within a holistic fire safety approach.

☐ Not available for Cr/D/F grading (undergraduate courses only)

**Rationale for not being available for Cr/D/F:**

N/A

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
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<th>(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.)</th>
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University of British Columbia
UBC Curriculum Proposal Form  
Change to Course or Program

Category: 1

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<td>Contact Person: Dr. Scott Renneckar</td>
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<td>Faculty Approval Date: March 7, 2024</td>
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<td>Email: <a href="mailto:scott.renneckar@ubc.ca">scott.renneckar@ubc.ca</a></td>
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Proposed Calendar Entry:

BEST 404 (3) Synthetic Biology for Bioproducts and Bioeconomy

Principles of synthetic biology, Design-Build-Test-Learn (DBTL) cycle for bioproduct development, enzyme engineering, strain engineering for bioproducts, ethical framework, and social implications [3-0-0]

Prerequisite: BEST 302 and BEST 303

Present Calendar Entry: None

Type of Action: New course

Rationale for New Course:
The Bioeconomy Sciences and Technology (BEST) Program in the Faculty of forestry has now been running for four years and we are evaluating curriculum gaps and opportunities at the suggestion of faculty and students. The bioeconomy is founded on two principles, replacement of fossil-derived resources and the use of biomanufacturing for chemical production. For the latter, we seek to build on what students learn in BEST 303 (Applied Biotechnology for Bioproducts) and introduce a fourth-year course designed to provide learning outcomes in the emerging field of synthetic biology for biomanufacturing, its potential to revolutionize bioproducts, and its impact on the bioeconomy. This course will build abilities for analysis of biotechnology approaches and provides in-depth evaluation of both biological and ethical perspectives.

This course is intended as an upper-level elective for students in the BEST program. We realize that the present prerequisites will likely limit this course to students in the BEST program. Because this is a new and growing program, we believe that is appropriate for initial offerings of the
course. However, we recognize that this topic may be of interest to students outside the BEST program, so after the course is up and running, we will consider adding an alternative pre-requisite path for students outside of BEST and/or the Faculty of Forestry.

- Not available for Cr/D/F grading

- Pass/Fail or - Honours/Pass/Fail Grading
**UBC Curriculum Proposal Form**

**Change to Course or Program**

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<tr>
<td><strong>Email:</strong> <a href="mailto:vincent.leung@ubc.ca">vincent.leung@ubc.ca</a></td>
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**Proposed Calendar Entry:**

WOOD 395 (3) Sustainable Timber-Built Technologies

Critical technologies and standards used to construct sustainable and contemporary timber products and buildings, including: Sustainable timber products and systems, Low-carbon timber products and buildings and building LCA, 3D design for timber products and buildings, and digital technologies for timber-built sustainability.

**Prerequisites:** Third-year standing

**Present Calendar Entry:**

**Type of Action:** New course

**Rationale for Proposed Change:**

This is one of four proposed courses within the sustainable timber-built environment (STBE) developed for wood products processing (WPP) students. These courses have been developed to engage students with topics related to developments in mass timber and will be taught by recently hired faculty with expertise in this field. Education on the STBE will fulfill a provincial, national, and international need for knowledge and skills that advance and create a low-carbon future and transform BC into a global leader in mass timber innovation, in line with BC’s Mass Timber Action Plan. We note that these courses have potential overlap with Civil Engineering, and thus we engaged in meaningful consultation with that department and implemented their thoughtful suggestions.

This course will provide fundamental knowledge to students on how to define and assess sustainable timber products and buildings, and the potential 3D design technologies that could be used to achieve sustainability in timber products and systems. The regulations, design standards, and digital tools that are available in the industry will be delivered to promote a sustainable timber built environment.

Through the training from this course, students will be able to acquire the key steps to design and assess sustainable timber products and buildings.

- Not available for Cr/D/F grading (undergraduate courses only)

**Rationale for not being available for Cr/D/F:**

N/A

- Pass/Fail or Honours/Pass/Fail grading
UBC Curriculum Proposal Form
Change to Course or Program

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Proposed Calendar Entry:
WOOD 495 (3) Net-Zero Carbon Solutions for Timber Products

Cutting-edge knowledge to develop emerging sustainable timber products and systems towards net-zero carbon. Strategies and solutions adapted to promote net-zero carbon emissions throughout timber product life cycle from harvesting, manufacturing, design, use and disposal.

Prerequisites: Fourth-year standing

Present Calendar Entry:
Type of Action: New course

Rationale for Proposed Change:
This is one of four proposed courses within the sustainable timber-built environment (STBE) developed for wood products processing (WPP) students. These courses have been developed to engage students with topics related to developments in mass timber and will be taught by recently hired faculty with expertise in this field. Education on the STBE will fulfill a provincial, national, and international need for knowledge and skills that advance and create a low-carbon future and transform BC into a global leader in mass timber innovation, in line with BC’s Mass Timber Action Plan. We note that these courses have potential overlap with Civil Engineering, and thus we engaged in meaningful consultation with that department and implemented their thoughtful suggestions.

This course covers sustainable timber product management elements from manufacturing to end-of-life towards net-zero carbon. The topics include embodied and operational carbon reductions on timber product and system manufacturing, timber product waste management through circular economy, design for disassembly, bio-based timber materials, and renewable energies for net-zero carbon timber systems.

Through the training from this course, students will be able to understand the key factors to manage and control sustainable timber products and systems toward net-zero carbon with proper analysis skills.

☐ Not available for Cr/D/F grading (undergraduate courses only)

Rationale for not being available for Cr/D/F:
N/A
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

| Faculty: | Peter A. Allard School of Law |
| Department: | |
| Faculty Approval Date: | Feb 15, 2024 |
| Effective Session (W or S): | W |
| Effective Academic Year: | 2024 |
| Date: | February 15, 2024 |
| Contact Person: | Prof. Douglas Harris |
| Phone: | 604-822-1991 |
| Email: | harris@allard.ubc.ca |

Proposed Calendar Entry:
(40 word limit for course descriptions)

LAW 346 (1-2) Intensive Seminar I
Honours/Pass/Fail grading. This course is not eligible for Credit/D/Fail grading.

Present Calendar Entry:
N/A

Type of Action:
New course.

Rationale for Proposed Change:
The JD curriculum requires that students complete at least one independent research project and submit a substantial paper or series of papers embodying the results of this research. Students satisfy this requirement by completing a 3-credit seminar or a 3-credit directed research paper.

Many of the 3-credit seminars are offered as “topics in” courses. The “topics in” courses have a 1-3 credit range and frequently include a number of intensive 1-2 credit seminars.

Workday has an Academic Progress Report function that enables students to see what required elements they have completed. It tracks courses by course number and not by credit. Given that many students complete the independent research requirement with a “topics in” seminar, these courses are marked as satisfying the 3-credit research project and research paper requirement.

However, the Law School also offers 1-2 credit versions of these “topics in” seminars, usually for courses offered by visiting scholars. Workday does not differentiate by number of credits, so the Academic Progress Report will indicate that a student has completed the independent research and substantial paper requirement when they have completed a 1-2 credit intensive “topics in” seminar course. As
a result, the Law School needs to offer the 1-2 credit seminars as different courses.

At present, there are 23 “topics in” seminars, too many to create separate 1-2 credit versions of each.

This proposed course and LAW 441 (1-2) Intensive Seminar II provides the Law School with another option for the 1-2 credit intensive seminars. The Law School will stop using the 1-3 credit “topics in” seminars for 1-2 credit intensive seminars.

The 1-2 credit intensive seminars will be graded on an Honours/Pass/Fail basis.

☐ Not available for Cr/D/F grading (undergraduate courses only)

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐ Pass/Fail or ☑ Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Peter A. Allard School of Law
Department:
Faculty Approval Date: Feb 15, 2024
Effective Session (W or S): W
Effective Academic Year: 2024

Date: February 15, 2024
Contact Person: Prof. Douglas Harris
Phone: 604-822-1991
Email: harris@allard.ubc.ca

Proposed Calendar Entry:
(40 word limit for course descriptions)

LAW 441 (1-2) Intensive Seminar II
Honours/Pass/Fail grading. This course is not eligible for Credit/D/Fail grading.

URL:

Present Calendar Entry:
N/A

Type of Action:
New course.

Rationale for Proposed Change:
The JD curriculum requires that students complete at least one independent research project and submit a substantial paper or series of papers embodying the results of this research. Students satisfy this requirement by completing a 3-credit seminar or a 3-credit directed research paper.

Many of the 3-credit seminars are offered as “topics in” courses. The “topics in” courses have a 1-3 credit range and frequently include a number of intensive 1-2 credit seminars.

Workday has an Academic Progress Report function that enables students to see what required elements they have completed. It tracks courses by course number and not by credit. Given that many students complete the independent research requirement with a “topics in” seminar, these courses are marked as satisfying the 3-credit research project and research paper requirement.

However, the Law School also offers 1-2 credit versions of these “topics in” seminars, usually for courses offered by visiting scholars. Workday does not differentiate by number of credits, so the Academic Progress Report will indicate that a student has completed the independent research and substantial paper requirement when they have completed a 1-2 credit intensive “topics in” seminar course. As
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At present, there are 23 “topics in” seminars, too many to create separate 1-2 credit versions of each.

This proposed course and LAW 346 (1-2) Intensive Seminar II provides the Law School with another option for the 1-2 credit intensive seminars. The Law School will stop using the 1-3 credit “topics in” seminars for 1-2 credit intensive seminars.

The 1-2 credit intensive seminars will be graded on an Honours/Pass/Fail basis.

☐ Not available for Cr/D/F grading (undergraduate courses only)

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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

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<td><strong>Faculty Approval Date:</strong></td>
<td>March 14, 2024</td>
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<tr>
<td><strong>Contact Person:</strong></td>
<td>Christina Laffin (Course Author), Jessica Main (Dept Curriculum Chair)</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
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<td><strong>Rationale for Proposed Change:</strong></td>
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<td><strong>Rationale for Proposed Change:</strong></td>
<td>This proposed course is inspired by a CTLT Workshop on “Students Are Asking for This! Supporting Climate-and-Sustainability-Engaged Pedagogies in Your Courses.” It builds on the work of the Department of Asian Studies Sustainability Initiative which aims to “improve our relationship with nature…acting in alignment with Indigenous caretakers of the land” through efforts to “share knowledge mobilizing faculty, staff, and students in the Department of Asian Studies to act on climate change and related issues” and “address climate change via operations, research, and teaching.” This is also a response to the 2021–2022 progress report on Climate Emergency at UBC, specifically requesting to expand climate education opportunities and resources.</td>
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<tr>
<td><strong>Type of Action:</strong></td>
<td>New Course</td>
</tr>
<tr>
<td><strong>Rationale for Proposed Change:</strong></td>
<td>The proposed ASIA 349 will fill a gap in our ASIA course offerings by providing an</td>
</tr>
</tbody>
</table>
opportunity for climate engaged teaching within our courses related to Japan. We offered it as a course version under the special topics course ASIA 444 “Topics in Modern Japanese Fiction and Cultural History” in 2022–2023 and received strong enrolments (49 students), including majors from Asian Studies, Psychology, Geography, and Nursing. In an era of climate anxiety, students will benefit from a historically contextualized approach to narratives and discourses on climate and human relations with the nonhuman/more-than-human.

<table>
<thead>
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<tr>
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<td>Rationale for not being available for Cr/D/F:</td>
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<tr>
<td>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.</td>
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<td>(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.)</td>
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FREN 431 (3) Indigenous Literatures of Francophone Canada
Study of the literature and cinema of First Nations, Inuit and Métis creators working in French and in Francophone spaces in Canada.

Recommendation: One of FREN 321, FREN 328, FREN 329 and one of FREN 225, FREN 402.

Currently the Department of French, Hispanic, and Italian Studies (FHIS) does not offer a course dedicated to the narrative arts of First Nations, Métis and Inuit writers and filmmakers. FREN 431 intends to fill this gap by proposing a study of the diverse narrative artistic productions of Indigenous creators working in French and in Francophone spaces in Canada. This proposal to create a dedicated French course on Francophone Indigenous literatures is a direct response to UBC’s Indigenous Strategic Plan. Offering FREN 431 will enable us to include Indigenous voices and perspectives in the French curriculum. More broadly, the new course will be reflective of transformations underway in the discipline of French and Francophone literatures and will engage substantively with the growing field of Indigenous literary studies in French, positioning UBC among Canadian universities recently offering courses in this area.

Students will encounter a diversity of narrative arts (fiction, life-writing, poetry,
essay, documentary cinema, short film) in French as well as in Indigenous languages and develop an understanding of the specific contexts that inform the work of Indigenous authors from Francophone communities in Canada. This course will appeal to students interested in Indigenous cultures and issues who may not be familiar with Francophone Indigenous peoples. Through in-depth readings, class discussion and writing exercises, students will have the opportunity to hone their skills in textual analysis of different creative genres utilized by Indigenous writers and filmmakers and expand their cultural awareness of Indigenous creators working in French and Francophone spaces in Canada.

☐ Not available for Cr/D/F grading (undergraduate courses only)

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F:
The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
**Category:** 1  
**Faculty:** Arts  
**Department:** CENES  
**Faculty Approval Date:** March 14, 2024  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2024

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<th>Date:</th>
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<tbody>
<tr>
<td>Contact Person:</td>
<td>Caroline Rieger</td>
</tr>
<tr>
<td>Phone:</td>
<td>604.822.5156</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:caroline.rieger@ubc.ca">caroline.rieger@ubc.ca</a></td>
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**Proposed Calendar Entry:**

**GMST 371 (3) Marx, Nietzsche and Freud in Cultural Context**

Explore the impact of the writings of Karl Marx, Friedrich Nietzsche and Sigmund Freud on the cultures of the German-speaking world and draw connections to contemporary debates about identity, family, gender, class, social justice and the philosophy of history.

**URL:**  
[https://vancouver.calendar.ubc.ca/course-descriptions/subject/gmst](https://vancouver.calendar.ubc.ca/course-descriptions/subject/gmst)

**Present Calendar Entry:** None

**Type of Action:** New course

**Rationale for Proposed Change:**

For students in the field of Germanophone cultural studies, knowledge of the works of Karl Marx, Friedrich Nietzsche and Sigmund Freud is indispensable for a solid understanding of the cultural and intellectual shifts that took place in the German-speaking world in the 19th and 20th centuries. Moreover, the writings of Marx, Nietzsche and Freud provide the foundation for many of the theoretical models our students need to explore as they embark on advanced – and possibly graduate – studies. Therefore, it is incumbent on UBC’s German program to introduce a course offering which affords students the opportunity to focus on the key ideas articulated by Marx, Nietzsche and Freud, on the relationship among these three thinkers, and on their impact on the evolution of intellectual, social and political discourses in the German-speaking world. In this course, students will examine those aspects of the oeuvre of Marx, Nietzsche and Freud that remain highly influential in the field of cultural studies, and they will consider the productive reception of these ideas. Thus, topical literary and theoretical texts will supplement the discussion of Marx’s, Nietzsche’s and Freud’s respective positions on identity, family, gender, class, social justice and the philosophy of history.

- Not available for Cr/D/F grading  
  (undergraduate courses only)
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

- [ ] Pass/Fail or [ ] Honours/Pass/Fail grading
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</tr>
<tr>
<td>Faculty Approval Date: March 14, 2024</td>
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<tr>
<td>Effective Session (W or S): W</td>
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<tr>
<td>Effective Academic Year: 2024</td>
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<tr>
<td>Date: January 15th, 2024</td>
</tr>
<tr>
<td>Contact Person: Kim Snowden</td>
</tr>
<tr>
<td>Phone: 604-822-3016</td>
</tr>
<tr>
<td>Email: <a href="mailto:kim.snowden@ubc.ca">kim.snowden@ubc.ca</a></td>
</tr>
<tr>
<td>Contact Person: Alifa Bandali</td>
</tr>
<tr>
<td>Email: <a href="mailto:alifa.bandali@ubc.ca">alifa.bandali@ubc.ca</a></td>
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</table>

Proposed Calendar Entry:

GRSJ 250 (3-6) Topics in Gender, Race, Sexuality, and Social Justice
Topics will vary from year to year. Consult the departmental website or contact the GRSJ undergraduate program for details.

URL:
[https://vancouver.calendar.ubc.ca/course-descriptions/subject/grsj](https://vancouver.calendar.ubc.ca/course-descriptions/subject/grsj)

Present Calendar Entry: None

Type of Action: New Course

Note: This Category 1 proposal for a new Special Topics is being submitted without a sample syllabus, as per the policy described on p. 27-29 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.

Rationale for Proposed Change:
The Department of Gender, Race, Sexuality and Social Justice’s (GRSJ) Undergraduate Program currently offers GRSJ 425 (3-12) Topics in Gender, Race, Sexuality, and Social Justice as a 400-level seminar course, designed for students with a high level of background in GRSJ (e.g., Majors, Minors).

We now wish to create GRSJ 250, a variable credit topics course at the 200-level to provide more options for our majors and minors. It would be offered as a 3-credit course, of which students can take up to a maximum of two times (6 credits). GRSJ 250 is intended to increase students’ disciplinary knowledge base and create a theoretical foundation that will better prepare students for upper-level course requirements. A 200-level topics course will also enable us to reach a broader range of students taking GRSJ or Arts courses and provide better alignment with current transfer articulations at BC colleges.

The department currently offers 10+ sections of a 200-level Literature course that fulfills the
Faculty of Arts literature degree requirement. For students entering in 2024-25 or later, the Arts literature degree requirement is no longer required. We anticipate the need to replace some of the above mentioned literature course sections with versions of the proposed GRSJ 250 course.

The creation of GRSJ 250 will allow for specific course topics to vary from year to year. Single offerings of topics courses will allow us to trial courses to determine their appeal and viability as potential Category 1 stand-alone courses with their own course code. We plan to include the specific topic as a subtitle in the schedule entry every time the course is offered. The course subtitle would then appear on the student’s academic record.

Course topics will be proposed by faculty through the regular course preferences and workload allocation processes for course scheduling in the department or at the suggestion of the program chairs and committees. Topics courses are selected by the department’s course allocation and scheduling committee based on curricular needs and gaps and curriculum development plans for a given year.

This course will also create opportunities for recently hired faculty to design courses that are directly connected to their areas of research. Examples of potential topics for GRSJ 250 are: disability justice; reproductive justice; art and activism; fan cultures and fandoms; theories and practices of social justice. Regardless of the topics of each course version, students who take GRSJ 250 will have achieved a more in-depth introduction to social justice through critical literacy in a specialized area; developed critical thinking and research skills in social justice; applied intersectional feminist perspectives to specific social justice issues, practices, and activism; have a broader understanding of how power, inequality, and injustice function in our social and political worlds.
Not available for Cr/D/F grading
(undergraduate courses only)
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F:
The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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<td>Effective Session (W or S):</td>
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**Date:** January 15th, 2024  
**Contact Person:** Kim Snowden  
**Phone:** 604-822-3016  
**Email:** kim.snowden@ubc.ca

**Contact Person:** Alifa Bandali  
**Email:** alifa.bandali@ubc.ca

**Proposed Calendar Entry:**

**GRSJ 350 (3-6) Topics in Gender, Race, Sexuality, and Social Justice**  
Topics will vary from year to year. Consult the departmental website or contact the GRSJ undergraduate program for details. Recommended pre-requisites: all of GRSJ 101, GRSJ 102. Restricted to third-year standing or above

**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/grsj

**Present Calendar Entry:** None

**Type of Action:** New Course

*Note: This Category 1 proposal for a new Special Topics is being submitted without a sample syllabus, as per the policy described on p. 27-29 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.*

**Rationale for Proposed Change:**

The Department of Gender, Race, Sexuality and Social Justice’s (GRSJ) Undergraduate Program currently offers GRSJ 425 (3-12) Topics in Gender, Race, Sexuality, and Social Justice as a 400-level seminar course, designed for students with a high level of background in GRSJ (e.g., Majors, Minors).

We now wish to create GRSJ 350, a variable credit topics course at the 300-level to provide more options for our majors and minors and to reach a broader range of students taking GRSJ courses in areas such as Media studies, Law and Society, and interdisciplinary programs such as International Relations and Interdisciplinary Studies where GRSJ is an area of specialization or recommended as a minor. This course would be offered as a 3-credit course, of which students can take up to a maximum of two times (or 6 credits).

The creation of GRSJ 350 will allow for specific course topics to vary from year to year. Single offerings of topics courses will also allow us to trial courses to determine their appeal and viability as potential Category 1
stand-alone courses with their own course codes. We plan to include the specific topic as a subtitle in the schedule entry every time the course is offered. The course subtitle would then appear on the student’s academic record.

Course topics will be proposed by faculty through the regular course preferences and workload allocation processes for course scheduling in the department or at the suggestion of the program chairs and committees. Topics courses are selected by the department’s course allocation and scheduling committee based on curricular needs and gaps and curriculum development plans for a given year.

This course will also create opportunities for recently hired faculty to design and implement courses that are directly connected to their areas of expertise but that are currently outside of the scope of our curriculum. We will encourage diverse and varied topics and areas of focus, but examples of potential topics for GRSJ 350 are: transformative justice and carceral systems; technologies of health; land-based justice and activism; social media and digital storytelling; embodiment and performance studies; affect theory and emotions. Regardless of the topics of each course version, students will have achieved advanced critical thinking and research skills in a specialized area of social justice; an understanding of how their knowledge applies to emerging scholarship and activism; an appreciation of how social justice scholarship contributes to local and global justice movements; articulate nuanced arguments and insights through the research, writing, and practice of social justice through feminist, anti-racist, anti-colonial and queer frameworks.

☐ Not available for Cr/D/F grading (undergraduate courses only)

(Child 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
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- [ ] Pass/Fail or
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<td>SOCI 284 (3) Health and Society</td>
</tr>
<tr>
<td>An introduction to health and illness through a sociological lens.</td>
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<td>Prerequisite: One of SOCI 100, SOCI 101, SOCI 102</td>
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<tr>
<td>The Department of Sociology currently offers multiple upper-level courses on the sociology of health and illness. Although there are several courses that focus on health and illness at UBC, the Department of Sociology currently does not offer an introductory level survey course on this topic. This course SOCI 284 would open up health studies to a larger audience of students across campus (e.g. students in the Sciences) who can take this course as a lower-level elective. This course will also provide foundational knowledge for upper-level courses being offered in this area in Sociology and across UBC.</td>
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**Received:** December 11, 2023  
**Contact Person:** Stephen K. Dadugblor (course author), Jackie Rea (WRDS Curriculum Committee Chair)  
**Phone:**  
**Email:** jackie.rea@ubc.ca

## Proposed Calendar Entry:

**WRDS 340 (3) Multimodal Writing**

Creation of multimodal texts, including audio, visual, and alphabetical modes, for different audiences, purposes, and contexts. Examines the impact of digital technologies on writers’ considerations of purpose, audience, design, accessibility and ethics. Restricted to students with at least third year standing.

**Prerequisite:** 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

**URL:** [http://www.calendar.ubc.ca/vancouver/courses.cfm?code=WRDS](http://www.calendar.ubc.ca/vancouver/courses.cfm?code=WRDS)

**Present Calendar Entry:** N/A

**Type of Action:** New Course

**Rationale for Proposed Change:**

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 is developing 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, evaluate, mobilize, and share knowledge as action and social change.

This proposal is for **WRDS 340: Multimodal Writing**. The course focuses on the possibilities and constraints of writing and communicating knowledge in multiple modalities. It offers students opportunities to expand their knowledge of non-scholarly, public genres. It emphasizes writing beyond alphabetic modes, discusses ethical, inclusive, and accessibility considerations of composing multimodally, and enables students to develop the capacities to produce multimodal writing in multiple genres for different audiences and purposes.

While there are several approaches to the study of multimodality, including cognitive approaches, this course takes a distinctly
writing-and-communication perspective to the study of multimodality. Through a variety of hands-on projects, students will examine multimodal writing as a situated practice of communication and compose accessible and ethically-informed texts in multiple modes, including audio, visual, and mixed modes for different kinds of audiences, purposes, and contexts. By so doing, the course enhances students’ knowledge in writing for professional, personal, and civic purposes. Each iteration of this course will focus on a set of contexts, audiences, and purposes of the instructor’s choice.

Aligned with JWAM's ongoing curricula development efforts in writing, media, and communication, the course complements such courses as WRDS 360: Knowledge Popularization: Research Writing in New Media (which exclusively focuses on translating knowledge from written research genres into new media genres). The course further complements offerings in the Bachelor of Media Studies multidisciplinary program and responds to UBC’s Strategic Plan (Strategy 9) on Knowledge Exchange by creating room for students to communicate knowledge through a variety of hands-on projects in ways accessible to a range of communities.

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.)
Proposed Calendar Entry:

PPGA 592 (1.5-7.5) Professional Skills in Public Policy and Global Affairs
Topics will vary from year to year. Offerings will respond to evolving skills required for working in the field of public policy and global affairs. Restricted to students in the MPPGA program.

Rationale for Proposed Change:

One element of a successful master’s program in public policy and global affairs is the availability of courses that teach practical skills (in addition to a theoretical basis and understanding of concepts). These courses provide essential skills that employers seek in successful job candidates. Since our school is a professional school, preparing students to move directly into the workplace, it is essential that we add this course to our curriculum.

PPGA 592 will add to the two already-existing skills courses that the Master of Public Policy and Global Affairs (MPPGA) program offers, namely, PPGA 510 (1.5) “Professional Practice in Public Policy and Global Affairs” and PPGA 511 (1.5) “Leadership for Policy Professionals.” Both PPGA 510 and PPGA 511 are 1.5 credit courses. The proposed PPGA 592 course is also designed to be offered as a 1.5 credit course, however, we want to be able to offer different course versions and therefore request that it be a variable credit special topics course. We have proposed the credit range of 1.5-7.5 specifically because we plan to offer at least three areas of skills and would like students to have the option of taking two course versions of each of the three areas, if they wish. In total, students would have the option of choosing to take up to 5-1.5 credit versions (or 7.5 credits). See the last section below for more details about the example course versions of professional skills.
Each 1.5 credit course will either meet for a 1.5 hour session each week for the full 13-week term or will meet for a 3-hour session each week for half a term. The latter is what we already do for the existing PPGA 511 1.5-credit course. This will be made very clear to students, in advance, when they register for the course.

The School of Public Policy and Global Affairs (SPPGA) recognizes that the field of public policy and global affairs is ever evolving and that the skills needed to succeed in the field continue to evolve as well. As a professional program, we also aim to provide our students with many different options for applied and practical learning.

The MPPGA program includes a skills requirement (of 1.5 credits) focusing on the practical aspects of working in the field. The 1.5-7.5 variable credit notation of PPGA 592 will:

1) align with the 1.5 credit program requirement
2) allow for students to be able to choose the skills course that fits most with their professional interests
3) create flexibility for a broad range of practitioners and faculty to teach topics that can evolve with the needs of the profession.

During years when the other professional skills courses PPGA 510 and 511 are offered, SPPGA plans to offer at least two PPGA 592 course versions per year. During years when one or both of PPGA 510 and 511 are not offered, SPPGA plans to offer 3 or 4 PPGA 592 course versions per year.

Course offerings:
Course offerings or versions of PPGA 592 will be approved by the Director each year. Some examples of potential course offerings could be skills like grant writing, gender-based policy analysis, budgeting, advocacy, negotiation skills, data visualization, data analysis, networking, public engagement, public speaking, formal briefing, and others.

When choosing course versions to offer, we plan on presenting students with skill sets organized by at least three different general areas: management, speaking, and data management. Below is the approach we intend to follow whenever possible, depending on particular instructor and practitioner availability:
1.5-3 credits (2 courses) on management skills (budgeting, etc.)
Examples of how the course versions would appear on a student’s transcript:
PPGA 592A (1.5) Professional Skills in Public Policy and Global Affairs – SUBTITLE related to management skills
PPGA 592B (1.5) see above

1.5-3 credits (2 courses) on speaking/communication skills (public speaking, negotiation skills, etc.)
PPGA 592C (1.5) Professional Skills in Public Policy and Global Affairs – SUBTITLE related to speaking/communication skills
PPGA 592D (1.5) see above

1.5-3 credits (2 courses) on data management skills (data visualization, etc.)
PPGA 592E (1.5) Professional Skills in Public Policy and Global Affairs – SUBTITLE related to data management skills
PPGA 592F (1.5) see above

We have chosen not to create separate 1.5-3 credit courses at this time because of reasons explained above regarding our evolving discipline. We often informally survey the employers of our students to see what their current needs are and we anticipate needing to be flexible to meet the needs of both students and employers.

Regardless of the specific skill taught in each course version, students will be assessed on their conceptual understanding of the particular skill, as well as the practical application of those skills to real world situations in a diversity of different contexts. Examples of practical application of the skills include formal briefing, negotiation skills, using software to do data visualizations, etc.

Not available for Cr/D/F grading (undergraduate courses only)
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.
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# UBC Curriculum Proposal Form

## New Course

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</table>

| Date: | January 26, 2024 |
| Contact Person: | Dr. Antony Hodgson |
| Phone: | (604) 822-3240 |
| Email: | ahodgson@mech.ubc.ca |

**Proposed Calendar Entry:**

<table>
<thead>
<tr>
<th>MECH 600 (1-12) Emerging Topics in Mechanical Engineering</th>
</tr>
</thead>
</table>

**URL:**

N/A

**Present Calendar Entry:**

N/A

**Type of Action:**

New Course

**Rationale for Proposed Change:**

Creating a 600 level emerging topics course in parallel to our existing MECH 500-level emerging topics course, to be used for more advanced course topics for doctoral students.

In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students.

**X** Not available for Cr/D/F grading

**Rationale for not being available for Cr/D/F:** Engineering programs are regulated by the Canadian Engineering Accreditation Board and are not permitted to use Cr/D/F grading.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
**BIOCHEMISTRY & MOLECULAR BIOLOGY**

**Category:** (1)

<table>
<thead>
<tr>
<th>Faculty: Science</th>
<th>Date: March 4, 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Biochemistry &amp; Molecular Biology</td>
<td>Contact Person: Jackie Stewart</td>
</tr>
<tr>
<td>Faculty Approval Date: March 4, 2024</td>
<td>Phone: 604-827-0043</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:stewart@science.ubc.ca">stewart@science.ubc.ca</a></td>
</tr>
</tbody>
</table>

**Effective Date for Change:** 24S

**Proposed Calendar Entry:**

BIOC 306 (3) Quantitative Methods in Biochemistry

Quantitative and computational methods of biological information transfer. Methods; data analysis approaches and theories involved in bioinformatics; computational biology and high-throughput data. [3-0-0]

Prerequisites: a) BIOC 203 and a corequisite of BIOC 303 or b) One of BIOC 202 or BIOL 201 with a grade of 76% or higher and a corequisite of BIOC 302.

**Present Calendar Entry:**

**Action:** Create new course.

**Rationale:** The Biochemistry Department has completed a review of its undergraduate specializations. As part of this review, computational approaches to understanding biochemical problems was identified as a core learning objective of our undergraduate program. BIOC 306 is designed to help fill this learning objective gap and will introduce students to the theory and practice of bioinformatics and quantitative biochemistry. Designed as a survey course, students will experience a wide range of theories and topics related to computational biochemistry, and this will prepare them for future studies or careers in biochemistry, quantitative biology and bioinformatics. BIOC 306 will replace BIOC 304 (Contemporary Biochemical Research), which was a more general biochemistry topics course taught in third year.

**Supporting Documents:** SCI-23-2-BIOC 306
Category: (1)

Faculty: Science  
Department: Biochemistry & Molecular Biology  
Faculty Approval Date: March 4, 2024  

Date: March 4, 2024  
Contact Person: Jackie Stewart  
Phone: 604-827-0043  
Email: stewart@science.ubc.ca  

Effective Date for Change: 24S  
Present Calendar Entry:  

Action: Create new course.  
Rationale: The Biochemistry Department has completed a review of its undergraduate specializations. As part of this review, it was realized that the topics covered in BIOC 403 (Enzymology) were too narrow in scope to cover the entire field of protein biochemistry. Thus, BIOC 430 is being created as a capstone topics course in protein structure/function allowing for more flexibility to keep pace with changes in the field. BIOC 430 will replace BIOC 403 and will be the follow up to BIOC 402 (Protein structure function). Thus, BIOC 430 will have BIOC 402 as a prerequisite. BIOC 430 will be one of the fourth-year biochemistry electives that students can choose from in term 2 of their fourth year to complete their degree. This course is primarily aimed at biochemistry students wishing to continue their studies in protein biochemistry. Because BIOC 430 is a topics course, the topics will vary from year to year, thus the course description is deliberately kept short.  

Supporting Documents: SCI-23-2-BIOC 430
**EOSC 345 (3) Climate Change: Evidence and Impacts**

- **Course Description:**
  - Climate science fundamentals: Energy balance, ocean and atmospheric circulation.
  - Future climate scenarios. Processes driving spatial and temporal climate variability.
  - Analysis of observations and climate projection data to evaluate the anthropogenic impact on climate. [3-0-0]

- **Prerequisite:** 3rd year class standing.

**Present Calendar Entry:**

**Action:** Create new course.

**Rationale:** This proposal of a new course aims at increasing the offering of climate science courses at UBC, with a new course emphasizing the observational evidence of climate change, but serving as an introduction to climate science for the broad university population.

EOSC 340 Global Climate Change is currently our core climate science course. It is offered in both regular terms, with a population of 100-140 students in each. It is focused on the radiative balance, the carbon cycle, and the greenhouse effect, giving students a firm understanding of why CO₂ warms the climate, and how this has happened in the past, using paleo-climate evidence. It focuses on climate change impact on the global mean temperature, and only minimally covers the spatial variations of climate and climate change. We aim to re-think EOSC 340 by offering two distinct courses: EOSC 340 will be revised to keep its current focus on the causes of climate change, the radiative balance, and introduce new content oriented towards solutions to the reduction of anthropogenic CO₂ emissions, what is called
“climate mitigation”. The new EOSC 345 will focus more on impacts and adaptation, rather than mitigation of climate change, by focusing on the regional patterns of climate change introduced by the atmospheric and oceanic circulation, how these patterns will change with climate change, and how different regions of the world will experience different impacts. The overarching goal of EOSC 345 will be to let students analyze and interpret both observations and climate projection data to evaluate the attribution of events to anthropogenic climate change, and produce a climate impact assessment.

Supporting Documents: SCI-23-2-EOSC 345
### Category: (1)

<table>
<thead>
<tr>
<th>Faculty: Science</th>
<th>Date: March 4, 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Earth, Ocean &amp; Atmospheric Sciences</td>
<td>Contact Person: Jackie Stewart</td>
</tr>
<tr>
<td>Faculty Approval Date: March 4, 2024</td>
<td>Phone: 604-827-0043</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:stewart@science.ubc.ca">stewart@science.ubc.ca</a></td>
</tr>
</tbody>
</table>

**Effective Date for Change:** 24S  
**Proposed Calendar Entry:**

**EOSC 440 (3) Physical Climate Modelling**

Understanding climate models from 1D energy balance to fully coupled atmosphere-ocean general circulation models. Physics and thermodynamics of radiative balance and clouds. Spatial and temporal climate variability. Run simple climate models and analyze data from complex models. [3-0-0]

**Prerequisites:** 3rd year class standing, and one of EOSC 211, EOSC 213, CPSC 203, CPSC 210, and MATH 200, and one of EOSC 112, ATSC 201, EOSC 340, EOSC 345, GEOS 102, GEOG 312, PHYS 333.

**Present Calendar Entry:**

**Action:** Create new course.

**Rationale:** New upper-level course on climate modeling to address student interest in climate change, increase expertise in climate modelling, and give students practice using Jupyter notebooks to analyze real climate data.

**Supporting Documents:** SCI-23-2-EOSC 440
### INTEGRATED SCIENCES

<table>
<thead>
<tr>
<th>Category: (1)</th>
</tr>
</thead>
</table>
| **Faculty**: Science  
**Department**: Integrated Sciences  
**Faculty Approval Date**: March 4, 2024 |
| **Date**: March 4, 2024  
**Contact Person**: Jackie Stewart  
**Phone**: 604-827-0043  
**Email**: stewart@science.ubc.ca |

#### Effective Date for Change: 24S

#### Proposed Calendar Entry:

**ISCI 449 (6) Interdisciplinary Honours Thesis**

Original research work under the guidance of a faculty member. Registration by approval of the Integrated Sciences Director.

#### Present Calendar Entry:

**Action**: Create new course.

**Rationale**: ISCI 449 serves as an alternative for Honours Integrated Sciences students who are unable to fulfill their thesis requirement through a preexisting undergraduate honours thesis course.

A small number (approximately 1 student per academic year) of Honours Integrated Sciences students have trouble enrolling in an honours thesis course. This may occur when a student integrates an area in the Faculty of Science with an area outside of the Faculty of Science (Psychology, Public Health, Kinesiology). When a student integrates across faculties the thesis course requirements offered by various programs can negatively impact their degrees.

Thesis course requirements range from a variety of pre-requisites that may:
- be inaccessible or irrelevant to the degree focus
- create scheduling issues which are particularly problematic for Integrated Sciences students due to the student’s unique curriculum

...to limitations in the potential supervisor and type of project the student is able to pursue.

As a result, students have:
- taken on projects not directly related to their interdisciplinary degrees
- limited the selection of upper-level courses they pursue towards their interdisciplinary degrees in...
order to accommodate honours course pre-requisites
- withdraw from the honours stream
- choose to not enroll in the honours stream

ISCI 449 will only be used in circumstances when a student is unable to pursue their thesis through a preexisting undergraduate honours thesis course.

- ✔ Not available for Cr/D/F grading.
  (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F:**
An Honours thesis course is a requirement for the Honours Integrated Sciences specialization and therefore cannot be offered as Cr/D/F

**Supporting Documents:** SCI-23-2-ISCI 449
<table>
<thead>
<tr>
<th>Category: (1)</th>
<th>Date: March 4, 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong>: Science</td>
<td><strong>Contact Person</strong>: Jackie Stewart</td>
</tr>
<tr>
<td><strong>Department</strong>: Microbiology &amp; Immunology</td>
<td><strong>Phone</strong>: 604-827-0043</td>
</tr>
<tr>
<td><strong>Faculty Approval Date</strong>: March 4, 2024</td>
<td><strong>Email</strong>: <a href="mailto:stewart@science.ubc.ca">stewart@science.ubc.ca</a></td>
</tr>
</tbody>
</table>

**Effective Date for Change**: 24S  
**Proposed Calendar Entry**:

**MICB 205 (3) Fundamental Data Science in Microbiology and Immunology**

*Foundations in data science course that incorporates the use of biological data science tools to perform survey-level analysis of microbiology and immunology datasets.*  
*Prerequisite: DSCI 100.*

**Present Calendar Entry**:

**Action**: Create new course.

**Rationale**: This is part of a coordinated curriculum change in the Microbiology and Immunology (MBIM) undergraduate program that involves the replacement of MICB 475 and the addition of a new second year course, MICB 205.

In 2023, the Department of Microbiology and Immunology received funding to expand the number of seats in the MBIM Majors undergraduate program with an intent to build on the data science skills that students in the program graduate with. As part of this initiative, the MBIM Department aims to include more data science courses in its undergraduate program that build off upon Data Science 100 (DSCI 100) as a prerequisite for entry into the program. MICB 205 is one of the courses that will help serve this initiative.

MICB 205 is intended to be a course that builds off of DSCI 100 with a focus on analysis of microbiological and immunological data.

- ✔️ **Not available for Cr/D/F grading.**
  (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)
<table>
<thead>
<tr>
<th>Rationale for not being available for Cr/D/F):</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICB 205 will be a required course in the MBIM specialization and used in calculating the graduation average.</td>
</tr>
</tbody>
</table>

<p>| Supporting Documents: SCI-23-2-MICB 205 |</p>
<table>
<thead>
<tr>
<th><strong>NEUROSCIENCE</strong></th>
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<tbody>
<tr>
<td><strong>Category:</strong> (1)</td>
</tr>
<tr>
<td><strong>Faculty:</strong> Science</td>
</tr>
<tr>
<td><strong>Department:</strong> Neuroscience</td>
</tr>
<tr>
<td><strong>Faculty Approval Date:</strong> March 4, 2024</td>
</tr>
<tr>
<td><strong>Date:</strong> March 4, 2024</td>
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<tr>
<td><strong>Effective Date for Change:</strong> 24S</td>
</tr>
<tr>
<td><strong>Proposed Calendar Entry:</strong></td>
</tr>
<tr>
<td><strong>NSCI 401 (3) Your Position in the Neurosciences</strong></td>
</tr>
<tr>
<td><strong>Practices to promote equity, diversity, and inclusion in the neurosciences, and exploration of one’s positionality through historical and present-day neuroscience. [3-0-0]</strong></td>
</tr>
</tbody>
</table>
| **Prerequisites:** One of BIOL 372, NSCI 201, PSYC 301, PSYC 304, PSYC 371.
15 May 2024

To:   Vancouver Senate

From:  Senate Curriculum Committee

Re:  Discontinue Displaying Degree Average on the Transcript (approval)

The display of degree average on the transcript is being discontinued. Degree average is no longer required by the small number of academic units that currently have it displayed on the transcript, and Workday does not have the ability to calculate and/or store the degree average. Enrolment Services consulted all units impacted by the discontinuation. The Senate Curriculum Committee has reviewed the proposal and deems it as ready for approval.

The following is recommended to Senate:

**Motion:** That the Senate approve revisions to the campus-wide policy on program requirements, effective for the 2024 Winter Session and thereafter, as presented by Enrolment Services.

Respectfully submitted,

Dr. Catherine Rawn
Chair, Senate Curriculum Committee
**Academic Policy Proposal Form**

<table>
<thead>
<tr>
<th>Dept./Unit:</th>
<th>Enrolment Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Session:</td>
<td>2024W</td>
</tr>
<tr>
<td>Date:</td>
<td>2024-03-20</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Robbie Morrison</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:robbie.morrison@ubc.ca">robbie.morrison@ubc.ca</a></td>
</tr>
</tbody>
</table>

**Type of Action:** Discontinue the display of degree average on the transcript

**Rationale:** Currently, only the School of Nursing, School of Kinesiology, & School of Social Work at UBC Vancouver display the degree average on the student's academic record. A review of the programs showed that the degree average is not used in partnership with a degree standing, as per the academic calendar policy. Also, the calculation of the degree average is inconsistent, as selection of courses and calculations are based on decisions for which courses are considered to satisfy degree requirements. Furthermore, at this time, Workday Student does not have the ability to calculate and/or store the degree average.

Of note, this recommendation will not affect the assignment of Degree Standing (Class I, Class II, Class P). A student's cumulative and sessional average will be available on the future transcript. Also, the three academic units on the UBC-V campus and those on the UBC-O campus who currently have degree average on the academic record have been consulted and have no concerns about this discontinuation. The Academic Model & Transformation Advisory Committee (AMTAC) and Student Process & Outcomes Committee (SPOC) have both endorsed the discontinuation.
Proposed Academic Calendar Entry:

Program Requirements

Degree or program requirements are established and modified with the knowledge and approval of Senate and are recorded in the faculty and school entries. Unless a student takes an extraordinary number of years to complete prescribed studies, the student is usually given the option of meeting requirements in effect when first enrolled or of meeting revised requirements subsequently approved by Senate.

Interpretation of the requirements will be provided in normal cases by the dean of the faculty concerned, but where differences occur the interpretation of the Registrar shall govern.

Some faculties indicate degree standing on graduation based on the average for the degree as follows: Class I, 80% or over; Class II, 65% to 79%; Pass, 50% to 64%.

Degree standings in faculties that grant initial degrees are designated as Class I, Class II, and Pass when the degree is granted based on the average percentage grade of all upper-level (300 or higher) courses used to satisfy the degree requirements (excluding courses graded as Pass/Fail). When a student has passed courses that are surplus to degree requirements the courses with the highest grades among those that satisfy these requirements will be used in calculating the degree standing. The average percentage grade calculated to determine degree

Present Academic Calendar Entry:

Program Requirements

Degree or program requirements are established and modified with the knowledge and approval of Senate and are recorded in the faculty and school entries. Unless a student takes an extraordinary number of years to complete prescribed studies, the student is usually given the option of meeting requirements in effect when first enrolled or of meeting revised requirements subsequently approved by Senate.

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standing will appear on the transcript as the degree average.
15 May 2024

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Annual Report on Matters of Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (b), Senate has delegated to the Senate Curriculum Committee to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2023 until April 2024, the Committee has approved 1,015 proposals under delegated authority including:

- 184 Revised Programs
- 723 Revised Courses
- 24 New Courses
- 84 Discontinued Courses

I offer sincere thanks to each member of the Senate Curriculum Committee’s Editorial Subcommittee and the Graduate Curriculum Committee as well as to the Senate Office staff for their thoughtful, dedicated work.

Respectfully submitted,

Dr. Catherine Rawn
Chair, Senate Curriculum Committee
15 May 2024

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report 2023/24 (information)

During the 2023/24 academic year, the Committee met eight times. Both during and outside of those meetings, the Committee devoted its efforts to advising and assisting the University Librarian, Dr. Susan Parker, in developing a general program of library services for the University, with special focus this year being given to the Library’s engagement with the Indigenous Strategic Plan. I offer sincere thanks to each member of the Committee for their thoughtful, dedicated work.

At each meeting, the Committee received extensive briefings from the University Librarian and informative presentations from Library colleagues and other members of the UBC community. Committee members shared their expertise and advice, and as a result of their participation, supported the Library in the following areas:

- The Library’s Annual Report to Senate
- David Lam Library and Canaccord Learning Commons
- Fees and Fines for Course Reserves and Equipment Loans
- Collections Budget Overview
- UBC Library and the Indigenous Strategic Plan
- Xwi7xwa Library
- Overnight Study Spaces during Exam Season
- UBC Archives
- External Review of the Senate
- Chung | Lind Gallery Tour

The Committee would like to thank all those who shared their expertise, time, and dedication to the Library over the course of the year.

Respectfully submitted,

Mr. Mathew Ho
Chair, Senate Library Committee
10 May 2024

To: Vancouver Senate

From: Senate Nominating Committee

Re: A) Appointments to the President’s Advisory Committee for the Selection of an Associate Vice-President Research and Innovation

B) Committee Adjustments

The Senate Nominating Committee has considered vacancies on Senate and other committees, and in the case of those seats designated for students, the recommendation of the students on Senate, and recommends that Senate approves the following motions:

That Robert Kozak and Salva Sharif be appointed to the President’s Advisory Committee for the Selection of an Associate Vice-President Research and Innovation;

That Joseph Al Rahmani and Andre Ivanov be appointed to the Ad hoc Committee to Consider the Rescinding of the Grant of a Degree, to replace Katherine Feng and Jaclyn Stewart;

That Drédyn Fontana, Kamil Kanji, and Jasper Lorien be appointed to the Senate Academic Policy Committee until 31 March 2025 and thereafter until replaced;

That David Qi and Kyle Rogers be appointed to the Senate Admissions Committee until 31 March 2025 and thereafter until replaced;

That Kamil Kanji and Jasper Lorien be appointed to the Senate Agenda Committee until 31 March 2025 and thereafter until replaced;

That Alex Mitchell, Joseph Al Rahmani, Kai Rogers and Taushifa Shaikh be appointed to the Appeals on Academic Standing Committee until 31 March 2025 and thereafter until replaced;

That Tony Jiang and Taushifa Shaikh be appointed to the Senate Awards Committee until 31 March 2025 and thereafter until replaced;

That Kamil Kanji and Joseph Al Rahmani be appointed to the Council Budget Committee until 31 March 2025 and thereafter until replaced;
That Giovanna Markman, Salva Sherif, Jacky Xue, Solomon Yi-Kieran, and William Zhu be appointed to the Senate Curriculum Committee until 31 March 2025 and thereafter until replaced;

That Kareem Hassib, Kyle Rogers, Taushifa Shaikh, and Solomon Yi-Kieran be appointed to the Senate Library Committee until 31 March 2025 and thereafter until replaced;

That Siddharth Rout and Evav Zusman be appointed to the Senate Research & Scholarship Committee until 31 March 2025 and thereafter until replaced;

That Kareem Hassib, Jasper Lorien, and David Qi be appointed to the Senate Committee on Student Appeals of Discipline until 31 March 2025 and thereafter until replaced;

That Kareem Hassib, Salva Sharif, and Evav Zusman be appointed to the Senate Teaching & Learning Committee until 31 March 2025 and thereafter until replaced;

That Tony Jiang and William Zhu be appointed to the Senate Tributes Committee until 31 March 2025 and thereafter until replaced; and

That Dredyn Fontana, Jacky Xue, and Jasper Lorien be appointed to the Council of Senates until 31 March 2025 and thereafter until replaced.

Respectfully submitted,
Dr Paul Harrison
Senate Nominating Committee
To: Vancouver Senate  
From: Research and Scholarship Committee  
Re: Statement with Respect to Federal Policy on Sensitive Technology Research and Affiliations of Concern (approval)  
Date: 15 May 2024  

In February 2023, the Government of Canada announced its intention to institute a Policy on Sensitive Technology Research and Affiliations of Concern. The policy comes into effect May 1, 2024.

The Committee discussed the policy at several meetings over the past four months. It received an introduction to the policy and its potential impacts on UBC from Gail Murphy, Vice-President, Research and Innovation, and presentations from Paul Evans, School of Public Policy and Global Affairs, and Akshay Singh, Director of Research Security. The Chair of the Senate Teaching and Learning Committee also participated in the discussions.

While the Committee recognized the goals of the policy in protecting the security and competitiveness of Canada’s world-class research, there was concern that the policy, along with recent visa processing issues and foreign student caps, may create perceptions of Canada as a less-than-welcoming destination for international researchers and students and of a diminishment of the value of international collaboration. The committee was concerned that the Senate should initiate steps to reassure and guide our community, and to indicate direction for those members of our community working with other institutions and governing bodies across Canada, and with those internationally.

The Committee agreed that a principled statement in response to the policy was appropriate and is pleased to recommend the following:

Motion: “THAT Senate approve the following statement of principle:

UBC is an engaged, inclusive and collaborative University locally, nationally and globally. UBC is responsive to geo-political changes, adhering to changing governmental research security requirements, while maintaining academic freedom and integrity.

Respectfully submitted,

Dr. Wendy V. Norman, Chair  
Senate Research and Scholarship Committee
Detailed information on the policy can be found at:


https://researchsecurity.ubc.ca/federal-policies-research-funding
3 May 2024

To: Vancouver Senate

From: Committee on Student Appeals of Discipline

Re: Annual Report to Senate (1 May 2023 – 30 April 2024) (information)

Members of the Committee:

Mr. George Tsiakos (Chair)
Joseph Al Rahmani (Student)
Hubaib Amin (Student)
Dr. Bruce Forster
Dr. Sue Grayston
Paul Harrison
Dr. Mark MacLachlan
Stewart McGillivray
Dr. Susan Parker
David Qi (Student)
Mrs. Karen Smith
Chancellor (ex-officio)
Registrar (ex-officio) (non-voting)

The Senate Committee on Student Appeals of Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the University Act, R.S.B.C. 1996, c. 468. The Senate Committee is the “standing committee of final appeal for students in matters of academic discipline.” Under section 61(1) of the Act, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals of Discipline can be found at https://senate.ubc.ca/vancouver/rules/discipline.

Appeals Heard:

During the period from 1 May 2023 to 30 April 2024, the Senate Committee heard two (2) appeals (as compared to 4 in the previous reporting period) involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. The appeals were dismissed in full. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are outlined below for each case.
In addition to the 2 appeals heard by the Committee, in the past year 4 students inquired about the appeal process but did not submit a formal statement of appeal, and 2 students withdrew their appeals prior to hearing by the Committee. There are 2 appeals in progress, expected to be heard in the coming weeks.

1. The student was disciplined for two separate acts of academic misconduct by collaborating with another student during the final examination for a course, and submitting two assignments that were copied from sources without proper attribution or citations. The discipline imposed by the President was a mark of zero in the course and suspension from the University for a period of 12 months, and a notation of academic misconduct entered on the student’s transcript.

   The student raised one ground of appeal:

   **11.8(7)** That the discipline imposed by the President was excessive.

   Where the appeal is under paragraph 11.8(7), the appropriate standard of review is reasonableness. The Senate Committee may substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable.

   The Senate Committee considered all of the evidence provided by the student, at the hearing and in their written submissions, and found that the academic discipline imposed on the student was not unreasonable. The Committee found no grounds on which to overturn the President’s decision.

   **Appeal Dismissed**

2. The student was disciplined for academic misconduct for submitting an assignment in a course that was extensively copied from an assignment previously submitted by another student who had taken the course. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 12 months and a notation of academic misconduct entered on the student’s transcript.

   The student raised two grounds of appeal:

   **11.8(4)** That the procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached.

   Where the appeal is under paragraph 11.8(4), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would perceive the breach of the University’s procedures or the manner in which the University’s procedures were applied to have rendered the disciplinary process at or before the President’s Committee to be unfair, and that unfairness was not cured by the President’s Committee or the President. If the Senate Committee finds this to be the case, it will refer the matter back to the President’s
Committee for a re-hearing, or with the consent of the student and the party defending the appeal, the Senate Committee may substitute its own decision.

The Committee found that the procedures of the President’s Committee operated fairly, in that there was no bias or lack of independence in the President’s Committee, nor were the President’s Committee procedures unfairly applied or breached. The Committee found no grounds on which to overturn the President’s decision.

11.8(7) That the discipline imposed by the President was excessive.

For an appeal under section 11.8(7), the appropriate standard is reasonableness. The Senate Committee may reverse or vary the President’s decision or substitute its own decision only if the exercise of the President’s discretion with respect to the academic discipline imposed is unreasonable.

The Senate Committee considered all of the evidence provided by the student, at the hearing and in their written submissions, and found that the academic discipline imposed on the student was not unreasonable. The Committee found no grounds on which to overturn the President’s decision.

Appeal Dismissed

Respectfully submitted,

George Tsiakos, Chair
Senate Committee on Student Appeals of Discipline
10 May 2024

To:       Vancouver Senate
From:     Vancouver Senate Tributes Committee
Re:       Correction to Emeritus Titles

Due to staff and software transitions, an error was made in the titles of emeritus appointments made by the Senate earlier this year: Faculty names were used in place of departmental/disciplinary titles. The Tributes Committee regrets not noticing this error.

The Senate Tributes Committee recommends that Senate approves the following motion:

**Motion:**

“That the attached list of individuals for emeritus status be approved with revised titles, effective retrospectively to 31 December 2023.”

Respectfully submitted,
Dr. John Gilbert, Chair
Vancouver Senate Tributes Committee
<table>
<thead>
<tr>
<th>Name</th>
<th>Corrected Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cavers, Ian</td>
<td>Associate Professor of Teaching Emeritus of Computer Science</td>
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<td>Courneya, Carol-Ann</td>
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DRAFT Principles and Guidelines for Generative Artificial Intelligence (GenAI) in Teaching and Learning

This draft set of principles and guidelines for the use of generative AI in teaching and learning has been prepared by the Generative AI in Teaching and Learning Advisory Committee, a subcommittee of the UBC Generative AI Steering Committee. It is being presented to both Senates for feedback in May, 2024 while a few further consultations are still ongoing.

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Introduction

As generative AI (GenAI) tools and platforms continue to expand and evolve, it is important to provide the UBC community with guidance and advice related to their opportunities as well as risks and challenges.

GenAI tools are artificial intelligence systems that can generate new content—such as texts, images, audio, and video—in response to prompts by a user, after being trained on an earlier set of data (from Glossary of GenAI terms). Some GenAI tools are accessed through standalone platforms (e.g., ChatGPT), while others may be embedded in other applications or platforms (e.g., Grammarly).

GenAI has the potential to enrich teaching and learning activities, and some may also support inclusion and enhance accessibility, depending on how they are used. Learning how to responsibly use GenAI is important for all members of the UBC community, given its growing presence in many academic and work environments. Such tools can also, however, be used in ways that are harmful to individuals and communities, and careful attention must be paid to topics such as academic integrity, accessibility, equity, Indigenous data sovereignty, and privacy and intellectual property.

The following principles and guidelines provide guidance on responsible and ethical use of GenAI in teaching and learning at UBC, balancing both opportunities and risks. They are designed to adhere to and support UBC’s strategic plans and commitments, and to align with existing UBC policies, procedures, and legal requirements (linked where relevant below). They also support and build upon the UBC Generative AI Steering Committee’s principles for risk mitigation.

This is meant to be a living document, evolving as needed in a rapidly-changing landscape around GenAI in teaching and learning. For feedback or questions, please contact provost.vptl@ubc.ca.

Principles

The following broad principles around GenAI in teaching and learning at UBC serve as a foundation for the more specific guidelines that follow.

- **UBC strategic plans and commitments:** Use of GenAI in teaching and learning should be aligned with and support UBC strategic plans and commitments, including those related to decolonization and Indigenous human rights, equity, accessibility, sustainability, and wellness.

- **Opportunities to enhance education:** GenAI can provide significant value in both teaching and learning activities through informed, responsible, and ethical use that mitigates risks and potential harms.

- **GenAI literacy:** UBC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools. Faculty, staff, and students should use those opportunities to develop basic GenAI literacy skills over time.
• **Faculty and staff use of GenAI:** Faculty and staff may use GenAI for their teaching- and learning-related work as they choose, within the bounds of legal, university, Faculty, or program-level policies and requirements, and the guidelines below.

• **Student use of GenAI:** Students may use GenAI in work submitted for courses or other academic requirements within the rules set in their courses or programs. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and university policies and requirements, and the guidelines below.

• **Academic integrity:** All uses of GenAI at UBC must uphold academic integrity and adhere to the academic misconduct regulations in the UBC [Okanagan](#) and [Vancouver](#) calendars.

• **Indigenous knowledges & data sovereignty:** Use of GenAI tools should respect Indigenous data sovereignty and community protocols for use and sharing of Indigenous knowledges, and avoid harm from false information about Indigenous communities, cultures, knowledges, and histories.

• **Equity:** Those using GenAI in teaching and learning should consider how biased training data and inputs can produce biased, discriminatory, inaccurate, or otherwise harmful outputs, and their potential to perpetuate systemic inequities.

• **Accessibility:** Some GenAI tools can enhance accessibility for learners with a range of disabilities. It is important to also recognize that there may be varying levels of accessibility to GenAI tools, whether related to disability, cost, or for other reasons.

• **Intellectual property & copyright:** Those using GenAI in teaching and learning should respect intellectual property rights in material they input into the tools, and in how they use outputs.

• **Privacy & confidentiality:** Use of GenAI in teaching and learning should protect privacy and confidentiality of personal and other sensitive information.

• **Human oversight:** All outputs of GenAI for teaching and learning purposes should undergo human review before sharing. Think critically about outputs from GenAI, including their potential for producing false or misleading information, especially if sources of information in the tools’ outputs can’t be identified and verified.

• **Transparency:** Use of GenAI to produce text, images, videos, or other materials shared with others for teaching or learning purposes should be acknowledged by attributing the source of those materials.

• **Responsibility:** Those who generate and share outputs using GenAI are accountable for them, and have a responsibility to review them for inaccuracy and potential harm to the best of their ability. The university will provide resources to help individuals develop requisite skills.
Section 1: Guidelines for all uses of GenAI in teaching & learning

1a. Developing literacy about GenAI

It is important for students, faculty, and staff to develop foundational literacy about GenAI tools and platforms, to support responsible, ethical, and effective use. This includes information about functionality, possible opportunities and benefits for teaching and learning, as well as potential challenges such as how they can be used to commit academic misconduct, how they can violate privacy, intellectual property and Indigenous data sovereignty rights, and risks of reproducing and perpetuating bias and inequities. Such learning takes time and effort, and will need to be gradually built up over time and updated as technology changes.

UBC has several resources for learning about and experimenting with GenAI, updated with new information and events as they become available, and more will be developed in the coming months.

- The UBC GenAI website has information about the UBC GenAI Steering Committee and subcommittees, broad institutional guidelines, and links to other resources within and beyond UBC.
- The GenAI in Teaching and Learning website includes information about GenAI tools, suggestions and cautions about using them in teaching and learning, FAQs, and offers many GenAI workshops for faculty and graduate students.
- The New Frontiers: Teaching with AI blog from the CTL at UBCO also provides information and resources on teaching and learning with GenAI.
- The UBC Academic Integrity website has information about GenAI and academic integrity, including sample syllabus language.
- The UBC Library has a Guide on Generative AI and ChatGPT, that includes information on citing and evaluating outputs from GenAI tools.

1b. Academic integrity

Permitted use

- Instructors, supervisors, and programs should clearly communicate to students the permitted and/or prohibited use of GenAI in their academic work, and the rationale for these decisions. Student use of GenAI outside of these stated rules may be considered academic misconduct.
  - Please see the UBC academic integrity website FAQ on generative AI for details.

Syllabus statements

- It is important for instructors to set clear expectations around the use of GenAI tools in the syllabus, as with any other tool or mode of working (group work, etc.), and reinforce this messaging throughout the term. Students may be navigating differing levels of GenAI permissions in multiple courses so communicating expectations in a clear and straightforward manner is important.
  - The UBC academic integrity website has sample syllabus statements that can be used to communicate to students permitted and prohibited use of GenAI in courses.
Citation and attribution

- If GenAI tools are allowed for student academic use, educators should make it clear to students how they should acknowledge its use, such as through citation, and students should follow those guidelines. If students are not sure whether and how to acknowledge use of GenAI for their academic work, they should reach out to their instructors or supervisors to clarify expectations.
  - The UBC Library’s LibGuide on Generative AI provides information on how to cite the use of GenAI tools in multiple citation styles.

Detection

- The use of applications to detect AI-generated text is strongly discouraged at this time, due to concerns about effectiveness, accuracy, bias, privacy, and intellectual property.

- Instructors should not submit student academic work or personal information to AI detectors that have not undergone a UBC Privacy Impact Assessment (PIA) and been approved for this use.
  - As of May 2024, no AI detection tools have undergone a UBC PIA. The AI in Teaching and Learning website has a web page on current status of PIAs for generative AI tools at UBC.
  - The announcement about UBC’s decision not to enable the AI detection feature in TurnItIn provides further information about AI detectors and this decision.

- Instead of AI detectors, some of the approaches to identifying or preventing misconduct that educators have used before the broad availability of GenAI may also be effective with identifying GenAI produced work.

- If instructors or supervisors question whether GenAI has been used inappropriately by students for their academic work, they should follow existing academic misconduct processes.
  - The academic integrity website includes an overview of the academic misconduct process for instructors. Be sure to also follow procedures and guidelines in your specific department, program, or Faculty.

Designing assessments to support academic integrity

- Educators can test the resiliency of their own assignments and assessments against the capabilities of GenAI tools if they choose, by submitting their assignment instructions to a GenAI platform to understand its capabilities and limitations.
  - Only submit material that is your own, or for which you have received express permission to submit for this purpose.
  - It is important to be aware that in doing so this content could be used to train GenAI tools and could emerge publicly, depending on the tool used.

- The AI in Teaching and Learning website and the New frontiers: Teaching with AI blog provide information on resources, events, and other supports related to designing assignments and assessments that either use GenAI or that mitigate against its use for academic integrity purposes.
• Some educators may choose to have more in-class assessments to mitigate the use of GenAI. The CTLT at UBCV maintains a resource (jointly created with the UBCV Centre for Accessibility) on accommodations considerations for in-class assessments, which may be helpful for those considering this option.

1c. Indigenous data sovereignty, protocols, and risks of harm

There will be diversity of views of GenAI amongst Indigenous people and communities; the information and guidelines in this section are meant to express some likely shared views but should not be taken as representative of the views of all Indigenous people regarding GenAI.

• Indigenous Strategic Plan: Use of GenAI tools should uphold UBC’s commitments, goals, and actions in the current UBC Indigenous Strategic Plan.

• Indigenous data sovereignty & community protocols: GenAI tools that are trained on and that produce information that is owned by Indigenous peoples and communities, violate Indigenous data sovereignty as well as community protocols around access to and sharing Indigenous knowledges, artworks, and other information. This means that in their very design and development, GenAI tools do not uphold international and institutional commitments to Indigenous rights, such as the UN Declaration on the Rights of Indigenous Peoples and the UBC Indigenous Strategic Plan.

• Harmful outputs: GenAI tools can produce false, stereotyped, discriminatory and otherwise harmful information about Indigenous people and communities.

• Critical and responsible use:
  o Learn about and follow principles and practices related to Indigenous intellectual sovereignty in any use of GenAI, such as the First Nations OCAP principles (Ownership, Control, Access, and Possession), the National Inuit Strategy on Research and the Global Indigenous Data Alliance.
  o Do not input into GenAI tools any data, knowledge, or creative works by Indigenous people or communities without their express permission.
  o Be aware that outputs from GenAI may share Indigenous knowledges outside the control or protocols of Indigenous communities. Instead of using and sharing information about Indigenous people and communities from GenAI tools, seek information from Indigenous sources.
  o Take responsibility for your use of GenAI tools and any outputs you share with others, including possible harms that may result.
  o Do not rely on outputs from GenAI in efforts to include Indigenous content, knowledges, methodologies and approaches in teaching and learning. In addition, use of GenAI should not be a substitute for learning about Indigenous histories and knowledges.
    ▪ There are many opportunities at UBC to learn, through resources, workshops, and events. Prioritize developing relationships with others as you learn and implement strategies for decolonizing teaching and learning, including participating in workshops and events led by Indigenous-focused units at UBC as well as public events led by Indigenous communities.
1d. Ethical considerations

- **UBC plans and commitments:** Use of GenAI tools should uphold UBC’s commitments, strategies, and actions related to equity, anti-racism, accessibility, sustainability, and wellness as laid out in multiple plans and frameworks, including the **STEAR framework**, the **Wellbeing Strategic Framework**, and the UBC Accessibility Plan (in progress).

- **Ethical benefits of GenAI:** In some cases, GenAI can support inclusion, accessibility, and other ethical considerations. For example, GenAI tools can support learners with disabilities by being used to produce information in visual or audio formats in addition to text, to create captions for videos and alternative text for images, to help with executive function, and more.

- **Biased and harmful outputs, reproducing systemic inequities:** GenAI tools are trained on large amounts of data that reflect social and cultural biases and dominant norms and values. These biases, and even discriminatory content that gets past guardrails built into many GenAI tools, can appear in outputs. Use of GenAI tools therefore can reproduce and further entrench systemic inequities.
  
  - Keep these considerations in mind when deciding whether or how to use GenAI tools in teaching and learning activities, and talk with students about these risks.

- **Harm from false information:** GenAI tools can produce confident-sounding but false information that in some cases can lead to harm to individuals or communities.
  
  - Do not assume that what is produced by GenAI tools is true; double check the information by consulting other sources.
  
  - UBC Librarians can support students with information literacy, including teaching how to critically evaluate false or misleading outputs from GenAI and working with instructors to provide course-specific training for students in information literacy and other topics. See the [UBC Library’s resource on evaluating information from generative AI](https://library.ubc.ca/services/educational-resources/evaluation-tools) and the UBC Library Instruction webpages, [UBCV](https://library.ubc.ca/ubcv) and [UBCO](https://library.ubc.ca/ubco), for more information.

- **Human oversight and responsibility:** Those who use GenAI tools in teaching and learning should review outputs for possible harms to the best of their ability before sharing with others and take responsibility if harms do result, including potential violations of **UBC’s commitment to a respectful environment**.

- **Inequitable access:** It is important to recognize that UBC community members will have varying levels of access to GenAI tools, whether due to bandwidth, geographic location, costs for more powerful models, digital inaccessibility of some tools and platforms, or for other reasons.
  
  - Keep this in mind when deciding whether to suggest or require GenAI use for teaching and learning (as discussed further below under “Teaching with GenAI”)

1e. Privacy, security, confidentiality

Many of the guidelines below are based on the [Interim PIA Guidelines: Generative AI Tools](https://privacy.ubc.ca/docs/interim-pia-guidelines-generative-ai-tools-20240915.pdf) from UBC Privacy Matters.
Requirements

- **Privacy Impact Assessments (PIA):** In line with the British Columbia Freedom of Information and Protection of Privacy Act (FIPPA), instructors or teaching assistants cannot require that students use GenAI or any other technology tool that requires them to share personal information (such as name, student number, personal email address or phone number) unless that tool has undergone a UBC PIA review and been approved for use with personal information.
  - The [Privacy impact assessments for GenAI instructional use](#) web page provides an up-to-date list of which GenAI tools have undergone a PIA review and explains whether and how those tools can be required for student use in courses.

- **Privacy & confidentiality:** Do not share any personal, private, or confidential information when interacting with GenAI tools that have not undergone a PIA review and been approved for use with such information, as this data may be available to vendors, could be used for training models, and could end up in later outputs.
  - This includes information such as names and personal email addresses of students, student numbers, and grades attached to identifiable students. It also includes anything that you would not, or do not have permission to make public, such as exam questions or other confidential data or materials.
  - Most GenAI tools can only be used in teaching and learning at UBC with low risk information. As of May 2024, no GenAI tools have been approved for use at UBC with personal or other sensitive information.
    - The status of PIA review and how some GenAI tools may or may not be required for student use in courses is listed on the [Privacy impact assessments for GenAI instructional use](#) web page.

Recommendations

- Review the Terms of Service and Privacy Policies of any GenAI tools you plan to use for teaching and/or learning, so you can decide whether you are comfortable with what data is collected and how it is used. Instructors should be sure to discuss these with students if asking them to use GenAI tools.

- Some GenAI tools offer the possibility of opting out of use of one’s input data for training models, which is recommended for privacy purposes. In some tools, for example, you can opt out of saving chat history, which will usually mean inputs will not be used for training.

1f. Copyright and intellectual property

GenAI tools are often developed using large datasets, which might include copyrighted material. This could influence the AI’s outputs, occasionally resulting in the unintentional inclusion of copyrighted works. When utilizing GenAI outputs, be aware of the possibility that these may unintentionally mirror existing copyrighted works, potentially leading to inadvertent infringement.
• Your intellectual property:
  o **Educators:** Be aware about entering personal intellectual property such as lecture notes, syllabi, or other teaching materials into GenAI tools if you wish to retain control over their distribution and use.
  o **Students:** Be aware about inputting your own academic work into GenAI tools, as this may lead to unintended sharing or use beyond your control.

• Use of third-Party intellectual property:
  o Uploading third-party material that is someone else’s intellectual property, including journal articles, book chapters, faculty or TA teaching materials, or other copyrighted works, to GenAI tools may constitute copyright infringement. A safer approach is to only upload such materials with the express permission of the copyright owner, or if such use falls within the bounds of Fair Dealing.
    ▪ More information on what may constitute fair dealing can be found on the Copyright at UBC website.
    ▪ If any GenAI tools are approved in future for teaching and learning use with third-party intellectual property, they will be noted as such on the Privacy Impact Assessments for GenAI Instructional Use web page.

• Terms of service compliance:
  o Always review and comply with the terms of service of any GenAI tool you use. This is crucial to understand the permissible use of the outputs and any attribution requirements.
  o Note that different GenAI tools have varying policies regarding the ownership of outputs. Some may grant users ownership of the outputs, while others might retain certain rights or impose more restrictive terms.

• Distribution and sharing of AI-generated materials:
  o Exercise caution when distributing or sharing AI-generated materials, as they may incorporate or be derived from copyrighted works.
Section 2: Teaching with GenAI

Using GenAI for one’s own teaching practices

GenAI tools can be helpful for teaching practices such as: developing learning outcomes; designing learning activities, assignments, and assessments; creating slides, videos, and other resources; and more. The following guidelines address such uses, alongside those listed above as applicable to all uses of GenAI in teaching and learning.

- **Educator choice:** Whether and how instructors, TAs, and other educators use GenAI tools to support teaching practices is at their discretion, unless their department, program, or Faculty specifies rules for use.

- **Human review:** Any content produced by GenAI used in teaching must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor or TA, to the best of their abilities, before sharing with students.

- **Transparency:** If educators use text, images, or other outputs from GenAI in student-facing teaching materials they should clarify for students which materials are wholly or partly generated by GenAI and clearly cite the source of those materials.

- **Inputting student work:** Educators should not submit student original work, without their permission, to GenAI tools that have not undergone a PIA review and been approved for that use, including AI detector tools.
  - Check the [Privacy Impact Assessments for GenAI instructional use](#) web page for up-to-date information on which GenAI tools have undergone a PIA review and been approved for particular uses in courses.

- **Feedback and grading:** GenAI tools may be used for both formative feedback and summative assessment (grading) of student work only if they have been through a PIA review and been approved for this use.
  - Educators should disclose to students if they use GenAI for feedback or grading.
  - Instructors are ultimately accountable for students’ grades, and must review any feedback or grades produced by GenAI tools to ensure they take responsibility for the results.

Asking students to use GenAI for their academic work

Engaging students in learning about and using GenAI in courses can be beneficial for their learning and preparing them for lives and careers beyond UBC. At the same time, there are some educational activities in which use of GenAI may be counterproductive to student learning.

The following guidelines address cases of asking students to use GenAI tools for their academic work, in addition to those listed above as applying to all uses of GenAI in teaching and learning.
• **Requiring student use:**
  o As noted above, instructors or TAs cannot require that students use GenAI or any other technology tool to complete academic work that requires them to share *personal information*, unless that tool has undergone a [UBC Privacy Impact Assessment](#) (PIA) and been approved for this use.
  o GenAI tools that do not require personal information and that have not undergone a UBC PIA review may be required for student use in courses, though must only be used with *low risk information*, and not with third-party intellectual property, unless with the express permission of the copyright owner, or if such use falls within the bounds of [Fair Dealing].
    ▪ It is recommended that students be provided the option to not use such tools for their course activities or assignments, or to choose what kind of information they are or are not willing to submit to such tools.
  o The AI in Teaching and Learning web page on [Privacy impact assessments for GenAI instructional use](#) provides information on which tools have undergone a UBC PIA review and explains whether and how those tools can be required for student use in courses.

• **Communicating acceptable use:** Instructors and TAs should clearly communicate to students details of what is permitted in terms of using GenAI for their course work, and what is not permitted. It is helpful to explain the rationale for why students are permitted to use some tools but not others, or to use them for some assignments (or parts of assignments) and not others.
  o The UBC academic integrity website has [sample syllabus statements](#) that can be used to communicate to students permitted and prohibited use of GenAI in courses.

• **Equitable access:** Educators should recognize, and address where feasible, inequitable access to GenAI tools. This can be for many reasons, including lack of accessibility for students with disabilities, cost (some tools have greater functionality for a price), internet bandwidth, geographical access (not all tools are available in all countries), language (many GenAI tools privilege English), and more.
  o Educators could ask students to use free tools where possible, and consider providing other options to complete work to fulfill the learning outcomes of activities and assignments where feasible.

• **Policy and guidelines:** It is important to discuss with students the guidelines above that apply to all use of GenAI tools in teaching and learning before asking them to use GenAI in their coursework.
Section 3: Learning with GenAI

GenAI tools can be helpful for supporting learning, both on one’s own as well as when doing course work. However, information that is generated by a GenAI tool is not, and should not be presented as your own work. It should be treated like an online resource, with potentially erroneous contents, that should be properly cited if used for your academic work.

The following guidelines address uses of GenAI for learning in addition to the ones above that are applicable to all uses of GenAI in teaching and learning.

- **Acceptable use:** Any academic work you submit as a student should be your own, including essays, literature reviews, theses, and exams. Do not use GenAI to develop or complete any submitted academic work unless you have received clear permission from an instructor or supervisor to do so.
  - Follow guidance from your instructor or supervisor as to whether you may use GenAI tools in any work you submit for course or program requirements, and if so, how. If you are unsure of the guidance or have questions, be sure to ask your instructor or supervisor.
  - Submitting your own work means that if you use external resources, including GenAI, you should take that information and apply your own analysis, synthesis, evaluation, critique, etc. Simply paraphrasing GenAI output does not, by itself, make it your own work.
  - If use of GenAI tools is allowed for one or more assignments in your courses, it is a good idea to keep a record of the prompts you submitted and the outputs from the tool (for example, through screenshots), and how you used these in your work. This can help in case of any questions later from instructors or TAs as to how you used the tools.

- **Acknowledgment:** Use of GenAI tools for producing academic work should be acknowledged according to guidelines provided by your instructor or supervisor, such as through formal citation requirements.
  - Note that just as with other resources used for academic work, it is not only direct quotes from GenAI that should be acknowledged or cited, but also paraphrased statements.
  - Please see the UBC Library’s Guide on Generative AI for information on how to cite the use of GenAI tools.

- **Studying:** GenAI tools can be useful for studying purposes, such as generating practice exam questions, asking a chatbot to act as a tutor, and more. Such uses are generally permissible unless prohibited by your instructor or supervisor but be aware that content generated by GenAI may not be accurate, and thus may not always be a reliable study source.

- **Intellectual property:** Submitting materials created by instructors, TAs, or other students into GenAI tools without their permission may constitute copyright infringement. Please review the guidelines on copyright and intellectual property above for more information.
15 May 2024

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2024 Vancouver Senate By-Elections Results

Set out below are the by-elections results.

**Faculty-Specific (Science) Representative to Senate**

Further to the second call for nominations for a Science faculty member on the Vancouver Campus to fill one (1) vacancy on the Vancouver Senate for the remainder of the 2023-2026 triennium issued on 8 April 2024, one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member is acclaimed as elected as representative of the Faculty on the Vancouver Campus on the Vancouver Senate for a term ending 31 August 2026 and thereafter until a successor is elected:

- **Sean W. Graham, Professor**

**Joint Faculties Representative to Senate**

Further to the call for nominations for a faculty member on the Vancouver Campus to fill one (1) vacancy for a representative of the Joint Faculties on the Vancouver Senate for the remainder of the 2023-2026 triennium issued on 8 April 2024, one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member is acclaimed as elected as representative of the Joint Faculties on the Vancouver Campus on the Vancouver Senate for a term ending 31 August 2026 and thereafter until a successor is elected:

- **Laura Moss, Professor, Faculty of Arts**

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All vacancies have been filled in these by-elections.