

Okanagan Senate

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

**THURSDAY, 16 MAY 2024**

**3:30 P.M. | RHS 257 AND VIA ZOOM**

1. **Call to Order – Dr Lesley Cormack**
2. **Senate Membership – Dr Rella Ng (information)**
  - a) **Resignation**

A letter of resignation has been received from Dilpreet Samra.
  - b) **Nominating Committee**

As a result of the call for nominations issued last month, Saami Hafeez and Hai Tong (Jacky) Wang are acclaimed as elected to the Senate Nominating Committee until 31 March 2025 and thereafter until replaced.
  - c) **Vice-Chair of Senate**

A call for nominations is issued for a Vice-Chair of Senate for a term from the adjournment of this meeting until the September meeting of Senate pursuant to Section 37(1)(a) of the *University Act* and Section 7 of the *Rules and Procedures of Senate*.
3. **Minutes of the Meeting of 25 April 2024 – Dr Lesley Cormack (approval) (docket pages 4-13)**
4. **Business Arising from the Minutes – Dr Lesley Cormack**
5. **Remarks from the Principal and Deputy Vice-Chancellor – Dr Lesley Cormack (information)**
6. **Remarks from the Provost – Dr Rehan Sadiq (information)**
7. **Candidates for Degrees – Dr Lesley Cormack (approval)**

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).*

**8. Report from the Provost – Dr Rehan Sadiq**

Progress Report on the Strategic Equity and Anti-Racism (StEAR) Framework – with Associate Vice-President Arig al Shaibah (information) (docket pages 14-87)

**9. Academic Building and Resources – Dr Peter Arthur**

Annual Report (information) (docket pages 88-91)

**10. Admission & Awards Committee – Mr Rob Johnson**

- a. New and Revised Award (approval)(docket pages 92-95)
- b. Graduate Admissions – Revisions to Student Declaration (approval)(docket pages 92, 96-100)
- c. Annual Report (information) (docket pages 101-105)

**11. Curriculum Committee – Dr Yves Lucet**

- a. Curriculum Proposals from the Faculties of Arts & Social Sciences, Health & Social Development, and Science (approval) (docket pages 106-217)
- b. New Policies: O-127, O-128, and O-129 (approval) (docket pages 218-242)
- c. Discontinuation of Displaying Degree Averages on Transcripts of Academic Record (approval) (docket pages 243-246)

**12. Joint Report of the Admission & Awards and Curriculum Committees – Mr Rob Johnson and Mr Yves Lucet**

New Program: Master of Biotechnology (approval) (docket pages 247-271)

**13. Learning and Research Committee – Dr Sally Stewart**

Candidates for Emeritus Status (approval) (docket pages 272-273)

**14. Nominating Committee – Dr Jan Cioe**

- a. Appointments to the Advisory Committee for the Selection of an Associate Vice-President, Research and Innovation (approval) (docket page 274)

*The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: [facsec@mail.ubc.ca](mailto:facsec@mail.ubc.ca)*



- b. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) (docket pages 274-275)
- 15. Report from the Provost – Dr Rehan Sadiq**  
Guidelines for the use of Generative AI in Teaching and Learning (information) (docket pages 276-287)
- 16. Reports from the Registrar – Dr Rella Ng**
  - a. 2024 Student Election Results to the Board and Senate (information) (docket page 288)
  - b. Update on Chancellor Search (information) (docket pages 289-290)
- 17. Other Business**

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*UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>*

# OKANAGAN SENATE

## MINUTES OF 25 APRIL 2024

**DRAFT**

### Attendance

**Present:** L. Cormack (Chair), R. Ng, A. Alnaar, A. Ardestani-Jafaari, P. Barker, P. Arthur, J. Cheng, J. Cioe, H. Dhadil, J. Eikenaar, M. Evans, R. Frost, S. Hafeez, S. Hilton, O. Howk, R. Janke, N. Jalili, D. Keyes, R. Lalonde, P. Lasserre, R. Lessan, M. Libben, Y. Lucet, A. Mand, P. Mann, B. Marcolin, D. Nweke, T. Okunula, J. Olson, S. Pakpour, L. Parrot, M. Reekie, M. Rheault, S. Roy-Bois, R. Sadiq, D. Samra, C. Schreyer, P. Simpson, R. Taheri, M. Tarrant, S. Tomaskova, B. Traister, A/ Shatzko, S. Stewart, L Yanagi,

**Regrets:** B.-A. Bacon, H. Berringer, R. Campbell, K. Hodges, O. Lai, N. Obeegadoo, S. O'Leary, S. Point, B. Visscher, J. Wang

**Clerk:** C. Eaton

### Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack, called the fifth meeting of the Senate to order at 3:32 pm.

Jan Cioe  
Bryce Traister

*That the Senate resolve to consider agenda item  
13 in camera.*

Approved

### Senate Membership

The Registrar, Dr Rella Ng, announced the following changes in the membership of Senate:

#### **NEW MEMBERS (ALL ELECTED UNTIL 31 MARCH 2025 AND THEREAFTER UNTIL REPLACED):**

Saami Hafeez, At-large  
Richard Lessan, At-large  
Toluwanimi Okunola, At-large  
Ayanfeoluwa "Paul" Oladokun, At-large  
Dilpreet Samra, At-large  
Hai Tong (Jacky) Wang, At-large



Dieudonne Nweke, Graduate Student  
Amanda Shatzko, Graduate Student  
Himmat Dhadli, Applied Science  
Olivia Lai, Arts & Social Sciences  
Owen Howk, Creative & Critical Studies  
Ashmeet Mand, Health & Social Development  
Pavan Mann, Management  
Lisa Yanagi, Science

NB: Blair Visscher remains the senator for students of the Faculty of Education until 30 September 2025 and thereafter until replaced.

#### **NOMINATING COMMITTEE**

The Registrar issued a call for nominations for two student members of Senate for the Senate Nominating Committee to serve until 31 March 2025 and thereafter until replaced.

#### **Minutes of the Previous Meeting**

Rob Johnson  
Christine Schreyer

*That the Minutes of 28 March 2024*

*Corrections: Attendance*

*The remarks of Senator Frost on p. 8 were extended to reference both smaller classes as well as small programs where response rates fell below the minimum.*

Approved

#### **Remarks from the Deputy Vice-Chancellor**

The Deputy Vice-Chancellor and Principal, Dr Cormack, opened her remarks noting the recent federal budget announcement, particularly highlighting its immediate impact on graduate students with improvements to scholarships and fellowships over the next five years. She specifically noted the increase in postdoctoral fellowship funding to \$70 000 p.a. as a long-needed change.

Dr Cormack congratulated the 2024 Researchers of the Year: Dr Wendy Wong, Dr Adam Ford, and Dr Lesley Lutes.



Finally, Dr Cormack reported that she was hosting a spring update (formerly the campus town all) on 7 May where she would give a brief update on institutional priorities and answer questions.

Dr Cormack and Senator Cioe had a discussion on the insufficient funding for masters students

A senator asked for an update on the University's enrolment for next year.

The Registrar, Dr Rella Ng, advised that overall application numbers were down. The deadline for acceptance was 1 May for international students and 1 June for domestic so we do not yet know how that will affect our incoming class. She said that an update would be provided when available and that we should be prepared for a reduction in accepted offers compared to previous years.

### Remarks from the Provost

The Provost, Dr Rehan Sadiq, noted the teaching excellence award ceremony on 14 May and asked those without invitations to contact the ceremony's office if they wished to attend. He congratulated the winner of the Killam Teaching Prize: Christine Schreyer; as well as the three winners of the Provost's Award for Teaching Excellence and Innovation: Bill Cohen, Julien Picault, and Gina Whitaker.

Dr Sadiq advised Senate of increased government funding received by the Faculty of Health and Social Development for developing and piloting an indigenous health certificate and a pilot program for internationally educated nurses. He also advised on the development of further micro credentials.

### Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jannik Eikenaar, presented.

#### ACADEMIC REGULATIONS FOR THE FACULTY OF APPLIED SCIENCE

Jannik Eikenaar  
Barb Marcolin

*That Senate approve the revisions to the academic regulations for the Faculty of Applied Science - School of Engineering, effective for the 2024 Winter Session and thereafter, as attached.*

Approved

### COURSE STANDINGS

Patricia Lasserre  
Jan Cioe

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

*New Standings:*

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

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

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

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

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

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

*Withdrawal (W AUD) denotes official withdrawal from a course that was being audited (see Withdrawal)*

*Revised Standings:*

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

Senator Rhealt raised a concern with missing grades.

The Clerk to the Senate, Mr Christopher Eaton, advised that missing grades were a long-standing problem but that this particular change was prompted by a need in Workday Student to not have a blank standing.

Senator Cioe asked the administration to work in conjunction with the Faculty Association and others to address the issue of late grades from instructors.

Senator Hafeez spoke on the impact of missing grades for students.

Senator Lucet said that a lot of people are doing their jobs correctly; he noted that sometimes grades were missing for good reasons.

Senator Rheault noted that this was one reason why standing deferred existed.

Senator Cioe noted that T standing still existed for theses-like courses.

Senator Hilton asked if the Academic Policy Committee could do something about late or missing grades from instructors.

The Clerk advised that at the request of the Registrar and Provost, a policy was in development to formalize grade submission deadlines, which were currently just guidelines from the Registrar.

Approved

## Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

### *Appendix A: Curriculum Report*

Yves Lucet  
Silvia Tomaskova

*That Senate approve and recommend to the Board of Governors for approval the new program options, new courses, revised courses, and revised Calendar entries as brought forward by the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, Education, and Science.*



Senator Cioe asked Science to consider adding the same indigenous courses as the BA does for consistency, especially for those specializations in the BA and BSc

Approved

## **Report from the Vice-Principal Research**

### **ESTABLISHMENT OF THE INTERIOR SALISHAN STUDIES CENTRE (ISSC)**

Senator Phil Barker, the Vice-Principal Research & Innovation, advised Senate that pursuant to Policy O-5, a new centre had been established focusing on teaching and research in contemporary Interior Salishan studies, with a particular focus on language learning and language revitalization. The Centre will be a hub supporting the students, community partners, and faculty working on the Interior Salishan Languages initiative, and the associated language degrees and language-led research.

This proposal has been recommended by the Head of Community, Culture, and Global Studies and approved by the Dean of the Faculty of Arts and Social Sciences (FASS), with the understanding that it be housed there.

## **Report from the Deputy University Registrar**

Mr Robert Janke, the Deputy University Librarian, presented on the library's accomplishments for 2023-2024. He acknowledged the collaborative effort involved in compiling the library's report and thanked the library team. In addition to his distributed report, Mr Janke highlighted the following for Senate:

Mr Janke discussed the library's physical service points and the suite of online and in-person reference services offered over the past year. He highlighted the instructional sessions provided by librarians, covering various topics from subject-specific information to academic writing skills. Notable events included orientation sessions for students enrolled in language fluency programs and growth in writing and language appointments. The Deputy Librarian addressed challenges with the location of the Student Learning Hub and efforts to promote it through outreach activities. The establishment of a writing community for Black writers was mentioned, along with initiatives to support academic integrity and research data services.

The Deputy Librarian then discussed the library's involvement in open education initiatives, workshops, and consultations aimed at supporting faculty and students. Collaborations with campus partners and community outreach projects were highlighted, including exhibitions and events focused on indigenous history and literature. With regards to records management initiatives and acquisitions in special collections, he emphasized the library's commitment to preserving and promoting indigenous voices. Mr Janke also discussed ongoing efforts to advance the university's strategic initiatives related to indigenous reconciliation and equity.

Mr Janke concluded his presentation with discussions on promoting academic integrity, expanding researcher engagement, and supporting undergraduate thesis writers. Mr Janke

expressed gratitude to collaborators and emphasized the importance of library consultation in institutional initiatives.

In response to a question from Senator Cioe, Mr Janke confirmed that cIRCle was still in use and stored undergraduate and graduate research papers.

Senator Cioe noted that AI were being used to facilitate research writing on a commercial basis. He asked if UBC could provide licenses to provide a more equitable environment for grant applicants.

## **Report from the Registrar**

### **2024 OKANAGAN STUDENT SENATE AND BOARD OF GOVERNORS ELECTIONS**

The Registrar advised Senate pursuant to Section 15 of the *University Act* that the following students were acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning 1 April 2024 and ending 31 March 2025 and thereafter until successors are elected:

- Himmat Dhadli, Faculty of Applied Science
- Olivia Lai, Faculty of Arts and Social Sciences
- Owen Howk, Faculty of Creative and Critical Studies
- Pavan Mann, Faculty of Management
- Lisa Yanagi, Faculty of Science

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

- Ashmeet Mand, Faculty of Health and Social Development

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

- Amanda Shatzko (Continuing)

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

- Saami Hafeez (Continuing)
- Richard Lessan
- Toluwanimi Okunola
- Ayanfeoluwa “Paul” Oladokun
- Dilpreet Samra
- Hai Tong (Jacky) Wang



Pursuant to Section 16 of the *University Act*, the following student was elected as representative of students on the Board of Governors for a term beginning 1 April 2024 and ending 31 March 2025 and thereafter until a successor is elected:

- Abby Newman\*

\*Following declaration of their election to the Board of Governors, the successful candidate resigned from the position. As required by the *University Act*, a by-election to fill the vacancy was held, and polls were conducted 15-22 April 2024. Results were not available at the time this report was generated.

## IN CAMERA – Academic Policy Committee

### Other Business

Mark Rheault  
Jan Cioe

*That the Senate authorize the motion approved in camera under Agenda Item 13 be made public entered into the minutes of Senate.*

Approved

### Motion Approved for Agenda Item 13

*Whereas the International Court of Justice ruled on 26 January 2024 that the case made by the state of South Africa that Israeli military actions in Gaza plausibly constitute genocide, these actions including the failure to distinguish between combatants and non-combatants, the displacement of the majority of the population, the targeting of all hospitals, the targeting and destruction of all universities, and the obstruction of*

*humanitarian aid, among other crimes under international law;*

*And whereas multiple international organizations, including the World Bank on 19 March 2024, have identified that famine is imminent for more than one million Palestinians in Gaza as a result of the Israeli state's bombardment, invasion, and blockade of the territory;*

*Be it resolved that the Okanagan Senate:*

*Condemns the perpetration of genocide, and the violation of international laws pertaining to human rights; in this case the occupation, siege, and invasion of Gaza by the state of Israel;*

*Condemns the violent attack on Israeli nationals and Jewish persons undertaken by Hamas on 7 October 2023;*

*Supports all those who peacefully oppose this war, including those in Israel who have gone to the streets at great personal risk to protest the invasion; and*



*Asks members of the UBC community to support and strengthen ties with UBC members impacted by the crisis, and to stand with all those seeking peace and the immediate amelioration of the current crisis in Gaza.*

## **Adjournment**

Seeing no other business, the meeting was adjourned at 6:25 pm.



## **Appendix A: Curriculum Report**

### **FACULTY OF APPLIED SCIENCE**

New Course: ENGR 400

### **FACULTY OF ARTS & SOCIAL SCIENCES**

New Courses: HIST 483, PSYO 402, PSYO 434, PSYO 452, PSYO 455, SOCI 495

### **FACULTY OF CREATIVE & CRITICAL STUDIES**

New Courses: CULT 406, DIHU 406

### **FACULTY OF EDUCATION**

New Courses: EDUC 502, EDUC 522, EDUC 540

Revised Courses: EDUC 526, EDUC 529

Revised Calendar Entries: Master of Education Program Requirements; Education Course Offerings

### **FACULTY OF SCIENCE**

Revised Course: SUST 491

New Courses: SUST 492, SUST 493, SUST 494, SUST 495, SUST 496

New Program Options: Bachelor of Sustainability Minor Programs; Bachelor of Sustainability Co-operative Education Option

Revised Calendar Entries: Bachelor of Sustainability Program Overview; Degree Requirements for students entering the program in 2020/2021 or later (Computer Science; Biology; Ecology, Evolution, and Conservation Biology; Microbiology; Zoology; Biochemistry and Molecular Biology; Chemistry; Environmental Chemistry; Earth and Environmental Sciences; Freshwater Science; Mathematics; Physics; Physics and Mathematics; Statistics; Psychology); Data Science Minor Program

# STRATEGIC EQUITY AND ANTI-RACISM (StEAR) PROGRESS REPORT – 2024

May 2024

Prepared by the Equity & Inclusion Office

DRAFT

## Table of Contents

MESSAGE FROM THE AVPEI .....	4
EXECUTIVE SUMMARY .....	6
Institutional indicators of change (outcome measures) .....	6
Status of institutional strategic actions (central interventions) .....	6
Inventory of unit-level activities (decentralized interventions) .....	7
Strategic learning and implications (continuous assessment).....	7
1.0 BACKGROUND AND INTRODUCTION .....	8
1.1. Purpose of the Strategic Equity & Anti-Racism (StEAR) Framework .....	8
1.2. StEAR framework components .....	9
1.2.1. Change domains and goals .....	9
1.2.2. Guiding principles .....	9
1.2.3. Roadmap for Change: Objectives and strategic actions .....	10
1.2.4. StEAR governance and oversight .....	11
1.3. Resourcing.....	12
1.4. Purpose of this Report .....	12
2.0 EVALUATION APPROACH AND PROGRESS UPDATES.....	13
2.1 Institutional indicators of change (outcome measures).....	14
2.1.1 Methodology.....	14
2.1.2 Institutional Indicators of Change.....	15
2.2 Status of institutional strategic actions (central interventions) .....	19
2.2.1 Methodology.....	19
2.2.2 Actions in the structural change domain .....	20
2.2.3 Actions in the curricular change domain .....	22
2.2.4 Actions in the compositional change domain.....	23
2.2.5 Actions in the interactional change domain .....	26
2.3 Inventory of unit-level activities (decentralized interventions) .....	29
2.3.1 Methodology.....	29
2.3.2 Decentralized engagement with equity and anti-racism.....	30
2.3.3 Barriers cited to decentralized efforts .....	32
2.3.1 Next steps for analysis .....	35
2.4 Strategic learning and implications (continuous assessment).....	37
2.4.1 StEAR framework and governance: A robust yet streamlined approach .....	37

2.4.2 Roadmap for change: Alignment to historical source documents ..... 38

2.4.3 Systems change evaluation approach acknowledges complexity ..... 38

3.0 MOVING FORWARD: SUMMARY OF STRATEGIC LEARNING IMPLICATIONS ..... 40

APPENDICES ..... 41

Appendix A: Resources to advance StEAR priorities..... 41

Appendix B: Outcome measures and institutional indicators ..... 42

Appendix C: UBC’s Black Excellence Ecosystem ..... 55

Appendix D: Status of institutional strategic actions (central interventions)..... 56

Appendix E: StEAR Inventory: Mapping UBC’s decentralized EDI practices & initiatives..... 69

Appendix F: Acronyms and abbreviations ..... 71

REFERENCES ..... 74

DRAFT



## 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](mailto: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;

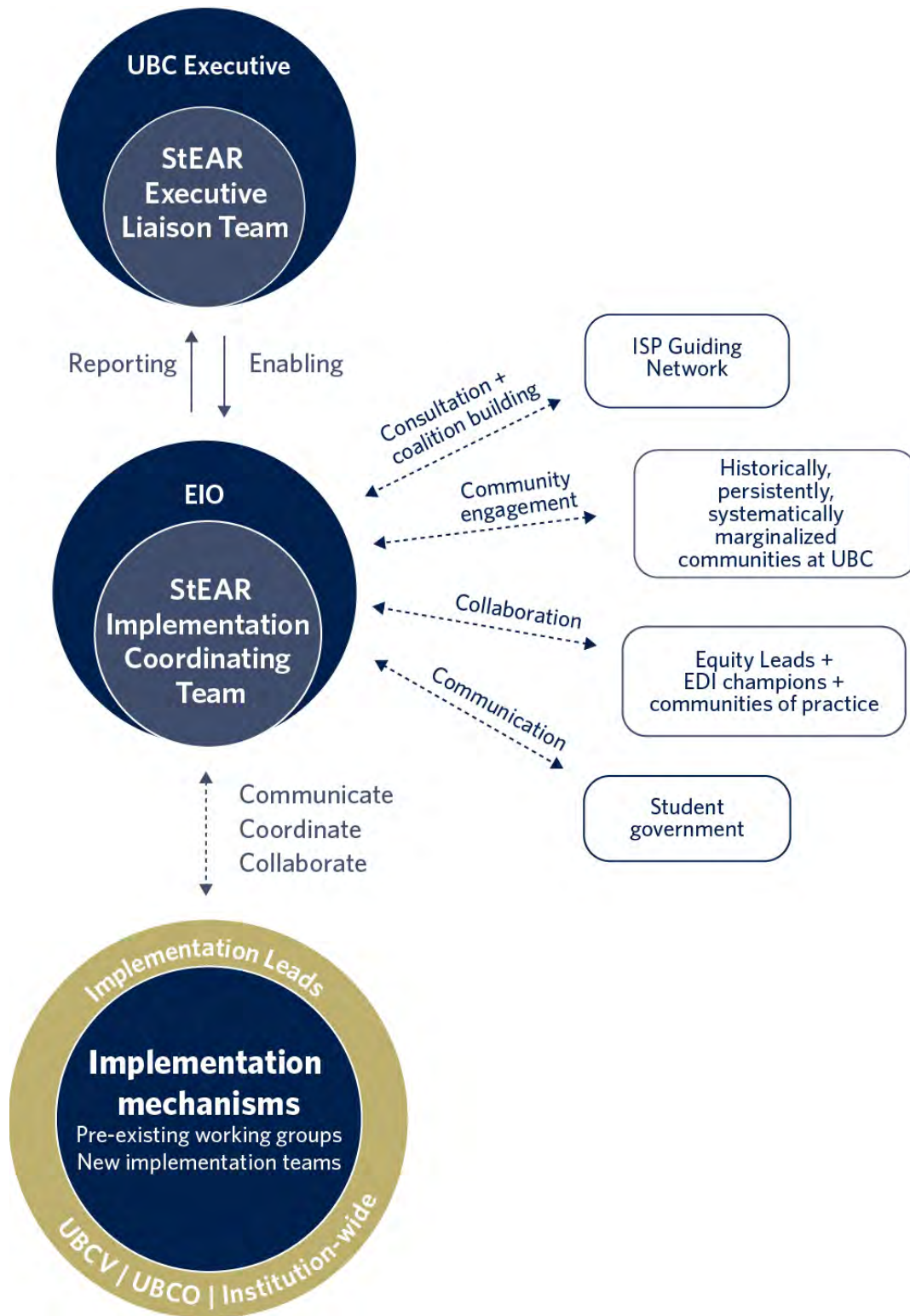
**6. Data-informed decision-making and continuous improvement:** undertaking assessment, evaluation, and research and leveraging qualitative and quantitative data to inform cyclical strategic planning processes.

### 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).

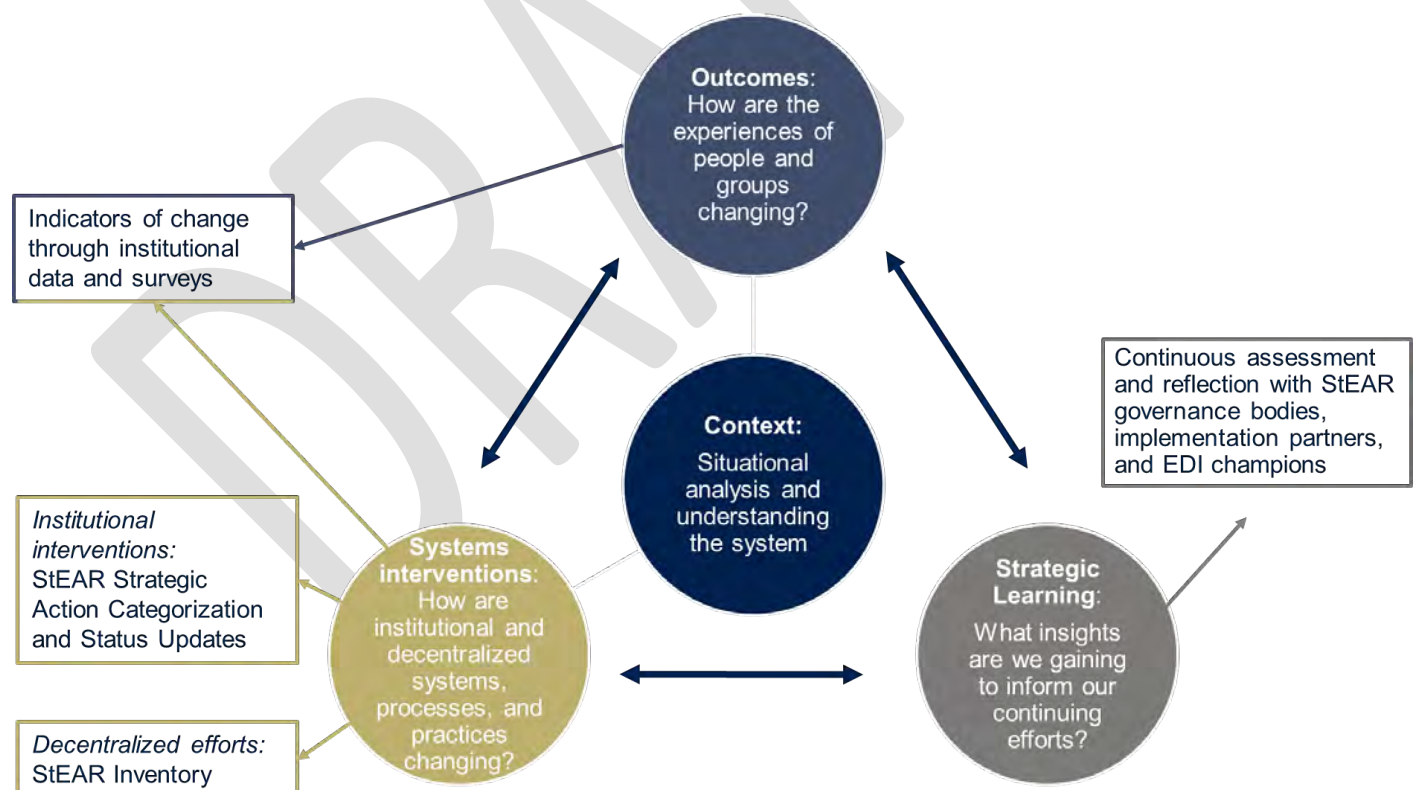
## 2.0 EVALUATION APPROACH AND PROGRESS UPDATES

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*



Caption: Adapted from Cabaj (2019).

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 1<sup>st</sup>, 2023.

**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 1<sup>st</sup>, 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.

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## 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](mailto:info@equity.ubc.ca).

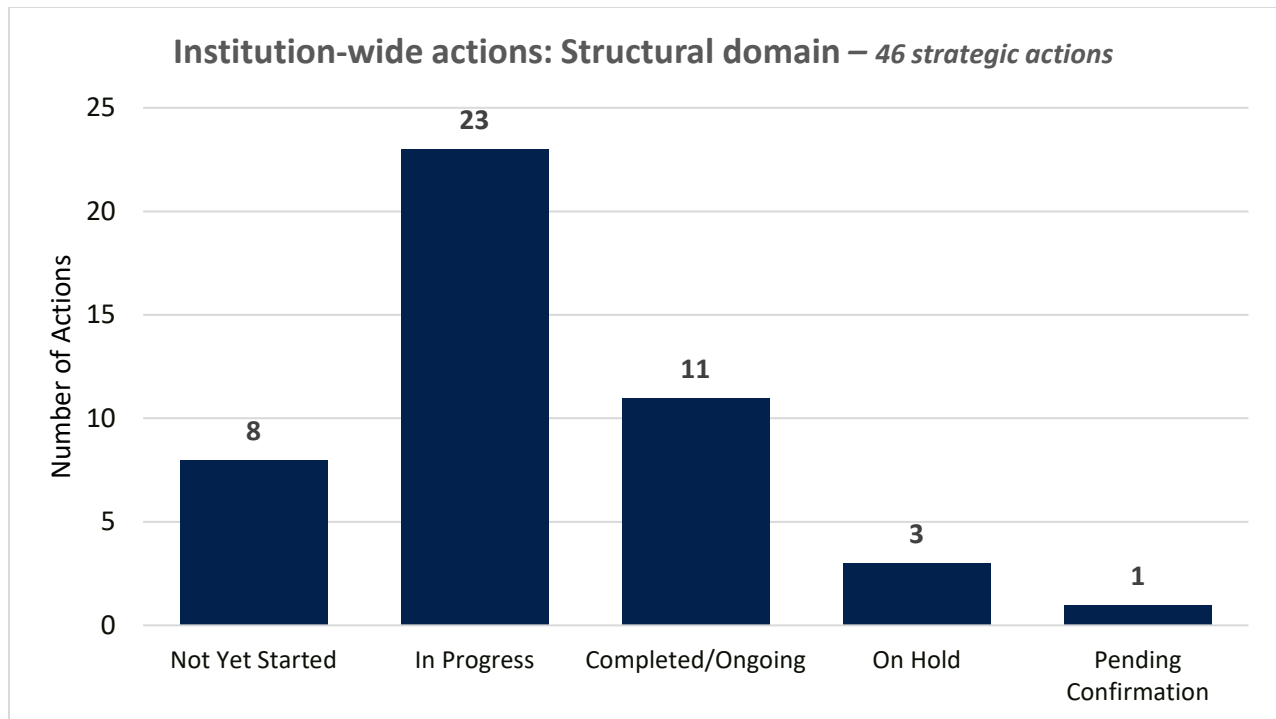
### 2.2.2 Actions in the structural change domain

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<sup>1</sup>. At UBCV, seven are in progress, and two are completed/ongoing.

#### 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](#).

<sup>1</sup> 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

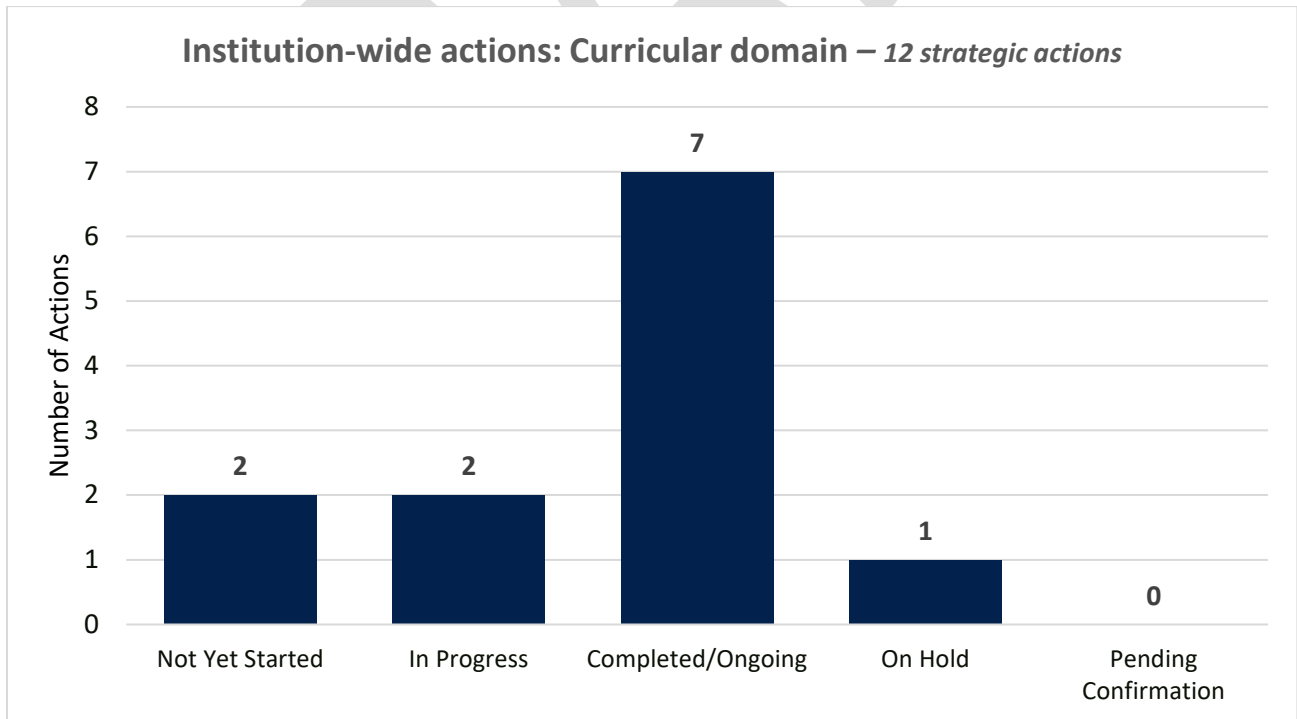
### 2.2.3 Actions in the curricular change domain

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).

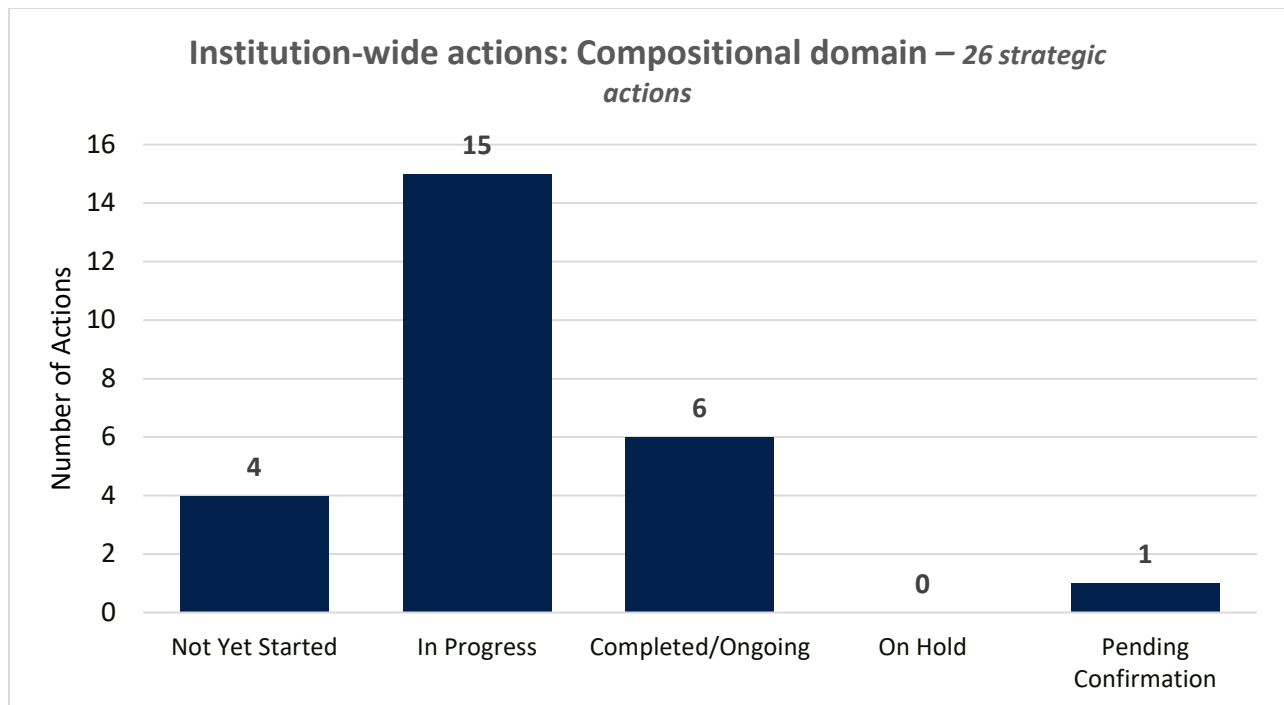
#### **2.2.4 Actions in the compositional change domain**

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.<sup>2</sup>

**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).

<sup>2</sup> 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.

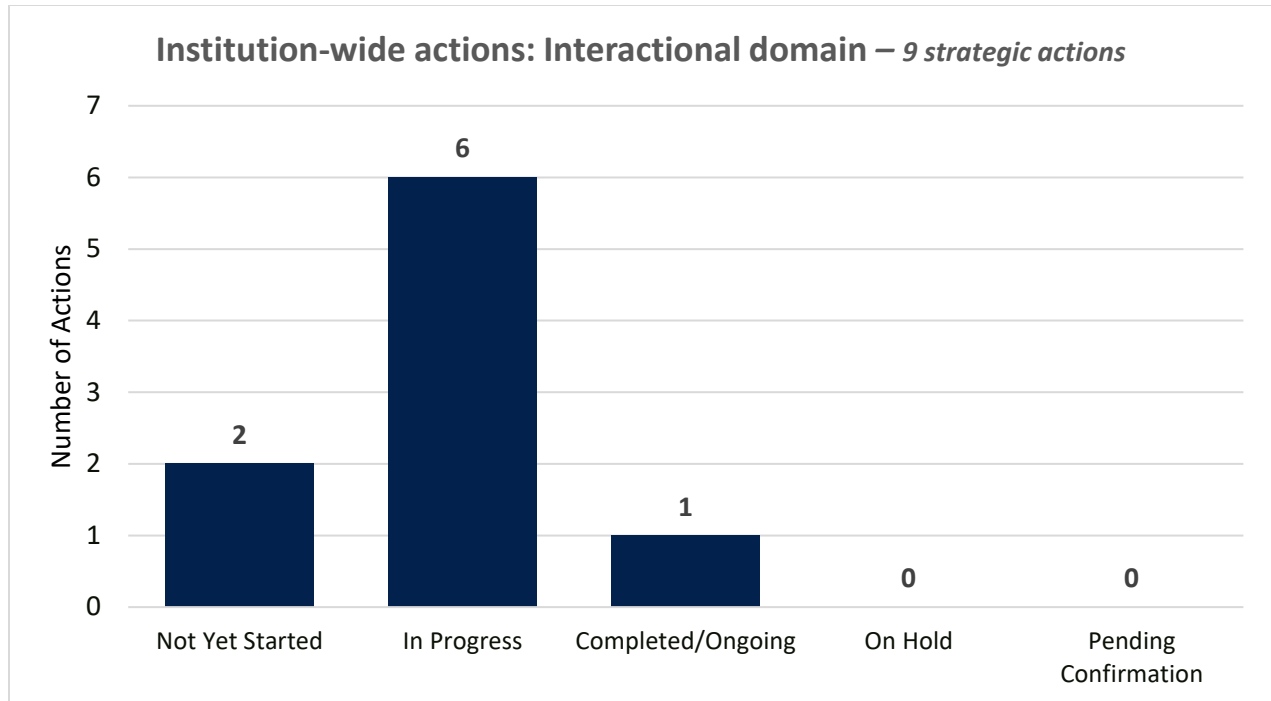
### 2.2.5 Actions in the interactional change domain

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.

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## 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*

	<b>Academic Faculty/department</b>	<b>Administrative Portfolio/Unit</b>	<b>Total</b>
<b>Okanagan Campus</b>	7	13	20
<b>Vancouver Campus</b>	41	28	69
<b>Both campuses</b>	1	5	6
<b>Total</b>	49	45	95

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.

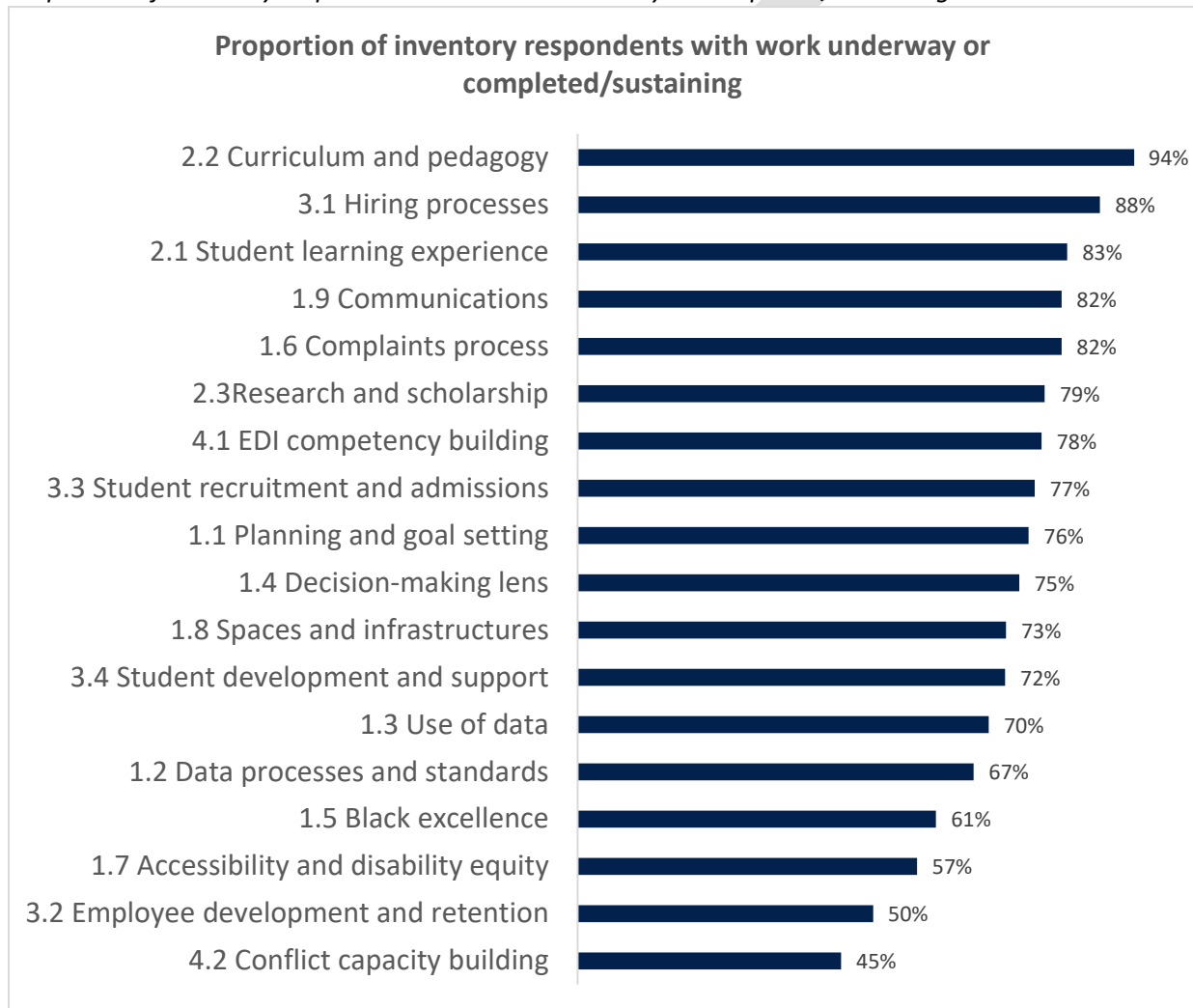
Because participation in the inventory was not mandatory, we do not expect the results reported below to be a representative sample of UBC's decentralized units and departments. Inventory respondents are likely more highly engaged with EDI and anti-racism work. The results, therefore, provide a picture 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**

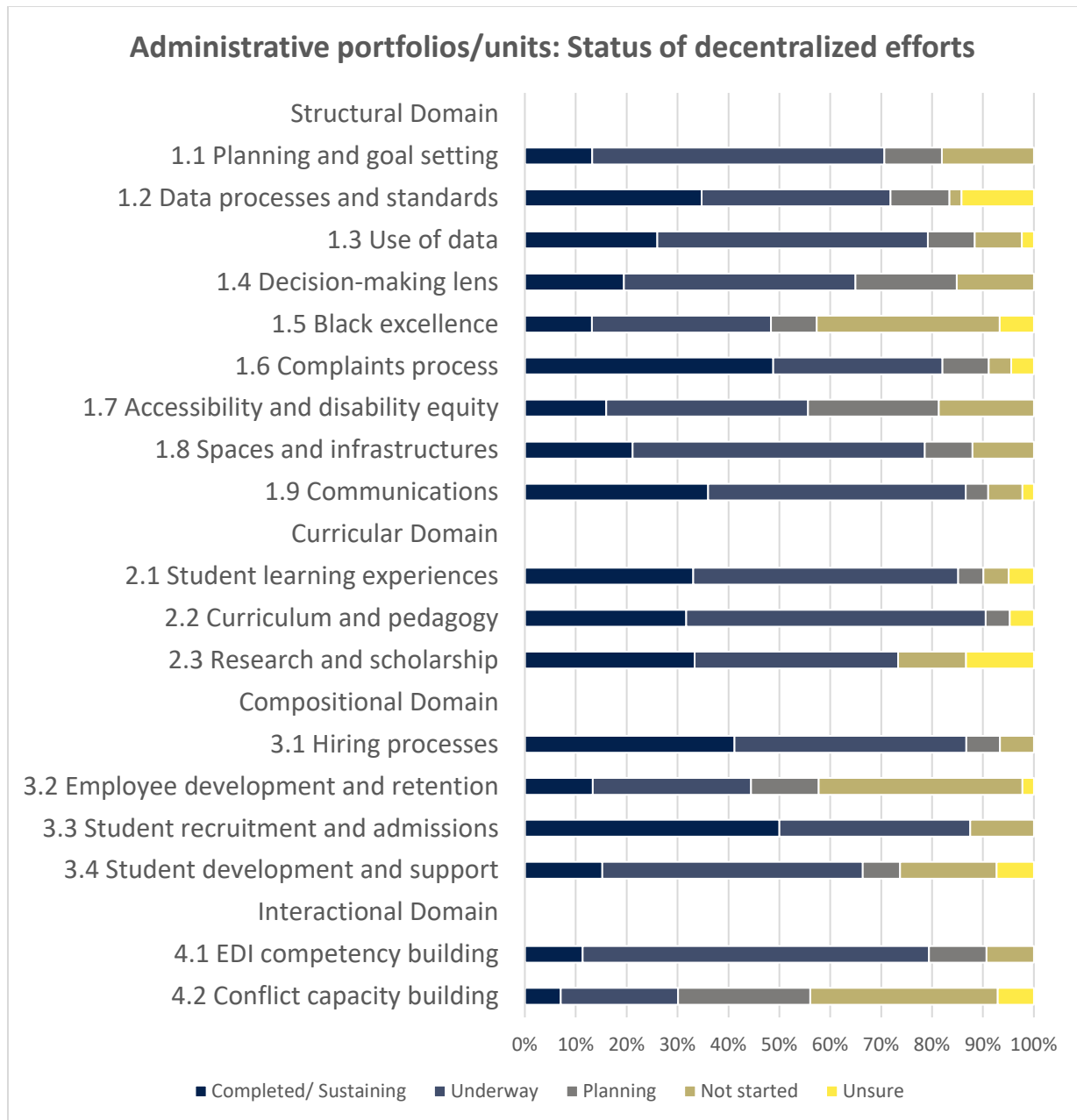
*Proportion of inventory respondents with work underway or completed/sustaining*



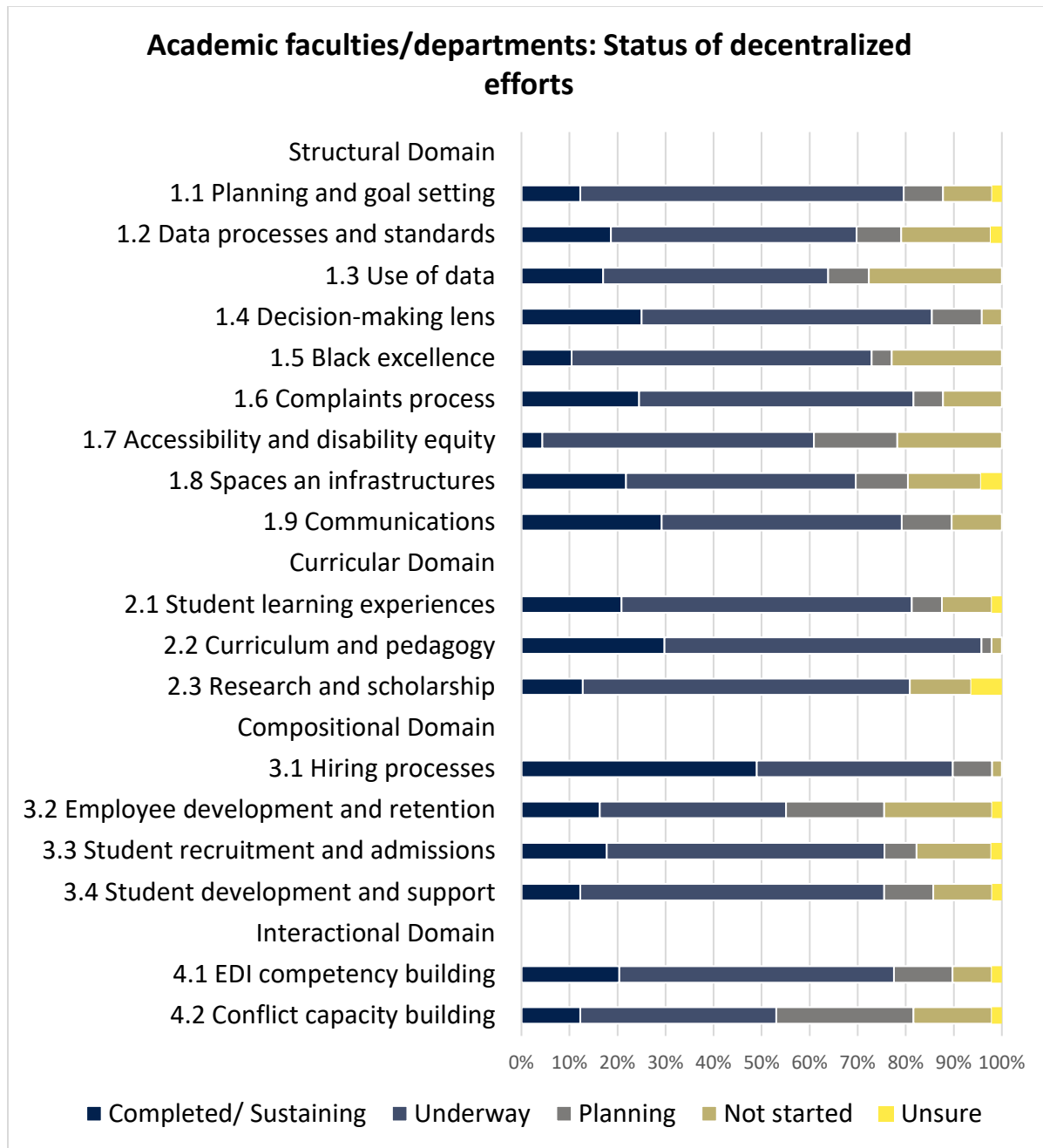
The figures below provide a more detailed breakdown of the status of decentralized equity and anti-racism efforts in relation to StEAR objectives, presented separately for administrative portfolios/units, and academic faculties/departments.

**Figure 8**

*Administrative portfolios/units: Status of decentralized efforts*



**Figure 9**  
*Academic faculties/departments: Status of decentralized efforts*

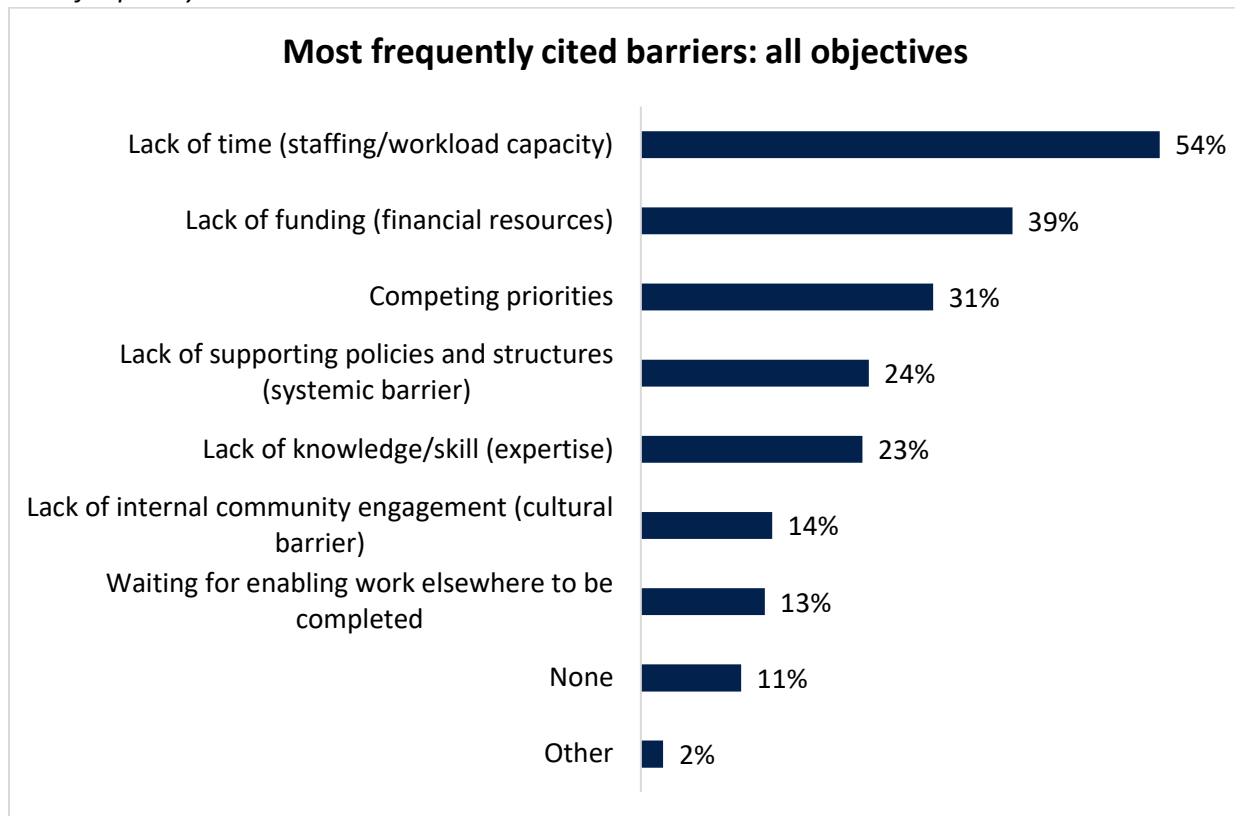


### 2.3.3 Barriers cited to decentralized efforts

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



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**

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
1.1 Planning and goal setting	6%	82%	30%	42%	26%	53%	21%	20%	0%
1.2 Data processes and standards	11%	46%	31%	19%	26%	28%	19%	2%	2%
1.3 Use of data	16%	51%	16%	18%	22%	31%	7%	18%	4%
1.4 Decision-making lens	12%	60%	32%	20%	18%	40%	16%	14%	0%
1.5 Black excellence	7%	45%	24%	50%	17%	31%	7%	19%	5%
1.6 Complaints process	12%	41%	20%	29%	22%	29%	8%	12%	6%

1.7 Accessibility and disability equity	2%	46%	29%	56%	40%	38%	17%	6%	0%
1.8 Spaces and infrastructures	7%	27%	22%	62%	27%	18%	33%	9%	9%
1.9 Communications	23%	49%	15%	28%	18%	23%	3%	5%	0%

### Curricular change domain

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
2.1 Student learning experiences	12%	70%	12%	52%	9%	30%	6%	15%	0%
2.2 Curriculum and pedagogy	14%	49%	11%	46%	14%	30%	3%	16%	0%
2.3 Research and scholarship	10%	47%	20%	40%	27%	27%	3%	10%	3%

### Compositional change domain

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other
3.1 Hiring processes	28%	36%	19%	11%	31%	14%	8%	25%	0%
3.2 Employee development and retention	11%	67%	31%	47%	19%	36%	17%	22%	6%
3.3 Student recruitment and admissions	4%	52%	22%	56%	37%	19%	19%	15%	0%
3.4 Student development and support	4%	64%	11%	64%	25%	36%	14%	11%	4%

### Interactional change domain

	None	Time / workload	Knowledge / skill	Financial	Policies/ structures	Competing priorities	Waiting for enabling work elsewhere	Internal community engagement	Other

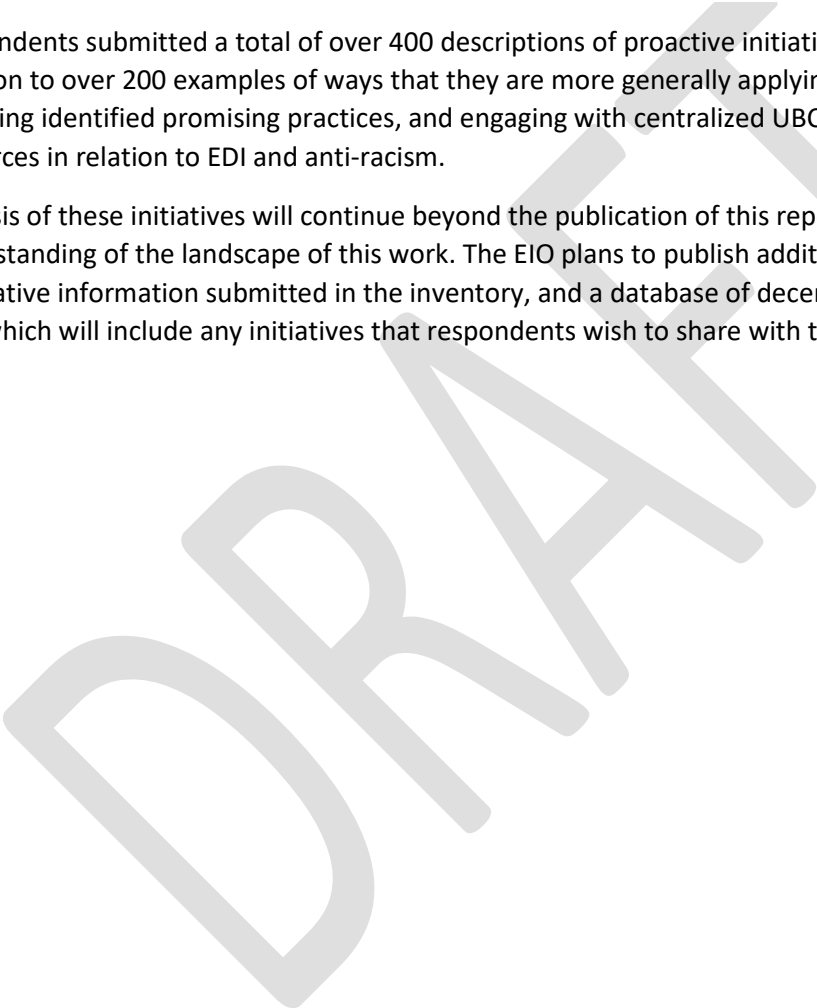


4.1 EDI competency building	11%	72%	17%	50%	20%	30%	7%	15%	2%
4.2 Conflict capacity building	8%	65%	35%	45%	40%	30%	15%	18%	3%

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<sup>3</sup> 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?

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<sup>3</sup> 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?

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### 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<sup>4</sup> 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.

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<sup>4</sup> Specific, measurable, achievable, relevant, timebound, evaluated, and revised.

## APPENDICES

### Appendix A: Resources to advance StEAR priorities

#### Investments in EIO Operating Budget

	2021/22	2022/23	Change	2023/2024	Change
<b>Total Base Operating \$ (in '000's) - Vancouver</b>	3,619	4,124	14%	4,642	13%
<b>Total Base Operating \$ (in '000's) - Okanagan</b>	191	208	9%	343	65%

#### Investments to seed StEAR initiatives

	2021/22	2022/23	2023/24
<b>EIO Base Allocation for Enhancement Fund to Seed Community-Led StEAR Initiatives</b>	\$84,000 (UBCV) \$10,000 (UBCO)	\$84,000 (UBCV) \$10,000 (UBCO)	\$100,000
<b>Strategic Transfer from VPS for Community-Led StEAR Enhancement Fund</b>	-	-	\$200,000
<b>Strategic Transfer from President's Office for Institutional-Led StEAR Initiatives</b>	-	\$300,000	\$300,000

#### Disbursement of StEAR Enhancement Fund

Campus	Total disbursed 2023/24
<b>UBC Vancouver</b>	\$221,844
<b>UBC Okanagan</b>	\$72,541

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](#)<sup>5</sup>. While representation of women and racialized People is higher than the national comparator cohorts<sup>6</sup>, 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<sup>3</sup>, 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 B1**

*Compositional diversity of UBC Executive Group, 2023.*

	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
<b>UBC</b>	62.5%	0%	sup.	0%	0%	0%	0%
<b>NOC 2011 – 0014</b>	56.6%	3.8%	9%	n.a.	n.a.	n.a.	n.a.
<b>National Workforce</b>							

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

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

**Table B2**

*Compositional diversity of UBC Executive Senior Leadership Group, 2023.*

	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
<b>UBC</b>	49.1%	sup.	22.6%	0%	0%	0%	sup.
<b>NOC 2011 – 0014</b>	56.6%	3.8%	9%	n.a.	n.a.	n.a.	n.a.
<b>National Workforce</b>							

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

<sup>5</sup> Data presented is based on an Nov 1<sup>st</sup>, 2023 snapshot of employment equity survey data.

<sup>6</sup> National Occupation Classification (NOC) 2011 – 0014 – Senior managers - health, education, social and community services and membership organizations.

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

### 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 31<sup>st</sup>, as the data snapshot for reporting is taken on Nov 1<sup>st</sup> 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 1<sup>st</sup>, 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.*

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

### 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.*

			<b>Response Rate</b>	<b>Self-identified in Black</b>
<b>UBC – Pan-institutional</b>	Faculty	Current	77%	1.6%
<b>UBC – Pan-institutional</b>	Faculty	New Hires	84%	2.7%
<b>UBC – Pan-institutional</b>	Faculty	Turnover	70%	2.1%
<b>UBC – Pan-institutional</b>	Staff	Current	88%	2.5%
<b>UBC – Pan-institutional</b>	Staff	New Hires	88%	5.1%
<b>UBC – Pan-institutional</b>	Staff	Turnover	73%	2.6%
<b>UBC – Vancouver</b>	Faculty	Current	76%	1.6%
<b>UBC – Vancouver</b>	Faculty	New Hires	83%	2.5%
<b>UBC – Vancouver</b>	Faculty	Turnover	70%	1.8%
<b>UBC – Vancouver</b>	Staff	Current	88%	2.4%
<b>UBC – Vancouver</b>	Staff	New Hires	88%	5.2%
<b>UBC – Vancouver</b>	Staff	Turnover	73%	2.4%
<b>UBC – Okanagan</b>	Faculty	Current	88%	1.8%
<b>UBC – Okanagan</b>	Faculty	New Hires	91%	sup.
<b>UBC – Okanagan</b>	Faculty	Turnover	70%	sup.
<b>UBC – Okanagan</b>	Staff	Current	88%	2.8%
<b>UBC – Okanagan</b>	Staff	New Hires	90%	4.7%
<b>UBC – Okanagan</b>	Staff	Turnover	73%	3.3%

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

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**

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

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

\*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.*

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

\*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.*

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

\*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.

#### **Table B8**

*Compositional diversity of UBC workforce compared with the national workforce data, 2023.*

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

\*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.*

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

**Table B10**

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

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

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

**Table B11**

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

Employee Type	Status	Response Rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+
<b>Faculty</b>	Current	88%	45%	4%	26%	12%	1%	1%	10%
<b>Faculty</b>	New Hires	91%	50%	sup.	29%	sup.	sup.	sup.	7%
<b>Faculty</b>	Turnover	70%	40%	sup.	36%	18%	sup.	sup.	sup.
<b>Staff</b>	Current	88%	66%	6%	20%	12%	1%	1%	10%
<b>Staff</b>	New Hires	90%	68%	5%	25%	9%	sup.	sup.	14%
<b>Staff</b>	Turnover	73%	68%	5%	27%	12%	sup.	2%	15%

\*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.*

		Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
<b>S1</b>	<b>Faculty</b>	23%	65%	66%	59%	49%	50%	40%	60%	62%
<b>S1</b>	<b>Staff</b>	45%	74%	72%	72%	60%	51%	56%	68%	71%
<b>S2</b>	<b>Faculty</b>	23%	52%	57%	58%	33%	35%	30%	47%	55%
<b>S2</b>	<b>Staff</b>	45%	73%	72%	74%	56%	63%	49%	64%	72%

\*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.*

		Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
<b>S1</b>	<b>Faculty</b>	28%	46%	63%	47%	15%	sup.	sup.	31%	47%
<b>S1</b>	<b>Staff</b>	45%	77%	80%	71%	67%	sup.	sup.	70%	75%
<b>S2</b>	<b>Faculty</b>	28%	53%	50%	50%	37%	sup.	sup.	45%	48%
<b>S2</b>	<b>Staff</b>	45%	78%	65%	75%	66%	sup.	sup.	70%	75%

\*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 five).

\*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.

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.*

		Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
<b>S1</b>	<b>Faculty</b>	9%	51%	67%	49%	33%	sup.	sup.	51%	48%
<b>S1</b>	<b>Staff</b>	25%	72%	74%	73%	47%	45%	53%	65%	68%
<b>S2</b>	<b>Faculty</b>	9%	58%	53%	57%	41%	sup.	sup.	48%	55%
<b>S2</b>	<b>Staff</b>	25%	77%	69%	79%	53%	55%	57%	68%	74%

\*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.



**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.

		Response rate	Women	Indigenous	Racialized	Disabled	NB	Trans	2SLGBQIA+	All employees
S1	Faculty	10%	76%	sup.	sup.	sup.	sup.	sup.	sup.	53%
S1	Staff	23%	72%	sup.	60%	50%	sup.	sup.	60%	66%
S2	Faculty	10%	57%	sup.	sup.	sup.	sup.	sup.	sup.	51%
S2	Staff	23%	80%	sup.	87%	50%	sup.	sup.	82%	76%

\*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.

Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
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<b>S1</b>	84.5%	> 90%	64%	63%	58%	56%	40%	61%	61%
<b>S2</b>	85.6%	> 90%	30%	22%	28%	20%	10%	20%	24%

\*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.

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.*

	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
<b>S1</b>	83.8%	> 90%	68%	69%	55%	67%	48%	64%	66%
<b>S2</b>	87.5%	> 90%	38%	33%	39%	33%	30%	33%	37%

\*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.

Of 37,950 UBC Vancouver students invited to participate in the 2021 UES, 16% submitted their responses to at least one question in the survey (table B18). At UBC Okanagan, 20% of 10,075 students invited to the 2021 UES provided an answer to at least one question in the survey (Table B19). Generally, across both UBC Vancouver and UBC Okanagan, students responded more favorably to the first statement, and students who self-identified as non-binary or trans reported a lower level of agreement with either of the statements.

**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.

	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
<b>S1</b>	83%	> 85%	62%	59%	58%	52%	52%	55%	60%
<b>S2</b>	86.9%	> 88%	30%	35%	32%	21%	20%	21%	31%

\*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.

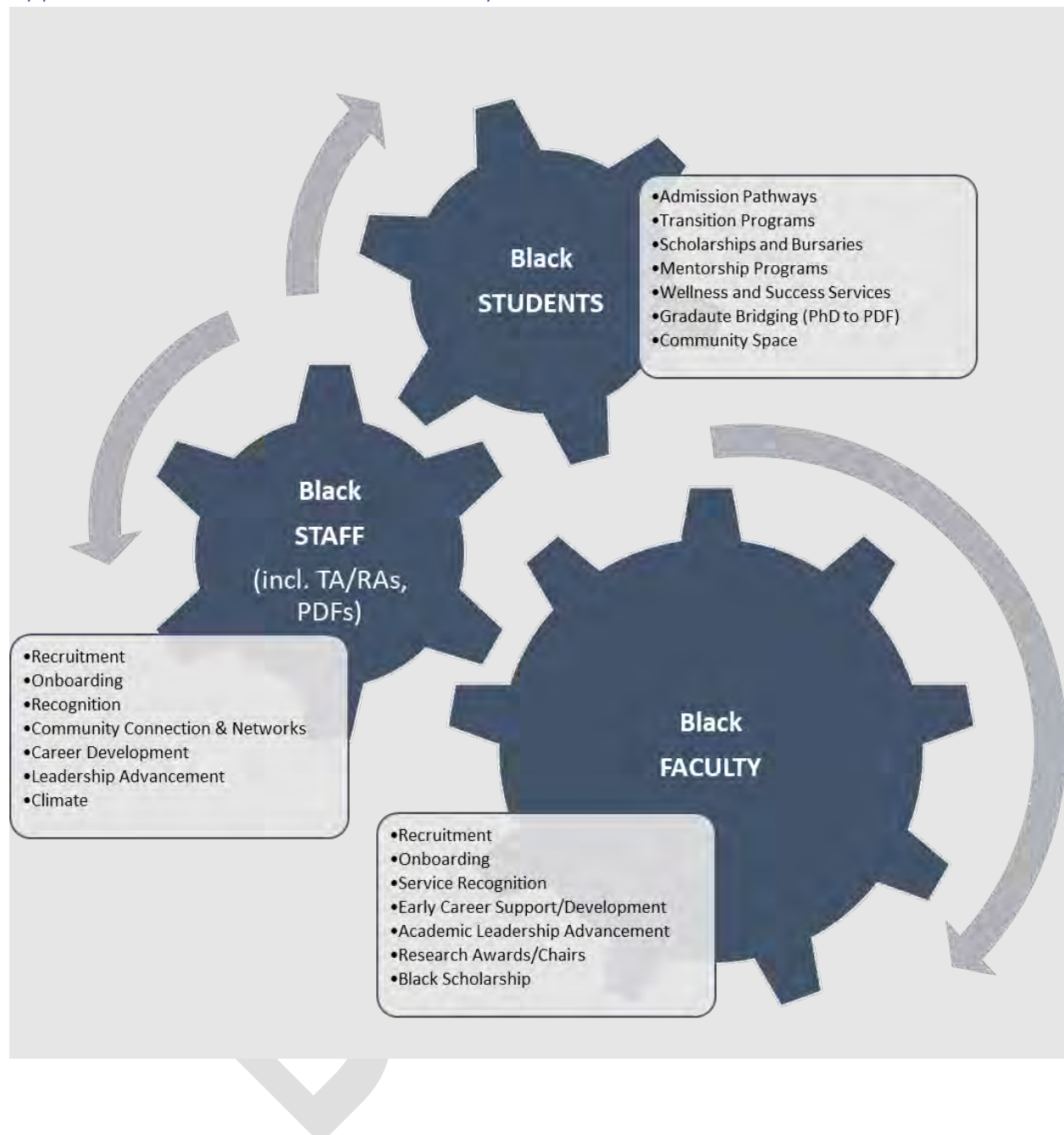
	Question response rate (all students)	Question response rate (HPSM students)	Cis Women	Indigenous	Racialized	Disabled	NB and/or Trans	2SLGBQIA+	All Students
<b>S1</b>	83.1%	> 87%	69%	62%	63%	58%	37%	51%	65%
<b>S2</b>	88%	> 90%	42%	40%	46%	32%	20%	23%	41%

\*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



## 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.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Develop StEAR Framework, <i>Roadmap</i> and governance model to guide strategic action and accountability	I	EIO	Completed /Ongoing	-	-
B. Identify key performance indicators/measure of success and mechanisms to track progress	I	EIO	In progress	-	-
C. Administer annual (or bi-annual) university-wide inventory/assessment of campus-wide efforts	I	EIO	Completed /Ongoing	-	-
D. Establish plan to communicate progress on StEAR (e.g., web presence, town halls, etc.)	I	EIO	Completed /Ongoing	-	-
E. Constitute and launch StEAR Implementation Coordination Committee	I	EIO	In progress	-	-

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Review and update data governance mechanisms using an equity and antiracism lens	I	ES, PAIR, IT, EIO	In progress	-	-
B. Review and update data access principles and practices	I	ES, PAIR	Not yet started	-	-
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).	I	ISC, ES, Finance, HR	Pending confirmation	-	-

<sup>7</sup> 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.

D. Develop guide and deliver training for use of demographic data for planning and decision-making	I	EIO, PAIR	Not yet started	-	-
E. Establish data standards and processes to collect and report gendered records (e.g., chosen names, pronouns, honorifics) supporting self-determination	I	ES, EIO, EDG, PAIR	In progress	-	-
F. Consult on elimination of official collection and use of gendered honorifics, keeping only role prefixes	I	EIO, HR	Not yet started	-	-

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.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Hire a second Equity Data Analyst jointly reporting to the EIO and PAIR	I	EIO, PAIR	Completed/Ongoing	-	-
B. Launch Student Demographic Survey and integrate into Workday student	I	EIO, ES, PAIR, ISC	In progress	-	-
C. Enhance annual Employment Equity Survey report to include employee lifecycle events	I	EIO, PAIR	In progress	-	-
D. Establish system to consistently collect and appropriately use data from Job Applicant Equity Survey	I	EIO, PAIR, HR	In progress	-	-
E. Establish protocols for entry and update of gendered data in Workday and Canvas	I	EIO, IT, PAIR, CTLT, HR, LT Hub	In progress	-	-
F. Develop systems and protocols to enable appropriate just-in-time unit access to demographic data	I	EIO, PAIR	In progress	-	-
G. Develop method for and analyze experiential data from Workplace Experience Survey overlay with the Employment Equity Survey	I	EIO, PAIR	Not yet started	-	-
H. Develop dashboard for self-serve reporting on demographic data	I	EIO, PAIR, ES, HR	In progress	-	-
I. Renew faculty pay equity analysis by gender and develop methodology for ethno-racial analysis	I	EIO, PAIR, HR	In progress	-	-
J. Review and improve statistical reporting of discrimination and harassment concerns and complaints	I	EIO, IO	In progress	-	-
K. Continue to enhance periodic university-wide systems review and climate surveys for students and employees	I	EIO, PAIR	Not yet started	-	-
L. Explore how to capture university-wide climate/experience data for graduate students	I	EIO, PAIR, G+PS, CoGS	In progress	-	-

1.4 Enhance capacity of senior leadership to incorporate equity and anti-racism principles in their decision-making.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Introduce senior leader onboarding and training program	I	HR, HR UBCO	Not yet started	-	-
B. Diversify Academic Leadership Development Program (ALDP) curriculum and participants	I	ALDP, HR, APTL	In progress	-	-
C. Develop and disseminate tool for equity and anti-racism analysis to be applied during institution-wide policy/program (re)-design	I	EIO	Completed/ Ongoing	-	-
D. Expand Faculty, Vice-President portfolio, and departmental level Equity Leads as part of networked leadership	I	EIO, All Offices of VP Portfolios & Faculties, UBCO Portfolios & Faculties	Completed/ Ongoing	-	-
E. Develop a protocol for ethical community consultation and engagement of HPSM groups	I	EIO	In progress	-	-
F. Review and improve the university's event booking and speaker engagement protocol	I	EIO, SRS, VPSO, AVPUR	On hold	-	-
G. Review Appointment Policies AP5 (Deans/Principals) and AP9 (Academic Heads) and other related policies, with an equity and anti-racism lens	I	EIO, HR, AA, U Counsel	Not yet started	-	-

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Connect existing and new central and decentralized (Black Excellence) initiatives to form a comprehensive plan	I	EIO, OVPA(V), VPSO, OVPA(O), AVPSO, HR UBCO	In progress	-	-
B. Launch Black Faculty Cohort Hiring Initiative (UBCV) and associated programs to support retention	I	EIO, OVPA(V), HR, Deputy Provost	-	Completed /Ongoing	N/A
C. Explore the expansion of Black Studies and establishment of a Centre for Global Black Scholarship	I	OVPA(V)	-	In progress	N/A
D. Explore establishing Black student admissions pathways and programs, and wrap-around supports	I	ES, VPSO	Completed/ Ongoing	-	-

1.6 Enhance systems and processes for addressing discrimination and harassment concerns and complaints, and particularly those related to race-based grounds.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Complete Discrimination Policy (SC7) review	I	U Counsel	On hold	-	-
B. Develop discrimination response protocol to distribute to people managers	I	EIO	Completed/ Ongoing	-	-
C. Update UBC Statement on Respectful Environment and disseminate to supervisors and employees	I	EIO, HR	Not yet started	-	-
D. Identify unit-level reporting mechanisms and protocols to elevate, track, and address systemic concerns (across protected grounds)	I	EIO	In progress	-	-

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Establish an accessibility committee and accessibility plan to comply with the <i>BC Accessibility Act</i>	I	<b>Lead:</b> AVPEI in collaboration with multiple senior leaders. <b>Partners:</b> All members of the Accessibility Planning Team with advice from the Accessibility Advisory Committee	In progress	-	-
B. Develop a Centre for Workplace Accessibility communications plan	I	CWA	Completed/ Ongoing	-	-
C. Implement and evaluate the three-year Centre for Workplace Accessibility Program pilot and incorporate learning into future programs and structures	I	CWA	In progress	-	-
D. Launch initiatives to meet new tri-agency CRC equity goals, especially for persons with disabilities	I	EIO, AVPRI	Completed/ Ongoing	-	-
E. Revise the Workplace Accommodation Policy	I	U Counsel, HR	On hold	-	-



F. Promote Universal Design Learning (UDL) initiatives for students, staff, and faculty	C	CfA, CTLT, OVPA(V), SA, AVP Teaching and Learning, VPSO, APTL, DRC	-	In progress	Pending confirmation
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1.8 Enhance integration of EDI principles and practices across physical spaces and operational infrastructure (e.g., Facilities, Information Technology, and Financial Services).

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Review procurement processes with equity lens	I	Finance	In progress	-	-
B. Review campus space planning with an equity lens	C	Facilities, SHCS, AVP Faculty Planning, AVPFO(O), OVPA(O), AVP Faculty Planning	-	In progress	Completed /Ongoing
C. Review procurement processes for information system and learning technologies including those involving AI technologies, with an equity, and especially, gender inclusion lens	I	IT, CTLT, LT Hub	In progress	-	-
D. Secure spaces for racialized community support, connection, networking, community-building	C	VPSO, SHCS, Facilities, SEL	-	In progress	In progress
E. Establish multi-faith/multi-purpose spaces for prayer, spiritual reflection, quiet/solace	C	VPSO, SHCS, Facilities, AVPFO(O), WAS	-	In progress	Completed /Ongoing
F. Review residence all-gender and accessibility policies, housing assignments, washroom signage	C	SHCS, Facilities, AVPFO(O), SHCS(O)	-	In progress	Pending confirmation
G. Increase and enhance all-gender change rooms in Recreation facilities	C	A&R, Facilities, A&R UBCO	-	In progress	In progress

1.9 Enhance integration of equity, inclusion, and antiracism principles and practices in university and unit-level communications standards, protocols, and services.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
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A. Integrate an equity and anti-racism lens into Global Events Working Group (UBCV?)	I	GEWG	Completed/ Ongoing	-	-
B. Provide training for communications personnel to integrate equity and anti-racism principles in communications	C	Comms, AVPUR	-	Completed /Ongoing	Completed /Ongoing
C. Review major institutional-level communications protocols with an equity and anti-racism lens	I	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	I	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.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Review Teaching/Learning Funds to promote anti-racism efforts	C	CTLT, OVPA(V), AVP Teaching and Learning, OVPA(O)	-	In progress	In progress
B. Review and remedy bias/discrimination in invigilation systems and processes	C	CTLT, ES, APTL, AOS	-	Completed /Ongoing	Completed /Ongoing
C. Review and redress inequities/barriers to accessibility related to racialized student and HPSM student participation in experiential learning opportunities	C	Distributed Leadership, AOS	-	Pending confirmatio n	In progress
D. Work with partners to foster discrimination-free experiential learning environments, particularly for racialized students	C	CTLT, AOS	-	In progress	In progress
E. Develop educational resources on gender diversity and inclusion in the classroom	C	CTLT, CTL	-	In progress	In progress
F. Establish a protocol for name choice at every stage of the academic journey	I	EIO, G+PS, ES	In progress	-	-

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	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Incorporate EDI in program review criteria for cyclical academic reviews mandated by senate policy	C	OVPA(V), Deputy Provost, APTL	-	Not yet started	In progress
B. Review and enhance, where needed, resources to incorporate EDI in academic programs and pedagogy	C	CTLT, CTL	-	In progress	In progress
C. Establish grants and awards to create and curate anti-oppressive/anti-racist curricular content	C	OVPA(V), AVP Teaching and Learning, APTL	-	Not yet started	Not yet started
D. Establish incentives for faculty participation in anti-racist and decolonial educational activity	C	OVPA(V), Deputy Provost, APTL	-	Not yet started	Not yet started
E. Develop resources on racio-linguistic diversity and discrimination counter-pedagogy	C	CTLT, CTL	-	Not yet started	Not yet started
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	C	OVPA(V), AVP Teaching and Learning, APTL	-	Not yet started	Not yet started

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.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Pilot online course on integrated EDI in research programs, with associated resources	I	EIO, AVPRI(V)	Completed/Ongoing	-	-
B. Develop a guide to integrating EDI in research programs and methodology	I	EIO, AVPRI(V)	In progress	-	-
C. Develop a guide to equitable nomination and adjudication of research chairs and awards	I	EIO, AVPRI(V)	Completed/Ongoing	-	-
D. Develop centralized and accessible digital repository of resources for EDI in research	I	EIO, AVPRI(V)	Completed/Ongoing	-	-
E. Establish CRC connections and mentorship program	I	EIO, AVPRI(V)	Completed/Ongoing	-	-
F. Revise the CRC Appointments Guide	I	EIO, AVPRI(V)	Completed/Ongoing	-	-

G. Pilot a project to enhance equitable CRC processes and outcomes, especially for disabled scholars	I	EIO, HR, AVPRI(V)	Completed/Ongoing	-	-
H. Pilot an Employment Equity Advisor program for CRC processes	I	EIO, HR, AVPRI(V)	Completed/Ongoing	-	-
I. Develop a CRC start-up package menu for offer negotiation, including designated grant support	I	HR, Deputy Provost, OVPA(V)	Not yet started	-	-
J. Leverage CRCs for recruitment and retention of HPSM scholars, and particularly Black scholars	I	OVPA(V), Deputy Provost	Not yet started	-	-
K. Explore and continue to enhance grant support for CRCs	I	SPARC	On Hold	-	-

### 3.0 Compositional change objectives

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Develop a compendium of job-related EDI competencies for hiring and performance assessments	I	EIO, Talent Acquisition	Not yet started	-	-
B. Develop university-wide faculty hiring guidelines (including protocols for restricted hiring)	I	EIO, Faculty Relations	Completed/Ongoing	-	-
C. Develop university-wide staff hiring guidelines aligned with collective agreements	I	EIO, Employee Relations	In progress	-	-
D. Develop a recruitment database of HPSM venues, discipline-specific societies/publications, associations	I	Talent Acquisition, Faculty Relations, Employee Relations	Not yet started	-	-
E. Develop guidelines for hiring graduate and undergraduate research assistants and post-doctoral fellows	C	EIO, HR, CoGS	-	Not yet started	In progress
F. Scale up Employment Equity Advisor program for faculty and staff hiring	I	EIO, HR	In progress	-	-
G. Develop a suite of best practice resources and infrastructure for hiring with accountability check	I	EIO, HR	In progress	-	-
H. Include anti-racist competencies in selection and training of human	I	EIO, IO	In progress	-	-

rights advisors, resolution facilitators, investigators, and complaint adjudicators					
I. Recruit and develop Human Rights Advisors with race-related discrimination experience	I	EIO	Completed/ Ongoing	-	-
J. Recruit and develop Investigators with race-related discrimination experience	I	IO	Completed/ Ongoing	-	-
K. Review the Work Learn program to integrate EDI principals and goals	C	UBC Career Centre, ACD	-	Completed/ Ongoing	Not yet started

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Establish and support Indigenous, Black, and People of Colour (IBPOC) Connections program	C	EIO	-	Completed/ Ongoing	Completed/ Ongoing
B. Establish an appropriate mechanism to support resource groups for HPSM employees	I	EIO, HR, OVPA(V)	In progress	-	-
C. Pilot projects for the retention of HPSM faculty and staff	C	EIO, HR, OVPA(V), Deputy Provost	-	In Progress	Pending confirmation
D. Develop a centralized TGNB information hub with wellness and inclusion resources	I	EIO	In progress	-	-
E. Increase access to TGNB-competent mental health providers through increased benefits	I	HR	Completed/ Ongoing	-	-
F. Develop principles and guidance to recognize HPSM service leadership on EDI/AR	I	EIO	In progress	-	-
G. Explore programs to enhance affordability of housing for faculty and staff	C	HR, HR UBCO	-	Completed/ Ongoing	On hold
H. Enhance leadership development opportunities for racialized groups	I	HR, OVPA(V), Deputy Provost	In progress	-	-
I. Explore development and funding of leadership incubator for racialized women	I	HR, OVPA(V)	Not yet started	-	-

J. Develop a mentorship program for pre-tenure and early career racialized faculty (cross-institutional)	I	Deputy Provost, APTL, AVPRI(O)	Pending confirmation	-	-
K. Reinforce developmental aims of staff performance management process	I	HR, HR UBCO	In progress	-	-
L. Review and implement enhancements to tenure and promotion practices, exploring opportunities to improve related polices and collective agreements	I	EIO, HR, Faculty Relations	Not yet started	-	-
M. Establish special programs of awards/prizes for HPSM Early Career Researchers	C	EIO, EIO(O)	-	In progress	In progress
N. Develop a process to systematically identify and address EDI-related issues raised in exit interviews	I	HR, EIO, PAIR, HR UBCO	In progress	-	-

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

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Review central undergraduate recruitment and admissions systems, policies and practices with an equity and anti-racism lens	I	EIO, ES, ISI	In progress		
B. Review decentralized graduate admissions processes and practices with an equity/anti-racism lens	C	EIO, G+PS, CoGS		In progress	Not yet started
C. Review university enrolment and student access plans with an equity and anti-racism lens	C	ES, VPSO, Faculty Planning, AVP Faculty Planning, OVPA(O)		Pending confirmation	Completed /Ongoing
D. Promote and facilitate opportunities for CRCs to hire HPSM graduate students	I	EIO	In progress		
E. Initiate a Black and Indigenous scholars fellowship program	C	G+PS, OVPA(V), Deputy Provost, CoGS		Not yet started	Not yet started
F. Establish a funding program to award new racialized graduate students	C	G+PS, CoGS		In progress	Not yet started

G. Explore opportunities to secure scholarships for TGNB students	I	ES, VPSO, DAE	Completed/ Ongoing		
H. Secure more needs-based scholarships for racialized undergraduate and graduate students	C	ES, DAE, CoGS		Completed/ Ongoing	In progress
I. Explore programs to enhance affordability of housing, childcare, transit for students	C	Student Affordability Taskforce Implementation Committee, C+CP, AVPSO		In progress	In progress
J. Explore the creation of an ambassador program to support racialized student recruitment	I	ES, ISI	Completed/ Ongoing		

### 3.4 Enhance qualitative experiences and retention of HPSM students through support and development opportunities.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Review “ <i>In-service: Global Engagement Strategy</i> ” with an equity and anti-racist lens	I	OGE, APTL	(Excluded) <sup>8</sup>	-	-
B. Identify supports for TGNB athletes	C	A&R, A&R UBCO	-	Completed /Ongoing	Not yet started
C. Review recreation and intramural policies with a gender inclusivity and human rights lens	C	A&R, A&R UBCO	-	Completed /Ongoing	In progress
D. Expand TGNB health and wellness initiatives (training practitioners, SOPs, referral support)	C	Student Health & Wellbeing, WAS	-	Completed /Ongoing	Completed /Ongoing
E. Support Black student mental health (peer support, wellness navigator, subsidy for local referral)	C	Student Health & Wellbeing, WAS, SEL	-	Completed /Ongoing	Completed /Ongoing
F. Incorporate racialized specific wellness information in orientations and Jump Start	C	Student Health & Wellbeing, G+PS, SA, SEL	-	In progress	In progress

<sup>8</sup> 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)	C	Student Health & Wellbeing, WAS	-	Completed /Ongoing	In progress
H. Apply trauma-informed racialized, TGNB, and disability health lens to Wellbeing Strategic Framework	I	Student Health & Wellbeing	In progress	-	-
I. Establish a Black Resource Centre on the Okanagan campus and a Black Student Space on the Vancouver campus	C	VPSO, SHCS, AVPFO(O), SEL	-	Completed /Ongoing	In progress
J. Establish principles and guidelines to help start-up and sustain student affinity groups	I	EIO	In progress	-	-
K. Analyze results of regular undergraduate and graduate student experience surveys to inform program and service enhancements	I	EIO, PAIR, VPSO, AVPSO, EIO(O)	In progress	-	-

#### 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.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Introduce anti-oppressive/anti-racist, human rights, and equity content in new employee orientation	C	EIO, HR, HR UBCO	-	Not yet started	Completed /Ongoing
B. Develop and disseminate equitable recruitment training requirements and resources	I	EIO, HR, HR UBCO	In progress	-	-
C. Develop Positive Space training and badging program (including resources regarding use of pronouns and chosen names)	I	EIO, HR, HR UBCO	In progress	-	-
D. Develop and disseminate trauma-Informed power-sensitive conflict resolution training/resources	I	EIO, HR, HR UBCO	In progress	-	-
E. Develop and disseminate equitable and anti-racist workplace resources for people managers	I	EIO, HR, HR UBCO	In progress	-	-
F. Develop EDI eligibility criteria for university-funded management professional development programs	I	HR, HR UBCO	Not yet started	-	-
G. Develop resources for graduate supervisors to enhance their intergroup competencies	C	G+PS, CoGS	-	In progress	In progress



4.2 Enhance individual capacities for handling discrimination and harassment concerns and complaints, and particularly those involving or intersecting with race-based grounds.

Strategic actions	Scope <sup>7</sup>	Leads	Institution-wide Status	UBCV Status	UBCO Status
A. Identify and point to a robust glossary of definitions of race-related concepts	I	EIO	Not yet started	-	-
B. Develop and widely disseminate discrimination complaint flow chart	I	EIO, IO	Completed/ Ongoing	-	-
C. Expand and widely disseminate information and resources about complaint and informal processes, including alternate resolution processes	I	EIO, IO	In progress	-	-
D. Enhance the annual human rights and resolution report	I	EIO, IO	In progress	-	-

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## 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

2SLGBTQIA+	Two-spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual plus communities who belong to minoritized sexual orientation and gender identity groups
A&R	Athletics & Recreation (UBCV)
A&R UBCO	Athletics & Recreation (UBCO)
AA	Academic Affairs (UBCV)
ABC	Accessible BC Act
ACD	Academic & Career Development (UBCO)
ALDP	Academic Leadership Development Program
AOS	Academic Operations and Services (UBCO)
APTL	Academic Programs, Teaching and Learning (UBCO)
AVP	Associate Vice-President
AVPEI	Associate Vice-President, Equity and Inclusion
AVPFO(O)	Associate Vice President, Finance and Operations (UBCO)
AVPRI(O)	Associate Vice-President, Research & Innovation (UBCO)
AVPRI(V)	Associate Vice-President, Research & Innovation (UBCV)
AVPSO	Associate Vice President Students Office (UBCO)
AVPUR	Associate Vice-President University Relations (UBCO)
ARDA	BC Antiracism Data Act
CARO	Chief Assurance and Risk Officer
CCLC	Courageous Conversations and Learning Club
CfA	Centre for Accessibility (UBCV)
GoGS	College of Graduate Studies (UBCO)
COMMS	Communications
CRC	Canada Research Chairs
CTLT	Centre for Teaching, Learning & Technology (UBCV)
CTL	Centre for Teaching and Learning (UBCO)
CWA	Centre for Workplace Accessibility
DAE	Development and Alumni Engagement
DRC	Disability Resource Centre (UBCO)
EDG	Enterprise Data Governance
EDI	Equity, Diversity and Inclusion
EEA	Employment Equity Advisor
EIO	Equity & Inclusion Office
EIO(O)	Equity & Inclusion Office at UBCO
ER	External Relations
ES	Enrolment Services
FR	Faculty Relations
GEO	Global Engagement Office
GEWG	Global Events Working Group
G+PS	Faculty of Graduate & Post-Doctoral Studies (UBCV)

HPSM	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.
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

VPER	Vice-President, External Relations
VPA	Provost & Vice-President, Academic (both UBCV and UBCO)
VPDAE	Vice-President, Development & Alumni Engagement
VPFO	Vice President, Finance and Operations
VPHR	Vice President, Human Resources
VPI	Vice-Provost, International
VPRI	Vice-President, Research & Innovation
VPS	Vice-President, Students

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16 May 2024



Okanagan Senate  
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 88 of 290  
Office of the Senate  
UNC 322 | 333 University Way  
Kelowna, BC V1V 1V7

Phone 250 807 9619  
Email okanagan.senate@ubc.ca  
senate.ubc.ca

16 May 2024

**To:** Okanagan Senate  
**From:** Senate Academic Building and Resources Committee  
**Re:** Annual Report 2023/24 (information)

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Please find attached the 2023-2024 Annual Report of the activities of the Senate Academic Building and Resources Committee.

For the Committee,

Dr. Peter Arthur  
Chair, Senate Academic Building and Resources Committee

Dr. Barb Marcolin  
Vice-Chair, Senate Academic Building and Resources Committee





## Committee Background and Terms of Reference

The mandate and responsibilities of the Senate Academic Building and Resources Committee are set out in its terms of reference:

*Responsible for recommending the following to Senate:*

- *An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.*

*Delegated authority over the following by Senate:*

- *Reviewing, raising issues, and monitoring the implementation of the Campus Master Plan;*
- *Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and*
- *Reviewing and raising issues regarding the impact of every development, whether building or landscape, on the total teaching and academic resource.*

Alongside the responsibilities set out in its terms of reference, the Senate Academic Building and Resources Committee also serves as the Okanagan subcommittee of the Council of Senates Budget Committee and is responsible for fulfilling the mandate of the Council of Senates Budget Committee on the Okanagan campus. The terms of reference of the Council of Senates Budget Committee are as follows.

*The Budget Committee shall:*

- *Meet with the President and assist in the preparation of the University budget; and*
- *Make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.*

*In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.*



The complete Council of Senates Budget Committee includes representation from both campuses. The full Budget Committee leaves fulfilment of its terms of reference to the Senate Academic Building and Resources Committee, and its counterpart on the Vancouver campus.

## Activities

During the 2023-24 academic year, the Committee met on seven occasions. The agendas for each meeting were set through the collaboration of the Committee Chair, the Deputy Vice-Chancellor and Principal, the Provost and Vice-President, Academic and the Associate Vice-President, Finance and Operations to ensure that items that are a priority for the Committee are brought forward.

The topics addressed by the Committee during the 2023-24 academic year include the following:

Meeting Date	Subject	Presenters and Guests
17 October 2023	UBCO Financial Overview & Budget Process  UBCO Fiscal 2023/24 Q2 Update	Rob Einarson
6 November 2023	DTK and XSS Project Updates  Budget Process Timeline Overview  Collective Agreements	Rob Einarson
11 December 2023	Update on Integrated Renewal Program – Student  New Micro-Credential Program Development Strategy	Joanne Fox  Heather Berringer Michelle Lamberson
8 January 2024	UBCO Sustainability/Climate Action Update  Building Operations and Energy Efficiency Programs  Update on the Budget	Ben Johnson Leanne Bilodeau  Shelley Kayfish Roger Bizzotto Colin Richardson  Rob Einarson
12 February 2024	UBC Okanagan 2024/25 Budget Presentation	Rob Einarson



11 March 2024	Facilities Capital Planning & Prioritization  UBC Okanagan Campus Plan Update	John Metras Denise Brown Natalie Wagorn  Ben Johnson
8 April 2024	2023 Wildfire and Evacuation Debrief  International Students Update – PAL Process	Shelley Kayfish  Rella Ng

The Committee would like to thank all those who shared their expertise over the course of the year. We also offer sincere thanks to each member of the Committee and to the Senate Office staff for their thoughtful, dedicated work.

Respectfully submitted,

Dr. Peter Arthur  
 Chair, Senate Academic Building and Resources Committee

Dr. Barb Marcolin  
 Vice-Chair, Senate Academic Building and Resources Committee



6 May 2024

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** a) Student Awards Report (approval)  
b) UBC Graduate Admissions Student Declaration (approval)

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a) New and Revised Awards (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the attached new and revised awards, as presented.

***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 a letter of thanks be sent to the donors.***

b) UBC Graduate Admissions Student Declaration (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval revisions to the UBC Graduate Admissions Student Declaration. The proposed changes are to ensure alignment of policy and language across both campuses for the graduate applicant declaration. Additional language regarding consent of use of personal data collected from applicants has been recommended by the Chief Information Security Officer (CISO) and is now reflected in the declaration.

***Motion: That the Senate approve proposed changes to the UBC Graduate Admissions Student Declaration, effective for the 2024S Session and thereafter.***

Respectfully submitted,

Rob Johnson, Chair  
Senate Admissions and Awards Committee



Date: April 29, 2024

From: Shari Slattery, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval of the Okanagan Senate Admissions and Awards Committee

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### **New Awards:**

#### **CIBC Beyond Tomorrow Scholars Award – Okanagan**

A renewable entrance award of \$20,000 has been made available annually through a gift from CIBC for an outstanding domestic UBC Okanagan student who identifies as Black and is entering an undergraduate program 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).

#### **CPA Education Foundation BC Award in Accounting for International Students**

A \$2,000 award has been made available annually through a gift from the Chartered Professional Accountants' Education Foundation of BC for an international undergraduate student entering fourth year in the Bachelor of Management program at the University of British Columbia, Okanagan campus. Preference will be given to a student who has demonstrated commitment to pursuing a Chartered Professional Accounting designation and who has financial need. The award is made on the recommendation of the Faculty of Management. (First award available for the 2024/2025 winter session).

#### **McCall MacBain UBC Leadership Award**

Renewable awards totalling \$37,500, valued at \$7,500 each per year, have been made available annually through a gift from the McCall MacBain Foundation for First Nations, Inuit, or Métis students of Canada entering an undergraduate program at the University of British Columbia, Okanagan campus from the Access Studies Program. Recipients will have demonstrated commitment to leadership and service in their communities and recognized extra-curricular

achievement. Consideration is given to qualities such as resilience, empathy, collaboration, and a commitment to grow as a leader. Subject to continued 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). The McCall MacBain Foundation nurtures transformational leadership by providing students with opportunities to build practical tools, develop networks, and access role-models, inspiring them to take meaningful risks, stretch their intellectual curiosity, and go beyond conventional paths. The awards are made on the recommendation of Indigenous Programs and Services in consultation with Enrolment Services. (First award available for the 2024/25 Winter session)

### **Students' Union of UBC Okanagan Bursary in Graduate Studies**

Bursaries totalling \$1,250 have been made available through an endowment established by the Students' Union of UBC Okanagan, along with matching funds from The University of British Columbia, for graduate students at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 Winter session)

### **Denise Janet King Memorial Award in Nursing**

Awards totalling \$8,000 have been made available through an endowment established by friends, family and colleagues, along with matching funds from the University of British Columbia, in memory of Denise Janet King (née Stewart), for undergraduate students entering third-year in the Bachelor of Science in Nursing at the University of British Columbia, Okanagan campus. Preference will be given to students who demonstrate a commitment to volunteerism and leadership within their community, along with academic excellence and financial need. Denise volunteered at Kelowna General Hospital during high school and then trained in nursing at the Vancouver General Hospital. After starting her career in surgical nursing, she worked as a cardiac surgery intensive care nurse, and then transitioned to labor and delivery nursing before focusing on vaccine preventive disease nursing until her retirement. Denise was a strong advocate for bedside nursing and collaborative patient care and was an active volunteer in her community. The awards are made on the recommendation of the School of Nursing. (First award available 2025/2026 winter session).

### **Mary Joan Mitchell Centennial Scholars Award**

Renewable entrance awards totalling \$35,000 have been made available through an endowment established by the estate of Mary Joan Mitchell (1930–2021) for outstanding domestic students entering the University of British Columbia, Okanagan campus 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). After attending the University of Saskatchewan and the University of Toronto, Joan (B.A., B.Lib.) travelled across Europe with her father before joining the British Columbia Legislative Library in Victoria where she eventually retired as Branch Head in 1985. Joan was a 60-year member of the University Women's Club who served as secretary and treasurer of the Bursary Committee, as well as a board member of the BC Library Association and

the Institute of Victoria Librarians. Beyond librarianship, she was a member of the St. Mary's Church Women's Guild and captain of the James Bay Girl Guides troop for many years. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2025/2026 winter session).

### **Revised Award (previously approved award with changes in terms or funding source):**

#### **24684 - UBC Okanagan Indigenous Award**

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

Awards totaling \$40,000 (payable at \$5,000 per year) have been made available through an endowment for First Nations, Inuit or Métis undergraduate students of Canada at the University of British Columbia, Okanagan campus. The awards will be given to students who have demonstrated significant financial need, an exceptional work ethic, as well as academic strength. Subject to continued academic standing, the awards will be renewed for a maximum of three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the adjudication committee.

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

Awards totalling \$40,000 (payable at a minimum of \$5,000 per year) have been made available through an endowment for First Nations, Inuit or Métis undergraduate students of Canada at the University of British Columbia, Okanagan campus. The awards will be given to students who have demonstrated significant financial need, an exceptional work ethic, as well as academic strength. Subject to continued academic standing, the awards will be renewed for a maximum of three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the adjudication committee.

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

To provide the adjudication committee the opportunity to allocate higher award values and, to adjust the spelling to British English.



## Admissions Proposal Form Okanagan Campus

<b>Faculty/School:</b> N/A <b>Dept./Unit:</b> College of Graduate Studies <b>Faculty/School Approval Date:</b> March 20, 2024 <b>Effective Session:</b> 2024S	<b>Date:</b> 3/11/2024 <b>Contact Person:</b> Laura Bissell <b>Phone:</b> 250.807.8492 <b>Email:</b> laura.bissell@ubc.ca
<b>Type of Action:</b> [delete other choices]	
Other: Revise Graduate Admissions Student Declaration	
<b>Rationale:</b> [explain why type of action is needed; please provide context and rationale as intended audience is from various Faculties]	
<p>The requested additions to the UBC Graduate Admissions Student Declaration are to ensure alignment of policy and language across both campuses at the graduate level for admissions. All applicants to graduate programs on both the Vancouver Campus and Okanagan campus agree to this declaration when submitting their applications through the application portal (e:Vision) and so the language in the Calendar must align. Language is also being added to require additional consent from applicants to use personal data collected from applications to authenticate access to UBC systems upon recommendation of the CISO.</p>	
<b>Proposed Academic Calendar Entry:</b>  <b>UBC Graduate Admissions Student Declaration</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <b>DECLARATION</b> <ul style="list-style-type: none"> <li>• I agree that my post-secondary grades may be released to UBC.</li> <li>• I agree to notify the graduate program(s) to which I am applying of any additional post-secondary</li> </ul>	<b>Draft Academic Calendar URL:</b>  <a href="https://okanagan.calendar.ubc.ca/admissions/ubc-graduate-admissions-student-declaration">https://okanagan.calendar.ubc.ca/admissions/ubc-graduate-admissions-student-declaration</a>  <b>Present Academic Calendar Entry:</b>  <b>UBC Graduate Admissions Student Declaration</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <b>DECLARATION</b> <ul style="list-style-type: none"> <li>• I agree that my post-secondary grades may be released to UBC.</li> <li>• I agree to notify the graduate program(s) to which I am applying of any additional post-secondary studies taken or registered courses</li> </ul>





studies taken or registered courses from which I withdraw subsequent to the date of this application.

- I certify that information provided in written responses are accurate and my own.
- **As per UBC Senate Policy, I confirm that I have disclosed all non-UBC post-secondary academic history information, including current coursework, incomplete degrees, and coursework taken under a non-degree designation.**
- **I understand that failure to disclose my full and complete post-secondary record is a serious matter and may result in disciplinary action.**
- I agree that if I knowingly or carelessly provided untrue, incomplete or plagiarized information with this application then UBC may in its sole discretion do any or all of the following: (a) cancel my application; (b) withdraw any offer of admission, whether accepted or not; (c) require me to withdraw from UBC; (d) subject me to academic discipline; (e) share the information I provided with other post-secondary institutions, law enforcement agencies, or other third parties.
- I agree that UBC may verify the information provided by contacting any references provided and institutions attended.
- I agree that UBC may release my name to my previous institutions if I am a scholarship recipient.
- I agree, if admitted to UBC, to be bound by the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of the University of British

from which I withdraw subsequent to the date of this application.

- I certify that information provided in written responses are accurate and my own.
- I agree that if I knowingly or carelessly provided untrue, incomplete or plagiarized information with this application then UBC may in its sole discretion do any or all of the following: (a) cancel my application; (b) withdraw any offer of admission, whether accepted or not; (c) require me to withdraw from UBC; (d) subject me to academic discipline; (e) share the information I provided with other post-secondary institutions, law enforcement agencies, or other third parties.
- I agree that UBC may verify the information provided by contacting any references provided and institutions attended.
- I agree that UBC may release my name to my previous institutions if I am a scholarship recipient.
- I agree, if admitted to UBC, to be bound by the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of the University of British Columbia, and of the faculty or faculties in which I am registered, and any amendments thereto which may be made while I am a student of the University, and that I may be subject to discipline or other consequences for failure to comply with the same.



Columbia, and of the faculty or faculties in which I am registered, and any amendments thereto which may be made while I am a student of the University, and that I may be subject to discipline or other consequences for failure to comply with the same.

### **COLLECTION AND USE OF PERSONAL INFORMATION**

**Legal Authority:** UBC collects, uses, retains and discloses personal information in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), R.S.B.C. 1996, c.165, as amended, and the University Act, R.S.B.C. 1996, c.468, as amended.

**Collection:** During the admissions process, and throughout your university career, UBC will collect personal information from you for the purpose of carrying out its mandate and operations.

**Use:** UBC will use your personal information for the purpose of carrying out its mandate and operations, including but not limited to the following purposes:

- **authenticating your access to UBC systems**
- making decisions about your academic status, including but not limited to admission, registration, academic progress, funding, and graduation
- providing you with ongoing service and assistance
- operating athletic, residential, alumni and other UBC-related programs and activities (including issuing UBC Card and U-Pass)
- other purposes authorized by the FIPPA

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- providing you with ongoing service and assistance
- operating athletic, residential, alumni and other UBC-related programs and activities (including issuing UBC Card and U-Pass)
- other purposes authorized by the FIPPA
-



**Disclosure:** UBC may disclose your personal information, inside or outside Canada, as follows:

- within UBC to carry out its mandate and operations
- to the UBC Alumni Association for the purpose of registering individuals with the Association and to allow the Association to communicate with its members concerning UBC and Association initiatives, including fund-raising and marketing products and services
- to UBC student societies (such as UBC Alma Mater Society and Graduate Student Society) for the purpose of running elections, managing and communicating with their membership, and administering student programs (including the UBC Alma Mater Society and Graduate Student Society Health Plan)
- to other UBC student organizations to carry out their mandates
- for the purpose of graduate supervision and examination, including disclosure to your external supervisors and examiners as well as to members of the public who attend your doctoral defence
- to organizations providing financial support to you (such as student loan issuers, government sponsors, and research funding agencies)
- for the purpose of facilitating your educational or professional development activities, experiential learning activities, internships or other work/research placements
- to other educational institutions when necessary for academic purposes
- to professional organizations for membership and licensing purposes

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- for the purpose of graduate supervision and examination, including disclosure to your external supervisors and examiners as well as to members of the public who attend your doctoral defence
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- for the purpose of facilitating your educational or professional development activities, experiential learning activities, internships or other work/research placements
- to other educational institutions when necessary for academic purposes
- to professional organizations for membership and licensing purposes



<ul style="list-style-type: none"> <li>• to the provincial government to carry out its mandate</li> <li>• to entities participating in or operating UBC-related programs (e.g., U-Pass)</li> <li>• to third parties for statistical and research purposes (e.g. to conduct surveys in order to gain feedback from students regarding their experiences at UBC)</li> <li>• to Canadian immigration officials to expedite your visa processing and verification of student status in Canada</li> <li>• for other purposes authorized by the FIPPA</li> </ul> <p><b>For more information, contact the Registrar of the University of British Columbia.</b></p>	<ul style="list-style-type: none"> <li>• to the provincial government to carry out its mandate</li> <li>• to entities participating in or operating UBC-related programs (e.g., U-Pass)</li> <li>• to third parties for statistical and research purposes (e.g., to conduct surveys in order to gain feedback from students regarding their experiences at UBC)</li> <li>• to Canadian immigration officials to expedite my visa processing and verification of student status in Canada</li> <li>• for other purposes authorized by the FIPPA</li> </ul> <p><b>For more information, contact the Registrar of the University of British Columbia.</b></p>
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6 May 2024

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** Annual Report on Appeals and Matters of Delegated Authority (2021-2022, 2022-2023 and 2023-2024) (information)

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### **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 2021, 2022 and 2023 Winter Sessions, grades presented for admission were adjusted upwards by 4%.

### **2. Editorial Changes to Admission Requirements**

As per Section 26 of the *Rules and Procedures of the Okanagan Senate*, the Admissions and Awards Committee has been delegated the authority to approve non-substantive or editorial changes to existing admission requirements. During the three reporting periods, the Committee approved 3, 0 and 3 proposals respectively.

### **3. Appeals on Applications for Admission, Re-admission and Transfer to Programs**

Pursuant to section 37(1)(b) of the University Act, the Okanagan Senate has conferred on the Senate Admissions and Awards 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. 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.

Appeals considered during the reporting periods are as follows:

- 1 May 2021- 30 April 2022: 7 appeals heard, 3 allowed and 4 denied



- 1 May 2022- 30 April 2023: 12 appeals heard, 4 allowed and 8 denied
- 1 May 2023- 30 April 2024: 18 appeals heard, none allowed

**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 Okanagan programs.

Following a review of processes for renewal and expansion of existing student mobility agreements, the Office of the Provost and Vice-President, Academic 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 the renewal/expansion of student mobility agreements as outlined in the attached.

Respectfully submitted,

Rob Johnson, Chair  
Senate Admissions and Awards Committee

## **UBC Okanagan Senate Admissions and Awards Committee Proposals for Student Mobility Agreements (May 2023 – April 2024)**

### **JULY 2023**

#### **Renewal of Exchange Partnership**

- Bangor University (UK)
  - Ecole Polytechnique Federale de Lausanne (Switzerland)
  - Free University of Berlin (Germany)
  - Hong Kong University of Science and Technology (Hong Kong)
  - Katholieke Universiteit Leuven (KU Leuven)
  - Monterrey Institute of Technology and Higher Education (Mexico)
  - National University of Singapore (NUS)
  - Singapore Management University (Singapore)
  - Technical University of Denmark (Denmark)
  - Universidad de Granada (Spain)
  - Universidad Nacional Autónoma de México (UNAM)
  - Università Commerciale Luigi Bocconi (Italy)
  - Universitat Pompeu Fabra (Spain)
  - University of Amsterdam (Netherlands)
  - University of Copenhagen (Denmark)
  - University of Manchester (UK)
  - University of Toulouse-Jean Jaures
  - University of Tsukuba (Japan)
  - University of Warwick (UK)
- 

### **OCTOBER 2023**

#### **Renewal of Exchange Partnership**

- Cardiff University (UK)
- Deakin University (Australia)
- Hokkaido University (Japan)
- Humboldt University of Berlin (Germany)
- Macquarie University (Australia)
- Nanyang Technological University (Singapore)
- National Taiwan Normal University (Taiwan)
- Norwegian University of Life Sciences (Norway)
- Ritsumeikan Asia Pacific University (Japan)
- RWTH Aachen University (Germany)
- Sciences Po, Paris (France)

- Shanghai Jiao Tong University (China)
  - Technical University of Munich (Germany)
  - Technische Universität Darmstadt (Germany)
  - Tohoku University (Japan)
  - Trinity College Dublin (Ireland)
  - Universiteit Leiden (Netherlands)
  - University College London (United Kingdom)
  - University of Cape Town (South Africa)
  - University of Edinburgh (United Kingdom)
  - University of Glasgow (United Kingdom)
  - University of Otago (New Zealand)
- 

### **NOVEMBER 2023**

#### **Renewal of Exchange Partnership**

- Arizona State University (USA)
- Australian National University (Australia)
- Bauhaus University, Weimar (Germany)
- Delft University of Technology (Netherlands)
- ETH Zurich (Switzerland)
- Ewha Womans University (South Korea)
- Fudan University (China)
- Imperial College London (United Kingdom)
- Indian Institute of Technology, Delhi (India)
- Keio University (Japan)
- King's College London (KCL) (United Kingdom)
- McGill University (Canada)
- National Chengchi University (Taiwan)
- Oregon State University (USA)
- Peking University (China)
- Seoul National University (South Korea)
- St. Andrews University (United Kingdom)
- Universität Bonn (Germany)
- Universiteit Maastricht (Netherlands)
- University of Aberdeen (United Kingdom)
- University of Auckland (New Zealand)
- University of California Education Abroad Program (USA)
- University of Canterbury (New Zealand)
- University College Dublin (UCD) (Ireland)
- University of Lausanne (Switzerland)
- University of Ljubljana (Slovenia)
- University of New South Wales (Australia)



- University of Sussex (United Kingdom)
  - University of Wurzburg (Germany)
  - University of Adelaide (Australia)
  - Uppsala University (Sweden)
  - Waseda University (Japan)
  - Yonsei University (South Korea)
- 

## **JANUARY 2024**

### **Renewal of Exchange Partnership**

- Renmin University of China (China)
  - Tel Aviv University (Israel)
  - University of Hong Kong (Hong Kong)
- 

## **APRIL 2024**

### **Renewal of Exchange Partnership**

- City University of London (UK) (United Kingdom)
- Singapore University of Technology & Design (Singapore)
- University of Cambridge (United Kingdom)
- University of Exeter (United Kingdom)

### **Expansion of Exchange Partnership**

- Chinese University of Hong Kong, Shenzhen (China)
- IE University (Spain)
- London School of Economics (United Kingdom)
- Stellenbosch University (South Africa)
- University of Latvia (Latvia)



16 May 2024

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Curriculum Proposals (approval)

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

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new program, new courses, and revised Calendar entries as brought forward by the Faculties of Arts and Social Sciences, Health and Social Development, and Science.*

a. Faculty of Arts and Social Sciences

- i. New Courses: POLI 203, POLI 301, POLI 302, POLI 321, POLI 322, POLI 324, POLI 325, POLI 326, POLI 327, POLI 328, POLI 332, POLI 333, POLI 335, POLI 337, POLI 359, POLI 360, POLI 361, POLI 365, POLI 367, POLI 370, POLI 374, POLI 379, POLI 380, POLI 386, POLI 411, POLI 413, POLI 430, POLI 431, POLI 454, POLI 456, POLI 471, POLI 474; POLI 329, POLI 349, POLI 369, POLI 389, POLI 401, POLI 409, POLI 429, POLI 449, POLI 469
- ii. New Program: B.A. Honours in Philosophy, Politics, and Economics (PPE)
- iii. Revised Calendar Entries: B.A. Degree Requirements for students entering the program in 2021/2022 or later; Economics (B.A.); B.A. Major in International Relations; B.A. Major in Philosophy, Politics, and Economics (PPE); B.A. Major in Political Science

b. Faculty of Health and Social Development

- i. New Course: HINT 321
- ii. Revised Calendar Entry: B.S.N. Basic Program Degree Requirements

c. Faculty of Science

- i. Revised Calendar Entries: B.Sust. Environmental Humanities Concentration; B.Sc. Major and Honours in Economics; B.Sc. Major in Freshwater Science

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS/FCCS <b>Dept./Unit:</b> <b>Faculty/School Approval Date:</b> 20240322 <b>Effective Session:</b> 2024W	<b>Date:</b> 20240227 <b>Contact Person:</b> Bernard Momer/Diana Carter <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b>  Update Program Requirements with courses approved at the BA Standing Committee. Add communication requirement sub-heading for clarification of the nature of the contained courses. Update format and wording of the communication credits section for consistency with the rest of the page.	
<b>Rationale:</b>  Update to courses approved to fulfill the BA category requirements.	
<b>Proposed Academic Calendar Entry:</b>  <b>Degree Requirements for students entering the program in 2021/2022 or later</b>  [...]	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/degree-requirements-students-entering-program-20212022-or-later">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/degree-requirements-students-entering-program-20212022-or-later</a>
<b>Communication</b>  Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by	<b>Present Academic Calendar Entry:</b>  <b>Degree Requirements for students entering the program in 2021/2022 or later</b>  [...]
<b>Communication</b>  Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by	<b>Communication</b>  Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by



<p>increasing intercultural understanding and competence. Students must complete:</p> <p><b><u>6 credits of writing proficiency/composition, including:</u></b></p> <p>3 credits <b><u>chosen</u></b> from:</p> <table border="1" data-bbox="123 520 773 636"> <tr><td>DIHU 1551</td></tr> <tr><td>ENGL 1092, 112, 114, 150, 151, 153, 154, 1551, 156</td></tr> </table> <p>3 credits <b><u>chosen</u></b> from:</p> <table border="1" data-bbox="123 743 773 1010"> <tr><td>CORH 203, 204, 205, 206, <b><u>210</u></b>, 216, <b><u>304</u></b>, 321, 331</td></tr> <tr><td>CULT 2301, CULT 2501</td></tr> <tr><td>DIHU 220</td></tr> <tr><td>ENGL 203, 212, 213, 222, 2241, 226, 231, 233, 234, 239, 270, 294B, 297</td></tr> <tr><td>GWST 240</td></tr> </table> <p>6 credits of language acquisition or language/linguistic appreciation requirement chosen from:</p> <table border="1" data-bbox="123 1192 773 1644"> <tr><td>ANTH 170, 270, 277, 370, 377</td></tr> <tr><td>CHIN 100, 101</td></tr> <tr><td>ENGL 340</td></tr> <tr><td>FREN 101, 102, 103, 104, 122, 123, 215, 222, <b><u>223</u></b>, 344, 345</td></tr> <tr><td>GERM 100, 110, 200, 210</td></tr> <tr><td>JPST 100, 101, 200, 201</td></tr> <tr><td>KORN 100, 101</td></tr> <tr><td><b><u>LATN 300</u></b></td></tr> <tr><td>SPAN 101, 102, 201, 202, 301, 302</td></tr> <tr><td>WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 382</td></tr> </table> <p><sup>1</sup>Check cross-listings.</p> <p><sup>2</sup>Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six credits, however, count towards the completion of the B.A. degree's 120 credits.</p>	DIHU 1551	ENGL 1092, 112, 114, 150, 151, 153, 154, 1551, 156	CORH 203, 204, 205, 206, <b><u>210</u></b> , 216, <b><u>304</u></b> , 321, 331	CULT 2301, CULT 2501	DIHU 220	ENGL 203, 212, 213, 222, 2241, 226, 231, 233, 234, 239, 270, 294B, 297	GWST 240	ANTH 170, 270, 277, 370, 377	CHIN 100, 101	ENGL 340	FREN 101, 102, 103, 104, 122, 123, 215, 222, <b><u>223</u></b> , 344, 345	GERM 100, 110, 200, 210	JPST 100, 101, 200, 201	KORN 100, 101	<b><u>LATN 300</u></b>	SPAN 101, 102, 201, 202, 301, 302	WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 382	<p>increasing intercultural understanding and competence. Students must complete:</p> <ul style="list-style-type: none"> <li>3 credits from <b><u>any of the following:</u></b></li> </ul> <p>DIHU 1551 ENGL 1092, 112, 114, 150, 151, 153, 154, 1551, 156</p> <ul style="list-style-type: none"> <li>3 credits from <b><u>any of the following:</u></b></li> </ul> <p>CORH 203, 204, 205, 206, 216, 321, 331 CULT 2301, CULT 2501 DIHU 220 ENGL 203, 212, 213, 222, 2241, 226, 231, 233, 234, 239, 270, 294B, 297 GWST 240</p> <ul style="list-style-type: none"> <li>6 credits of language acquisition or language/linguistic appreciation requirement from <b><u>any of the following:</u></b></li> </ul> <p>ANTH 170, 270, 277, 370, 377 CHIN 100, 101 ENGL 340 FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345 GERM 100, 110, 200, 210 JPST 100, 101, 200, 201 KORN 100, 101 SPAN 101, 102, 201, 202, 301, 302 WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 382</p> <p><sup>1</sup>Check cross-listings.</p> <p><sup>2</sup>Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six credits, however, count towards the completion of the B.A. degree's 120 credits.</p> <p>[...]</p>
DIHU 1551																		
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[...]

### Scientific Literacy or Numeracy

Along with the Critical Thinking requirement, the Scientific Literacy or Numeracy requirement ensures graduates develop a habit of mind that enables them to think critically and independently while providing them with the mathematical or scientific concepts needed to navigate their workplace and life in general.

Students must complete 3 credits chosen from:

All 1st-year ASTR, BIOL, CHEM, PHYS, or MATH1
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DATA 101, 3012
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COSC 3012
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EESC 101, 104, 106, 111, 121
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<b>ECON 101, 102</b>
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GEOG 108, 109
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PSYO 271
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SOCI 271, 291
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STAT 121, 124, 230
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<sup>1</sup> Excluding MATH 125, 126, and 160.
--

<sup>2</sup>Check cross-listings.

### Digital Literacy

Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.

Students must complete 3 credits chosen from:

ARTH 370 <sup>1</sup> , 375 <sup>1</sup> , 411 <sup>1</sup>
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COSC 122
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CULT 220 <sup>1</sup> , 312 <sup>1</sup> , 315 <sup>1</sup> , 316 <sup>1</sup> , 317 <sup>1</sup>
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### Scientific Literacy or Numeracy

Along with the Critical Thinking requirement, the Scientific Literacy or Numeracy requirement ensures graduates develop a habit of mind that enables them to think critically and independently while providing them with the mathematical or scientific concepts needed to navigate their workplace and life in general.

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All 1st-year ASTR, BIOL, CHEM, PHYS, or MATH1
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DATA 101, 3012
----------------

COSC 3012
-----------

EESC 101, 104, 106, 111, 121
------------------------------

GEOG 108, 109
---------------

PSYO 271
----------

SOCI 271, 291
---------------

STAT 121, 124, 230
--------------------

<sup>1</sup> Excluding MATH 125, 126, and 160.
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ARTH 370 <sup>1</sup> , 375 <sup>1</sup> , 411 <sup>1</sup>
---

COSC 122
----------

CULT 312 <sup>1</sup> , 315 <sup>1</sup> , 316 <sup>1</sup> , 317 <sup>1</sup>
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DIHU 155 <sup>1</sup> , 220, 301 <sup>1</sup> , 302 <sup>1</sup> , 312 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup> , 407 <sup>1</sup> , 411 <sup>1</sup>
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DIHU 155 <sup>1</sup> , 220 <sup>1</sup> , 301 <sup>1</sup> , 302 <sup>1</sup> , 312 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup> , 407 <sup>1</sup> , 411 <sup>1</sup>
ENGL 155 <sup>1</sup> , 305 <sup>1</sup> , 306 <sup>1</sup> , 407 <sup>1</sup>
FILM 100, 103 <sup>1</sup> , 303 <sup>1</sup> , 371 <sup>1</sup>
GEOG 257
<b><u>HIST 497</u></b>
MDST 110, 120, 210, 220
SOCI 492
THTR 303 <sup>1</sup>
VISA 106
WRLD 370 <sup>1</sup> , 375 <sup>1</sup>

<sup>1</sup>Check cross-listings.

### Power, Diversity, and Cultures

The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

Students must complete 3 credits chosen from:

ANTH 100, 218, 227
ARTH 309 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup>
CULT 100, 101, 215, 230 <sup>1</sup> , 340 <sup>1</sup> , 346 <sup>1</sup> , 380 <sup>1</sup> , 480 <sup>1</sup>
DIHU 370 <sup>1</sup> , 375 <sup>1</sup>
ENGL 224 <sup>1</sup> , 379 <sup>1</sup> , 384 <sup>1</sup>
GEOG 255
GWST 100, 110, 215
HIST 317
POLI 100, 220, 314
SOCI 121, 429

ENGL 155 <sup>1</sup> , 305 <sup>1</sup> , 306 <sup>1</sup> , 407 <sup>1</sup>
FILM 100, 103 <sup>1</sup> , 303 <sup>1</sup> , 371 <sup>1</sup>
GEOG 257
MDST 110, 120, 210, 220
SOCI 492
THTR 303 <sup>1</sup>
VISA 106
WRLD 370 <sup>1</sup> , 375 <sup>1</sup>

<sup>1</sup>Check cross-listings.

### Power, Diversity, and Cultures

The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

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ANTH 100, 218
ARTH 309 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup>
CULT 100, 101, 215, 230 <sup>1</sup> , 340 <sup>1</sup> , 346 <sup>1</sup> , 380 <sup>1</sup> , 480 <sup>1</sup>
DIHU 370 <sup>1</sup> , 375 <sup>1</sup>
ENGL 224 <sup>1</sup> , 379 <sup>1</sup> , 384 <sup>1</sup>
GEOG 255
GWST 100, 110, 215
HIST 317
POLI 100, 220, 314
SOCI 121, 429
THTR 304 <sup>1</sup> , 309 <sup>1</sup> , 411 <sup>1</sup>



<p>THTR 304<sup>1</sup>, 309<sup>1</sup>, 411<sup>1</sup></p>		<p>WRLD 100, 304<sup>1</sup>, 310, 330, 331, 332, 340 360,</p>	
<p>WRLD 100, 304<sup>1</sup>, 310, 330, 331, 332, 340 360, 370<sup>1</sup>, 375<sup>1</sup>, 382, 388, 480, 482</p>		<p>370<sup>1</sup>, 375<sup>1</sup>, 382, 388, 480, 482</p>	
<p><sup>1</sup>Check cross-listings.</p> <p>[...]</p>		<p><sup>1</sup>Check cross-listings.</p> <p>[...]</p>	





## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP/Economics <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-02-14 <b>Contact Person:</b> Noriko Ozawa/ Dean's Office <b>Phone:</b> 250.807.9370 <b>Email:</b> Noriko.Ozawa@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<p><b>Rationale:</b> Changes in admission and graduation requirements for B.A. Honours in Economics.</p> <p>This proposal incorporates two types of changes. It increases the minimum grade averages in the admission and graduation requirements from 76% to 78%, and it adds an admission requirement of 'Approval of the Honours program coordinator and the head.'</p> <p>While 76% is widely used in admissions and graduation requirements of Honours programs, its usage is not universal. For example, the B.Sc. Honours in MATH has a minimum 85% grade average on upper-level MATH and STAT courses. And in our discipline, the Honours ECON at UBC Vancouver has a requirement of at least a 78% average in upper-level ECON courses. The proposed increase in the various averages from 76% to 78% is strongly supported by the Economics group within our Department. The increase will ensure that all Honours students obtain excellent marks and complete high-quality Honours research essays.</p> <p>In addition, the proposal adds an admissions requirement that there must be approval by the Honours program coordinator and the head. This type of requirement should have been included when the Honours ECON degree was initially proposed. This requirement is akin to the admission requirements of existing Honours degrees (for example, Biology, Psychology) that require some preliminary approval by a thesis supervisor and/or the head (and other programs incorporate related statements in the calendar descriptions of the Honours thesis courses). Next, the graduation requirement for the Honours in Economics program has been updated to 54 credits of ECON required to graduate since there are 54 credits of ECON in the Honours program requirements. Lastly, the proposal includes an updated format for consistency of information and organization of requirements across FASS, including program learning outcomes.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p>Economics (B.A.)</p> <p><b><u>Overview</u></b> Economics is a social science dealing with choice among competing alternatives. To major in Economics, students must master skills of abstraction, deductive reasoning, and critical thinking, and understand the historical, cultural, and social context of economic institutions, policies, and events. A Major in Economics provides a way of looking at the world and understanding important aspects of human behaviour, and improves reasoning, problem-solving, and decision-making abilities. It equips students with the skills needed to move on to graduate studies in Economics and related disciplines, or to enter a wide range of occupations</p> <p><b><u>Program Learning Outcomes</u></b> <b><u>Upon successful completion of this program, students will be able to...</u></b></p> <p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Apply economic analysis to everyday problems to understand current events and evaluate specific policy proposals.</u></b></li> <li>• <b><u>Assess the role played by assumptions in arguments that reach different conclusions to a specific economic or policy problem.</u></b></li> </ul> <p><b><u>Scientific Literacy or Numeracy (Quantitative Reasoning)</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Combine quantitative evidence with economic models to assess the validity of various economic and policy relevant arguments.</u></b></li> </ul>	<p><b>Draft Academic Calendar URL:</b> <b>URL</b> [URL from the draft Academic Calendar <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/link">www.calendar.ubc.ca/okanagan/proof/edit/link</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>Economics (B.A.)</p> <p>B.A. Major in Economics</p> <p><b>Note: The UBC Okanagan campus also offers a <a href="#">B.A. Major in Philosophy, Politics, and Economics (PPE)</a> and a <a href="#">B.Sc. Major in Economics</a>.</b></p> <p>Economics is a social science dealing with choice among competing alternatives. To major in Economics, students must master skills of abstraction, deductive reasoning, and critical thinking, and understand the historical, cultural, and social context of economic institutions, policies, and events. A Major in Economics provides a way of looking at the world and understanding important aspects of human behaviour, and improves reasoning, problem-solving, and decision-making abilities. It equips students with the skills needed to move on to graduate studies in Economics and</p>
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- Collect relevant data, develop empirical evidence using appropriate statistical techniques and interpret the results while taking into account potential statistical biases.

#### Communication

- Formulate well-organized written arguments that state assumptions and hypotheses and communicate them in an oral, written and visual format to a wide range of audiences.

#### General Skills

- Explain how incentives determine choices and shape human behaviour.
- Apply economic reasoning in personal decision making.
- Interpret sophisticated academic and policy analysis for a general audience.

### **B.A. Major in Economics**

#### Admission Requirements

To be admitted to the major program students must successfully complete:

- all of ECON 101 and 102; and,
- a minimum of 24 credits

#### Degree Requirements

Major in Economics	Credits
Foundational Requirements	21
Distribution Requirements	12
Program Requirements	54
300/400-level Electives outside of ECON	18
Electives any level	15
<b>Total Credits</b>	<b>120</b>

Note: Some program requirements may be applied to Foundational and Distribution requirements; see [B.A. requirements](#).

related disciplines, or to enter a wide range of occupations.

To be admitted to the major program students must:

- have successfully completed all of ECON 204, 205, 225; and,
- consult with the department.



### Program Requirements

First Year	Credits
ECON 101	3
ECON 102	3
One of MATH 100, 116	3
One of MATH 101, 142	3
<b>Total credits</b>	<b>12</b>
Second Year	Credits
ECON 204	3
ECON 205	3
ECON 225	3
<b>Total credits</b>	<b>9</b>
Third and Fourth Years	Credits
ECON 327	3
ECON 328	3
Microeconomics: One of ECON 308, 386, 401	3
Monetary/ Macroeconomics: One of ECON 309, 345, 347, 356, 402, 409	3
Economic History: One of ECON 232 <sup>1</sup> , 330, 331, 338, 339	3
300/400-level ECON electives	15
<b>Total 300/400-level ECON credits</b>	<b>30</b>
ECON electives any level <sup>1</sup>	3
<b>Program Requirement Total Credits</b>	<b>54</b>

<sup>1</sup> If ECON 232 is selected for the Economic History requirement, then a 300/400-level course is required for the remaining ECON elective.

### Minor in Economics

To complete a Minor in Economics, students must accumulate no fewer than 30 credits in Economics out of the 120 credits required for the B.A. degree. At least 18 of these credits must be numbered 300 or above.

### B.A. Honours in Economics

The Honours program in Economics enables high-achieving B.A. Major

### First and Second Years

B.A. requirements, including the following:

- All of ECON 101, 102, 204, 205, 225;
- One of MATH 100, 116;
- One of MATH 101, 142.

### Third and Fourth Years

- ECON 327, 328;
- at least 27 additional elective credits of ECON courses, of which at least 24 must be at the 300 and 400 level, and of which at least one course must be upper-level microeconomics (ECON 308, 386, or 401), at least one course must be upper-level monetary/macroeconomics (ECON 309, 345, 347, 356, 402, or 409), and at least one course must be economic history (ECON 232, 330, 331, 338, or 339).
- at least 18 credits at the 300 or 400 level in one or more disciplines other than Economics.

### Minor in Economics

To complete a Minor in Economics, students must accumulate no fewer than 30 credits in Economics out of the 120 credits required for the B.A. degree. At least 18 of these credits must be numbered 300 or above.

### B.A. Honours in Economics

The Honours program in Economics enables high-achieving B.A. Major



students in Economics to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay) under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be successful; in addition, most of the high-quality programs in Economics expect potential graduate students to have completed an Honours degree.

Students who wish to enrol in the Honours program must submit a formal application to the coordinator of the Honours Program. After **admission**, students must complete ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

#### **Admission Requirements:**

- Fourth-year standing in the Economics Major;
- A minimum grade average of **78%** in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of **78%** in both ECON 204 and ECON 205;
- A minimum grade average of **78%** in MATH 100 or 116 and MATH 101 or 142;
- Successful Completion of ECON 327 and ECON 328.
- **Approval of the Honours program coordinator and the head.**

students in Economics ~~to increase their concentration in Economics and~~ to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay). ~~Students are expected to satisfy high levels of competency in their academic program and to successfully complete a directed-studies project (ECON 499 Honours Essay)~~ under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be successful; in addition, most of the high-quality programs in Economics expect potential graduate students to have completed an Honours degree.

Students who wish to enrol in the Honours program must submit a formal application to the coordinator of the Honours Program. After ~~being admitted to the Honours Program~~, students must complete ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

#### **Admission Requirements:**

- Fourth-year standing in the Economics Major;
- A minimum grade average of **76%** in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of **76%** in both ECON 204 and ECON 205;
- A minimum grade average of **76%** in MATH 100 or 116 and MATH 101 or 142;
- Successful Completion of ECON 327 and ECON 328.

**Degree Requirements**

<b>Honours in Economics</b>	<b>Credits</b>
Foundational Requirements	21
Distribution Requirements	12
Program Requirements	60
300/400-level Electives outside of ECON	18
Electives any level	9
<b>Total Credits</b>	<b>120</b>

**Note: Some program requirements may be applied to Foundational and Distribution requirements; see [B.A. requirements](#).**

**Program Requirements**

<b>First Year</b>	<b>Credits</b>
ECON 101	3
ECON 102	3
One of MATH 100, 116	3
One of MATH 101, 142	3
<b>Total credits</b>	<b>12</b>
<b>Second Year</b>	<b>Credits</b>
ECON 204	3
ECON 205	3
ECON 225	3
<b>Total credits</b>	<b>9</b>
<b>Third and Fourth Years</b>	<b>Credits</b>
ECON 327	3
ECON 328	3
ECON 401	3
ECON 402	3
ECON 427	3
ECON 495	3
ECON 499	3
One of ECON 232 <sup>2</sup> , 330, 331, 332, 333, 338, 339	3
Additional 300/400-level ECON	12
<b>Total 300/400-level ECON credits</b>	<b>36</b>
ECON electives any level <sup>2</sup>	3
<b>Program Requirement total credits</b>	<b>60</b>

**<sup>2</sup> If ECON 232 is selected, then a 300/400-level course is required for the remaining ECON elective.**


**Graduation Requirements:**

- A minimum overall grade average of **78**% in all Economics (ECON) courses;
- A minimum overall grade average of **78**% in all courses; and
- A minimum of **54** credits of Economics with at least 36 credits at the upper level.

**Graduation Requirements:**

- ~~All general program requirements for the B.A. degree;~~
- ~~All requirements for the B.A. Economics Major;~~
- ~~Successful completion of ECON 401, 402, 427, 495 and 499;~~
- A minimum overall grade average of **76**% in all Economics (ECON) courses;
- A minimum overall grade average of **76**% in all courses; and
- A minimum of **54** credits of Economics with at least 36 credits at the upper level.



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> EPP/HISO – International Relations <b>Faculty/School Approval Date:</b> 20240322 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231023 <b>Contact Person:</b> Manfred Elfstrom <b>Phone:</b> 646-286-4169 <b>Email:</b> <a href="mailto:melfst02@mail.ubc.ca">melfst02@mail.ubc.ca</a>
<b>Type of Action:</b> Revisions to major	
<p><b>Rationale:</b> A few modest tweaks to the International Relations (IR) program are needed.</p> <p>1) A new, globally-oriented course has been added from History. This course covers a subject that IR students should be encouraged to study: the relations between China and African countries.</p> <p>2) ECON 390 and is no longer offered and POLI has proposed the deletion of several courses: POLI 313, 323, 336, 362, 371, 378, 391, 433, and 476 so all of these have been removed. Several POLI courses have been re-numbered, and a few new courses replace the deleted courses.</p> <p>3) POLI 391 has been removed from the calendar entry, because many POLI 391 (renumbered POLI 309) “topics” courses are not truly global in nature. A note is added regarding POLI 391/309 and HIST 495 courses (History topics courses), explaining that they may be approved by the IR program coordinator if they have the right content.</p> <p>4) Additionally, the program page structure has been revised to allow for a common organization of program information across FASS. This includes adding program learning outcomes.</p>	





<p><b>Proposed Calendar Entry:</b></p> <p>International Relations</p> <p><b>Overview:</b> The International Relations (IR) Major is an interdisciplinary program which allows students to develop a solid background in related areas of political science, history, Indigenous studies, sociology, anthropology, economics, and modern languages. The IR program stresses critical thinking and essential communication skills.</p> <p>A bachelor's degree in IR provides a solid foundation for diverse career options, including those associated with law, business, politics, foreign service, international organizations, teaching, economic development, and most professional programs. Via the <a href="#">Go Global program</a>, students in the IR Major program are encouraged to study and travel in other countries as part of their B.A. Major requirements. Post-graduate programs in IR are available at many universities in Canada and around the world.</p> <p><b><u>Program Learning Outcomes</u></b> <b><u>Upon successful completion of this program, students will be able to:</u></b></p> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Analyze the key classical and contemporary theories of international relations, their origins, their assumptions, and their implications for our understanding of the world.</u></b></li> <li>• <b><u>Explain core concepts of economics, such as supply and demand, opportunity costs, comparative advantage, competition and monopoly, public goods and market failures.</u></b></li> </ul>	<p>Draft Academic Calendar URL:</p> <p><a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/international-relations">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/international-relations</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>International Relations</p> <p><b>Major in International Relations</b> <i>An interdisciplinary degree program at the UBC Okanagan campus.</i></p> <p><b>Note: The UBC Okanagan campus offers other interdisciplinary programs, including the <a href="#">Major in Philosophy, Politics, and Economics</a>, and the <a href="#">Minor in Gender, Women and Sexuality Studies</a>.</b></p> <p>The International Relations (IR) Major is an interdisciplinary program which allows students to develop a solid background in related areas of political science, history, Indigenous studies, sociology, anthropology, economics, and modern languages. The IR program stresses critical thinking and essential communication skills. A bachelor's degree in IR provides a solid foundation for diverse career options, including those associated with law, business, politics and government, foreign service, teaching, international development, and most professional programs. Post-graduate programs in IR are available at many universities in Canada and around the world. The UBC Okanagan campus IR program has a strong record of successful graduates. Via the <a href="#">Go Global program</a>, students in the IR Major program are encouraged to study and travel in other countries as part of their B.A. Major requirements. Admission to the</p>
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- Compare and draw connections between key events, movements, and figures in global history, especially from the twentieth century onward.

#### Applying, Analyzing, Evaluating, and Creating

- Critically evaluate empirical claims about different substantively important aspects of world politics, such as war, nationalism, state formation, economic development, and democratization, using case studies, basic statistics, or other forms of analysis.
- Apply economic models to predict the behavior of individual actors, such as firms, and macro-economic phenomena, such as growth, prices, and trade.
- Critique and weigh different forms of historical evidence, such as letters, ledgers, records of meetings, and texts of past laws and regulations.
- Place current news in its broader social, cultural, and political context and identify gaps and possible biases in its coverage.
- Design rigorous research projects that generate fresh findings on substantively and theoretically important topics or formulate innovative and feasible policy proposals.

#### General Skills

- Synthesize or adjudicate between contrasting arguments.
- Write clearly and persuasively, with proper documentation of claims.
- Read sophisticated academic and policy analysis.
- Attain a moderate to high level of skill with one or more foreign languages.
- Engage others' ideas in a respectful and thorough manner.

### **Major in International Relations**

#### Admission Requirements

Admission to the IR Major occurs in Winter Term 2 of a student's second year, for the following academic year. Students must submit a formal application to the coordinator of the IR program. Contact the [IR Program Coordinator](#) for more information.

IR Major occurs in the Winter Session, Term 2, for the following academic year. Students must submit a formal application to the coordinator of the IR program. Contact the [IR Program Coordinator](#) for more information.

#### **Requirements for the International Relations Degree Program**

- B.A. requirements;
- Admission to the International Relations program is conditional on maintaining an average of 70% on either: a) the last three terms as a full-time student, or b) the last 30 credits as a part-time student;
- Second Language. Students must take 12 credits in preferably one or a maximum of two languages other than English. This is in addition to the language requirements embedded within the Communications requirement of the Bachelor of Arts degree. ~~The language(s) may be the same as those used to satisfy the Bachelor of Arts requirement, carried to a higher level, or it may be additional languages. The 12 credits may be completed in the third or fourth year, but all students are encouraged to make completion of the language requirement a priority as early as possible in their program. In approved cases students may satisfy the second language requirement by taking a proficiency exam in lieu of language courses. However, the second language credits will need to be substituted by up to 12 credits of elective courses.~~



Admission to the International Relations program is conditional on maintaining an average of 70% on either:  
a) the last three terms as a full-time student, or b) the last 30 credits as a part-time student.

**Note: Students are encouraged to begin meeting their second language requirement as early as possible in their program.**

### Degree Requirements

Major in International Relations	Credits
Foundational Requirements	21
Distribution Requirements	12
Program Requirements	63
300/400-level Electives	18
Electives any level	6
<b>Total Credits</b>	<b>120</b>

**Note: Some program requirements may be applied to Foundational and Distribution requirements; see B.A. requirements.**

### Program Requirements

First and Second Years <sup>1</sup>	Credits
POLI 100	3
Two of: POLI <b>210 or</b> 220 POLI 221 <b>or 270</b> POLI 222	6
<b>Both of</b> HIST 115, 145 OR; <b>Both of</b> HIST 116, 126	6
ECON 101 and 102	6
<b>Total 100/200-level credits</b>	<b>21</b>

### Third and Fourth Years<sup>2</sup>:

Students must complete 30 credits from three or more disciplines in the following list including at least one 400 level POLI seminar course.

ANTH 312, 313, 320, 345, 350, 353, 355, 375, 377, 418, 427, 429, 445, 473, 475
ECON 330, 331, 339, 345, 351, 355, 356, 358, 360, 361, 371;
HIST 305, 312, 317, 354, 384, <b>385</b> , 396, 397, 412, 443, 444, 452, 468, 469, 473, 494
INDG 305, 306, 307, 308, 404, 420
PHIL 373, 435, 437

### First and Second Years

- Political Science: POLI 100, and two of the following: POLI 220, 221, 222. These courses represent core courses for the IR program;
- History: 6 credits of either a) HIST 115, 145, or b) HIST 116, 126;
- Economics: Students must complete ECON 101, 102;
- Note: Although there are no required first- or second-year courses for Anthropology, Indigenous Studies, Philosophy, and Sociology, many of the third- and fourth-year courses required for the IR program have prerequisites.

### Third and Fourth Years

From three or more disciplines, students must complete 30 credits from the following list of courses:

- Anthropology: ANTH 312, 313, 320, 345, 350, 353, 355, 375, 377, 418, 427, 429, 445, 473, 475;
- Economics: ECON 330, 331, 339, 345, 351, 355, 356, 358, 360, 361, 371, **390**;



POLI <b>304</b> , 310, 311, <b>312</b> , 314, 315, 317, 318, 319, 334, 352, 363, 364, 366, 372, <b>373</b> , 377, 382, 383, <b>384</b> , <b>387</b> , <b>388</b> , <b>413</b> , <b>429</b> , 462, 464 <sup>3</sup> , 465, <b>470</b> , <b>471</b> , 472, <b>474</b> , <b>489</b> <sup>3</sup>	
SO CI 301, 303, 415, 429, 430, 440, 465, 467	
<b>Total 300/400-level credits</b>	<b>30</b>
<b>Second Language Requirement:</b> Students must take 12 credits in a maximum of two languages other than English. <sup>4</sup>	<b>12</b>
<b>Program Requirement Total Credits</b>	<b>63</b>

**<sup>1</sup> Although there are not required first- or second-year courses for Anthropology, Indigenous Studies, Philosophy, and Sociology, many of the third- and fourth-year courses required for the IR program have prerequisites.** In choosing courses, students should not assume that the same courses will be offered two years in a row.

**<sup>2</sup> Some special topics courses, such as POLI 309, 391 and HIST 495, may be approved by the IR program coordinator if the courses are sufficiently global in their content.**

**<sup>3</sup> Credit will only be granted for one of POLI 464 or POLI 489 when topics are of the same nature.**

**<sup>4</sup> This requirement is in addition to the language requirements embedded within the Communication requirement of the Bachelor of Arts degree. In approved cases, students may satisfy the second language requirement by taking a proficiency exam instead of language courses. In this case second language credits can be substituted by up to 12 credits of elective courses.**

- History: HIST 305, 312, 317, 354, 384, 396, 397, 412, 443, 444, 452, 468, 469, 473, 494;
- Indigenous Studies: INDG 305, 306, 307, 308, 404, 420;
- Philosophy: PHIL 373, 435, 437;
- Political Science: POLI 310, 311, **313**, 314, 315, 317, 318, 319, **323**, 334, **336**, 352, **362**, 363, 364, 366, **371**, 372, 377, **378**, 382, 383, **391**, **433**, 435, 462, 464, 465, 472, **476**;
- Sociology: SOCI 301, 303, 415, 429, 430, **440**, 465, 467;
- Within these 30 credits, students must complete at least one fourth-year POLI seminar course.

Students must complete additional 300 or 400-level electives to satisfy the Bachelor of Arts requirement of 48 upper-level credits.

~~Note: Many 300 or 400 level courses require prerequisites, which vary according to the course.~~ In choosing courses, students should not assume that the same courses will be offered two years in a row.



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP <b>Faculty/School Approval Date:</b> 20240322 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231106 <b>Contact Person:</b> Dr. Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> julien.picault@ubc.ca
<b>Type of Action:</b> Change to Program, add Honours specialization	
<b>Rationale:</b>	
<p>This proposal aims to modernize and clarify the structure of the PPE major.</p> <ol style="list-style-type: none"> <li>1. <u><i>Sequence of core PPE courses</i></u>        We propose to create a stronger structure for the PPE program around a sequence of core courses that includes elements of all three disciplines. Currently, the PPE program has no core sequence, only lower-level requirements. For example, the current calendar language does not even require the Introduction to PPE course (POLI 223). The newly created PPE core sequence comprises three courses: POLI 223, ECON 370, and PHIL 338. Honours students will also be required to take one of POLI 496 and 498, ECON 496 and 498, PHIL 496 and 498.</li> <li>2. <u><i>Creation of an Honours program.</i></u> This new calendar language creates more clarity as both a major and an Honours program will now exist. Graduation requirements for the major and the honours will be consistent with FASS expectations.        Beyond the new PPE major requirements, the Honours program requires students to complete more technical courses (POLI 441 and one of ECON 327, 353, 363), a workshop (ECON/PHIL/POLI 496), and write the PPE Thesis (ECON/PHIL/POLI 498).</li> <li>3. <u><i>Facilitation of administration and enrollment</i></u>        Students must currently apply and receive permission from the coordinator of the PPE program to enroll in the major. The new calendar language allows delegating the enrollment to the major to <a href="#">academic advising</a>, similar to economics and political science majors. The permission of the PPE coordinator will only be required for enrollment in the honours. Also, the new calendar language is consistent with the minimum requirements PPE coordinators have requested from students to enroll in the major for more than 10 years.</li> <li>4. <u><i>Simplification of the major</i></u>        Because students enrolled in the major will no longer have to write a thesis, they will not need to select a specific emphasis (Option A to D). As a result, the program will be easier to navigate. Emphases will still be required at the honours' level due to the Thesis/Directed Study requirement.</li> <li>5. <u><i>Updated course selection due to courses recently included/changed in the calendar</i></u> <ul style="list-style-type: none"> <li>• ECON 225 becomes the second-year Economics requirement for the PPE program. It allows students to have better preparation for subsequent courses in Economics, as the methods presented in this course are used in many ECON upper-level economics courses.</li> <li>• More flexibility is given to students with the statistics requirement. Students will now choose between various courses (one of STAT 121, 124, 230, DATA 101) instead of having the option of only one course.</li> </ul> </li> </ol>	



- POLI 202 is added to the list of second-year politics courses to satisfy the second-year POLI requirement. This course was recently introduced by our department.
  - PHIL 210 is added to the list of second-year Philosophy requirements for the PPE program. It provides an alternative to PHIL 230 for students to become acquainted with value theory. It also allows students to be better prepared for PHIL 437, which will now be offered regularly.
6. Update from POLI
- POLI is proposing numerous course code changes. These changes are also reflected in this proposal.

### Proposed Academic Calendar Entry:

#### Philosophy, Politics, and Economics (PPE)

##### Overview:

Philosophy, Politics, and Economics (PPE) is **an interdisciplinary degree program that** provides a focused education in the economic, political, and philosophical issues facing Canadians.

The PPE Major is recommended for students who wish to pursue a career in business or government, or those who intend to undertake studies in law, business, commerce, journalism, social work, education, or public administration.

##### Program Learning Outcomes

**Upon successful completion of this program, students will be able to:**

1. **Identify, classify, and formulate descriptive and normative arguments.**
2. **List, define, and interpret core philosophy, political science, and economics terminologies and concepts.**
3. **Contrast the assumptions and logic of fundamental philosophy, political science, and economics theories and relate them to Canadian and international political and socio-economic challenges.**
4. **Communicate complex ideas orally and in writing to expert and non-expert audiences.**

### Draft Calendar URL:

<https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/philosophy-politics-and-economics-ppe>

### Present Academic Calendar Entry:

#### Philosophy, Politics, and Economics (PPE) Major in Philosophy, Politics, and Economics (PPE)

~~An interdisciplinary degree program at the UBC Okanagan campus.~~

~~Note: The UBC Okanagan campus offers other interdisciplinary programs – including the [Major in International Relations](#) and the [Minor in Gender and Women's Studies](#) – as well as Major programs in [Economics](#), [Philosophy](#), and [Political Science](#).~~

~~The Major in Philosophy, Politics, and Economics (PPE) is intended to provide a focused education in the economic, political, and philosophical issues facing Canadians. The program, jointly offered by Economics, Political Science, and Philosophy, is based on the PPE degree offered by Oxford University.~~

The PPE Major is recommended for students who wish to pursue a career in business or government, or those who intend to undertake studies in law, business, commerce, journalism, social work, education, or public administration.



5. Explain and assess the role and impacts of social and political institutions and policies.
6. Identify and integrate ethical and moral considerations in economic and political decision-making.
7. Define and integrate different perspectives when discussing issues of contemporary society.
8. Describe and assess the epistemological considerations underlying economic and political discourse.
9. Identify, integrate, and interpret data analysis and statistical methods when analyzing specific social, economic, and political issues.
10. Combine and apply qualitative and quantitative methodologies from philosophy, political science, and economics to real-world problems (e.g., institutions, public finance, community environment, health, labour markets, development, etc.).
11. Formulate and assess viable approaches to address political and socio-economic challenges in Canada and globally.

**Major in Philosophy, Politics, and Economics (PPE)**

**Admission Requirements:**

To be admitted to the PPE program, students must

- have completed 48 credits
- have completed all first- and second-year courses in the PPE Major program requirements with at least a 70% average in each PPE discipline taken prior to applying to the PPE Major;
- have completed 6 credits toward the Faculty of Arts and Social Sciences communication requirement;
- consult with a FASS Academic Advisor.

**Degree Requirements**

Major in in Philosophy, Politics, and Economics (PPE)	Credits
Foundational Requirements	21
Distribution Requirements	12

To be admitted to the PPE program students must:

- have completed **at least 3 credits in each of the PHIL, POLI and ECON disciplines** and no **fewer than 30 but not more than 90 credits toward a B.A. program** with at least a 70% average in PHIL courses **they have taken thus far**; 70% in POLI courses; and 70% in ECON courses;
- **satisfy** the Faculty of Arts and Social Sciences **English** requirement; **and**



Program Requirements	78
Electives any level	9
<b>Total Credits</b>	<b>120</b>

**Note: Some program requirements may be applied to Foundational and Distribution requirements; see [B.A. requirements](#).**

### **Program Requirements**

First and Second Years	Credits
<b><u>All of</u></b> ECON 101, 102, <b><u>225</u></b>	9
One of PHIL 111, 121	3
One of PHIL 120, 220	3
<b><u>One of</u></b> PHIL <b><u>210</u></b> , 230	3
<b><u>One of</u></b> POLI <b><u>201</u></b> , <b><u>223</u></b>	3
<b><u>One of</u></b> STAT 121, <b><u>124</u></b> , <b><u>230</u></b> , <b><u>DATA 101</u></b>	3
<b><u>Two of:</u></b> POLI 100; <b><u>POLI 203<sup>1</sup></u></b> ; <b><u>POLI 202 or 230</u></b> ; <b><u>POLI 210 or 220<sup>1</sup></u></b> ; <b><u>POLI 240 or 250</u></b> .	6
<b>Total 100/200-level credits</b>	<b>30</b>
Third and Fourth Years	Credits
<b><u>ECON 370</u></b>	3
<b><u>PHIL 338</u></b>	3
<b><u>300/400 level Economics</u></b>	12
300/400 level Political Science	15
300/400 level Philosophy	12
300/400 level elective	3
<b>Total 300/400-level credits</b>	<b>48</b>
<b>Program Requirement Total Credits</b>	<b>78</b>

**<sup>1</sup> POLI 203 and POLI 210 or POLI 220 are recommended pre-requisites for the Option (D) Law Emphasis in the Honours Program.**

### **Honours in Philosophy, Politics, and Economics (PPE)**

**The Honours program in Philosophy, Politics, and Economics (PPE) enables high-achieving students to increase their concentration in PPE. Students are expected to satisfy high levels of competency in their academic achievement and to complete a thesis under a faculty member's supervision. Students intending to pursue graduate studies are advised to consider taking**

~~• receive permission from the coordinator of the PPE program. Admission is by formal application to the coordinator of the PPE program. Students in the PPE program are required to take a common set of first- and second-year courses. They must also choose one of four options.~~

### **First and Second Years**

- ECON 101, 102;
- ~~One of ECON 204, 205, 221, 232;~~
- One of PHIL 111, 121;
- One of PHIL 120, 220;
- PHIL 230;
- ~~Three of POLI 100, 220, 223, 240;~~
- STAT 121.

### **Third and Fourth Years**

~~At the third- and fourth-year levels, students must choose to emphasize either Economics (Option A), or Political Science (Option B), or Philosophy (Option C), or Law (Option D).~~

~~All PPE students must complete the directed studies course numbered 497 in their discipline of emphasis during their final year of study. Students must consult with the PPE Coordinator during the term prior to the term in which they plan to complete their directed studies course.~~

### **Option A: Economics Emphasis**

- ~~ECON 497<sup>1</sup>;~~
- ~~18 upper-level credits in Economics (in addition to ECON 497);~~
- ~~12 upper-level credits in Political Science;~~
- ~~12 upper-level credits in Philosophy;~~
- ~~3 credits from any upper-level course.~~

### **Option B: Political Science Emphasis**

- ~~POLI 497<sup>1</sup>;~~
- ~~18 upper-level credits in Political Science (in addition to POLI 497);~~
- ~~12 upper-level credits in Economics;~~





**the Honours program since some universities expect potential graduate students to have completed an Honours degree.**

### **Admission Requirements**

- **Fourth-year standing;**
- **at least a 78% average in each PPE discipline taken prior to applying to the PPE Honours;**
- **a minimum overall average of 76%;**
- **a minimum grade of 76% in PHIL 338,**
- **a minimum grade of 76% in POLI 400 or 441;**
- **a minimum grade of 76% in one of ECON 327, 353, 363; and**
- **received permission from the coordinator of the PPE program.**

**All Honours PPE students must complete all courses of their chosen option requirements. The honours thesis and seminar courses numbered 496 and 498 in their discipline of emphasis should be completed during their final year of study. Students must consult with the PPE Coordinator no later than the beginning of the term prior to the term in which they plan to complete their PPE Honours Seminar.**

<b><u>Option A: Philosophy Emphasis</u></b>	<b><u>Credits</u></b>
<b><u>PHIL 496, 498;</u></b>	<b>6</b>
<b><u>PHIL 338;</u></b>	<b>3</b>
<b><u>300/400 level PHIL</u></b>	<b>12</b>
<b><u>ECON 370</u></b>	<b>3</b>
<b><u>One of ECON 353, 363</u></b>	<b>3</b>
<b><u>300/400 level ECON</u></b>	<b>6</b>
<b><u>POLI 400 or 441</u></b>	<b>3</b>
<b><u>300/400 level POLI</u></b>	<b>9</b>
<b><u>300/400 level elective</u></b>	<b>3</b>
<b><u>Philosophy Emphasis 300/400-level requirements</u></b>	<b>48</b>

<b><u>Option B: Political Science Emphasis</u></b>	<b><u>Credits</u></b>
<b><u>POLI 496, 498;</u></b>	<b>6</b>
<b><u>POLI 400 or 441</u></b>	<b>3</b>

- **12 upper-level credits in Philosophy;**
- **3 credits from any upper-level course.**

### **Option C: Philosophy Emphasis**

- **PHIL 497<sup>‡</sup>;**
- **18 upper-level credits in Philosophy (in addition to PHIL 497);**
- **12 upper-level credits in Economics;**
- **12 upper-level credits in Political Science;**
- **3 credits from any upper-level course.**

### **Option D: Law Emphasis**

- **POLI 432**
- **One of POLI 497, PHIL 497, ECON 497;**
- **15 upper-level credits in Political Science from POLI 303, 313, 352, 354, 356, 382, 383, 402, 465;**
- **12 upper-level credits in Economics from ECON 345, 351, 352, 360, 361, 370, 371, 372, 386, 390;**
- **12 upper-level credits in Philosophy from PHIL 314, 315, 331, 338, 345, 373, 425, 434, 435, 437;**
- **3 credits from any upper-level course.**

<sup>‡</sup>All 497 courses are directed studies courses.

### **Graduation Requirements**

**To graduate, a student must satisfy all B.A. requirements, including completion of 120 credits, 48 of which must be at the third- and fourth-year levels.**



<b><u>300/400 level POLI</u></b>	<b>12</b>
<b><u>ECON 370</u></b>	<b>3</b>
<b><u>One of ECON 353, 363</u></b>	<b>3</b>
<b><u>300/400 level ECON</u></b>	<b>6</b>
<b><u>PHIL 338</u></b>	<b>3</b>
<b><u>300/400 level PHIL</u></b>	<b>9</b>
<b><u>300/400 level elective</u></b>	<b>3</b>
<b>Political Science Emphasis 300/400-level requirements</b>	<b>48</b>

<b><u>Option C: Economics Emphasis</u></b>	<b><u>Credits</u></b>
<b><u>ECON 496, 498;</u></b>	<b>6</b>
<b><u>ECON 370</u></b>	<b>3</b>
<b><u>One of ECON 327, 353, 363</u></b>	<b>3</b>
<b><u>300/400 level ECON</u></b>	<b>9</b>
<b><u>One of POLI 400, 441</u></b>	<b>3</b>
<b><u>300/400 level POLI</u></b>	<b>9</b>
<b><u>PHIL 338</u></b>	<b>3</b>
<b><u>300/400 level PHIL</u></b>	<b>9</b>
<b><u>300/400 level elective</u></b>	<b>3</b>
<b>Economics Emphasis 300/400-level requirements</b>	<b>48</b>

<b><u>Option D: Law Emphasis</u></b>	<b><u>Credits</u></b>
<b><u>POLI 400 or 441</u></b>	<b>3</b>
<b><u>POLI 430</u></b>	<b>3</b>
<b><u>One of</u></b>	<b>6</b>
<ul style="list-style-type: none"> <li>• <b><u>POLI 496 and POLI 498</u></b></li> <li>• <b><u>PHIL 496 and PHIL 498</u></b></li> <li>• <b><u>ECON 496 and ECON 498</u></b></li> </ul>	
<b><u>Three of</u></b>	<b>9</b>
<ul style="list-style-type: none"> <li>• <b><u>POLI 302, 327, 354, 356, 382, 383, 431</u></b></li> <li>• <b><u>POLI 304 or 352</u></b></li> <li>• <b><u>POLI 303 or 331</u></b></li> <li>• <b><u>POLI 404 or 432</u></b></li> </ul>	
<b><u>ECON 370</u></b>	<b>3</b>
<b><u>One of ECON 353, 363</u></b>	<b>3</b>
<b><u>Two of ECON 345, 351, 352, 353, 360, 361, 363, 371, 372, 386, 452</u></b>	<b>6</b>
<b><u>PHIL 338</u></b>	<b>3</b>



<u>Three of PHIL 314, 315, 331, 338, 345, 373, 425, 434, 435, 437</u>	<b>9</b>
<u>300/400 level elective</u>	<b>3</b>
<u>Law Emphasis 300/400-level requirements</u>	<b>48</b>

### Graduation Requirements

- All general program requirements for the B.A. degree;
- All First- and Second-year requirements for the Major in Philosophy, Politics, and Economics (PPE);
- One of POLI 498, PHIL 498, ECON 498 with a minimum grade of 80%; and
- Minimum weighted average of 76% over the last 60 credits.
- Successful completion of either Option A, B, C, or D courses.



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> <a href="#">Arts and Social Sciences</a> <b>Dept./Unit:</b> Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-08-08 <b>Contact Person:</b> <a href="#">Brad Epperly</a> <b>Phone:</b> 250.807.XXXX <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: Update program requirements</b>	
<p><b>Rationale:</b> POLI is changing how special topics courses are taught: instead of one generic number applying to all courses (391 for 300-level, 464 for 400-level), we have broken out the special topics courses by area, and named them appropriately, to maximize clarity for students and advising. Course numberings have been systematized so that each of the four concentration areas' courses are consistently numbered, to ease what has been reported by students and academic advising as a confusing status quo. The program page has been re-formatted.</p>	
<p><b>Proposed Academic Calendar Entry:</b>  <b>Political Science</b></p> <p><b>Overview:</b>          The completion of a degree in Political Science has long been recognized as sound undergraduate preparation for careers in law, business, politics, social work, and public administration. The Major in Political Science is designed to produce a graduate with a solid understanding of the institutions of government, their relationship to politically active non-governmental organizations, the articulation and implementation of public policy, and the role of the informed citizen in a liberal democracy. <u><a href="#">At UBC Okanagan, you can</a></u></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/political-science">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/political-science</a></p> <p><b>Present Academic Calendar Entry:</b>  <del>Major in Political Science</del>  <del>Note: The UBC Okanagan campus also offers a Major in <a href="#">Philosophy, Politics, and Economics (PPE)</a>.</del>          The completion of a degree in Political Science has long been recognized as sound undergraduate preparation for careers in law, business, politics, social work, and public administration. The Major in Political Science is designed to produce a graduate with a solid understanding of the institutions of government, their relationship to politically active non-governmental organizations, the articulation and implementation of public</p>



**complete a Bachelor of Arts (B.A) degree with a major or minor in political science.**

**Major in Political Science**

**Admission Requirements:**

Admission into the program requires an overall average of at least 70% in all courses attempted toward the B.A. degree.

**Degree Requirements**

Major in Political Science	Credits
Foundational Requirements	21
Distribution Requirements	12
Program Requirements	48
300/400-level Electives	15
Electives any level	24
<b>Total Credits</b>	<b>120</b>

**Note: Some program requirements may be applied to Foundational and Distribution requirements; see [B.A. requirements](#).**

**Program Requirements**

First and Second Years	Credits
POLI 100	3
One of POLI 202, 230	3
One of POLI 210, 220	3
One of POLI 240, 250	3
One of POLI 221, 270	3
<b>Total 100/200-level credits</b>	<b>15</b>
Third and Fourth Years: See <a href="#">POLI Focus Areas table</a>	Credits
One course from each of the four focus areas	12
Two additional 300/400-level courses from a single focus area	6
400-level seminars: Two of POLI 403, 409, 429, 449, 454, 456, 464, 469, 486, 489	6
Additional 300/400-level POLI	9
<b>Total 300/400-level credits</b>	<b>33</b>
<b>Program Requirement Total Credits</b>	<b>48</b>

policy, and the role of the informed citizen in a liberal democracy. Admission into the program requires an overall average of at least 70% in all courses attempted toward the B.A. degree.

**First and Second Years**

- **B.A. requirements**, including POLI 100, POLI 202, POLI 220, POLI 240, and one of POLI 221 or **POLI 222**.

**Third and Fourth Years**

**Students must select a focus from the following four areas of study:**

- Political Theory: POLI 354, 356, 358, 462;
- Canadian **Studies**: POLI 303, 363, **371, 402, 432; HIST 300, 301, 466, 467;**
- International Relations: POLI **336, 362, 364, 366, 372, 377, 378, 382, 383, 433<sup>±</sup>**;



### **POLI Focus Areas**

#### **Political Theory**

POLI 354, 356, 358, 359, 360, 361, 365, 367, 369, 454, 456, 469, 462<sup>1</sup>, 470<sup>1</sup>, 474

#### **Canadian Politics**

POLI 303<sup>2</sup>, 325, 331<sup>2</sup>, 332, 333, 335, 337, 349, 363, 384, 404<sup>3</sup>, 430, 431, 432<sup>3</sup>, 449

#### **International Relations**

POLI 364<sup>4</sup>, 366<sup>5</sup>, 370, 372, 373<sup>4</sup>, 374, 377, 378, 379, 380, 382, 383, 384, 386, 387<sup>5</sup>, 389, 464<sup>6</sup>, 472, 489<sup>6</sup>

#### **Comparative Politics**

POLI 310, 311, 312<sup>7</sup>, 314, 315, 317, 318, 319, 334<sup>7</sup>, 411, 413, 429

Note: Courses that are listed in two focus areas can only be used to meet the requirement for one or the other area, not both areas simultaneously.

**Credit will only be granted for one of:**

<sup>1</sup> **POLI 462 or POLI 470.**

<sup>2</sup> **POLI 303 or POLI 331.**

<sup>3</sup> **POLI 404 or POLI 432**

<sup>4</sup> **POLI 364 or POLI 373**

<sup>5</sup> **POLI 366 or POLI 387**

<sup>6</sup> **POLI 464 or POLI 489 when topics are of the same nature.**

<sup>7</sup>**POLI 312 or POLI 334**

### **Minor in Political Science**

To complete a Minor in Political Science, students must accumulate no fewer than 30 credits in Political Science out of the 120 credits required for the B.A. degree. At least 18 of these credits must be numbered 300 or above.

**435, 464, 465, 472, 476; HIST 468<sup>1</sup>, 469;**

- Comparative **Government**: POLI 310, 311, **313**, 314, 315, 317, 318, 319, **323**, 334, **352**.

Within these areas, the following requirements need to be met:

- at least 3 credits at the 300 or 400 level in each of these four areas;
- an additional 6 credits at the 300 or 400 level in one of the areas;
- completion of at least two **300 or 400** level Political Science seminar courses;
- 9 credits of any Political Science courses at the 300 or 400 level.

<sup>1</sup>~~POLI 433 and HIST 468 are equivalent.~~

### **Minor in Political Science**

To complete a Minor in Political Science, students must accumulate no fewer than 30 credits in Political Science out of the 120 credits required for the B.A. degree. At least 18 of these credits must be numbered 300 or above.



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course introduces students to the fundamentals of law and politics. The study of law and politics requires students to understand the basic concepts related to law, justice, and democracy, the structure of legal institutions, the judicial system, and constitutional, administrative, and international law. The focus will be on Canadian law and politics, but instructors are welcome to teach the course with sections on comparative and international law and politics. The course will give students the basic knowledge and skills to take more advanced courses relating to topics in law and politics. Students will be exposed to primary sources, such as the text of the Canadian Constitution and judicial cases, as well as secondary scholarship by political scientists and legal scholars. The course will also fill the gap of training students to read judicial decisions, something that is a key skill for more advanced courses.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 203 (3) Introduction to Law and Politics</u></b></p> <p><b><u>Examination of the fundamentals of law and politics, including the judicial system, legal institutions, constitutional and administrative law. [3-0-0]</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>n/a</p>
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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-12 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course identifies the various methodological approaches used to study political science phenomena (<u>it is typical for Political Science programs to offer a semi-structured sequence of courses in the nature of research, research design and methods — we implemented one methods course a couple years ago, and now have the faculty to build out such a sequence</u>).. It covers both qualitative and quantitative methods and highlights the strengths of weaknesses of each. It also differentiates between various qualitative methods and their different goals (interviews, process-tracing, content analysis, focus groups). The same is true for quantitative methods (observational and experimental).</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 301 (3) Research Design and Methods</b></u> <u><b>Introduction to both qualitative and quantitative methods used in political science. [3-0-0]</b></u> <u><b>Prerequisite: POLI 100.</b></u>	<b>Draft Academic Calendar URL:</b> <b>URL</b> Not required.  <b>Present Academic Calendar Entry:</b> None



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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course offers an in-depth examination of debates in constitutional interpretation. There is no course on this subject at the undergraduate level at UBCO, and it promises to be very popular with students. This course teaches students to make sense of constitutional interpretation by following the late Princeton Professor of Jurisprudence Walter F. Murphy's "three basic questions": (1) WHAT is "the Constitution" that is to be interpreted? WHAT is its authority? Its functions? WHAT does the term "the Constitution" include? How does it legitimately change? (2) WHO are the authoritative interpreters of the Constitution and what are the relations among them? (3) HOW should authoritative interpreters go about the task of interpreting that constitution? This course will draw on Murphy's American (and comparative) debates while focusing on the interpretation of the Canadian Constitution. Students will think critically about different theories of interpretation such as originalism, textualism, living constitutionalism, legal realism, interpretivism, common good constitutionalism, critical legal studies, and legal process theory. By following Murphy's questions, the course delves not only into questions about theories of constitutional interpretation but also how courts and other institutions function with the Canadian political process. It also draws deeply on Canadian political history and political theory. The course promises to help students understand and think critically about <i>what</i> the nature of the Canadian Constitution is, <i>who</i> is tasked with interpreting it and <i>how</i> it should be interpreted. Students will think about these questions with an emphasis on history, political science, and normative political theory. Students will develop the ability to clearly express arguments in oral debates conducted in a "moot court". This helps students learn to think critically on their feet and to better understand arguments and ideas that they disagree with. It also promotes the civic virtue of respectfully engaging in reasonable disagreements about fundamental questions of law and politics, and deepens students' appreciation for the complexity of their own constitutional tradition.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 302 (3) Constitutional Interpretation</u></b> <b><u>Examination of constitutional interpretation</u></b> <b><u>through three questions: “What” is the</u></b> <b><u>Constitution? “Who” interprets it? “How”</u></b> <b><u>do they arrive at its meaning? [3-0-0]</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <b>URL</b> [URL from the draft Academic Calendar <a href="http://www.calendar.ubc.ca/okanagan/proof/edit">www.calendar.ubc.ca/okanagan/proof/edit</a> – <b>not</b> the current, posted Academic Calendar. <b>Note:</b> URL not required for individual courses.]</p>
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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Comparative Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This course focuses on a major research area in comparative politics. This course has been previously taught as a special topics course. The study of democracy has been at the core of studying politics for centuries: debates around what it is, how you measure it, what it should be, how you get it (democratization), and how you lose it. This course examines these aspects of the study of democracy, as well as places democratic institutions in comparative context, introducing to students such as debates over the relative merits of executive and electoral systems.	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 321 (3) Democracy and Democratization</u></b> <b><u>Examination of how political science conceptualizes democracy, and theories that explain how states become democratic.</u></b> <b><u>Credit will be granted for only one of POLI 464T or POLI 321 when the subject matter is of the same nature. [3-0-0]</u></b> <b><u>Prerequisites: One of POLI 210 or POLI 220.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b></p>
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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The course will round out the comparative politics courses available to students at UBCO and push students to investigate an important but difficult topic in a disciplined but thoughtful manner.</p> <p>Although much of political science is concerned with democratic processes, a large swath of the world is ruled by authoritarian or hybrid regimes. There is a lively debate among specialists about whether we are entering a democratic backsliding, as exemplified by cases as diverse as Hungary, Poland, Israel, Turkey, Brazil, India, and the United States. It is thus vital that we understand non-democracies, too, and not just as the absence of democracy, but rather in all their variety and contradictions. This course will fill this gap.</p> <p>Students will investigate the following questions: What does “authoritarianism” mean? How do dictatorships differ from each other? What challenges do they all face? Where do they come from? Getting into more specific aspects of governance: Why do some autocrats hold elections? How do they police their citizens? Can they really control information?</p> <p>Students will be exposed to a range of methodologies: formal models, fieldwork, history, and statistical analysis. Students will draw on what they have learned to rigorously study a particular element of authoritarianism. , Although the focus will be on empirical analysis, students will not be expected to check their values at the door. Authoritarianism involves important ethical questions. And experiences with dictatorship can cast a long shadow over nations long after dictators themselves are overthrown. Students will therefore also watch films and read novels that capture everyday life and individual choices in repressive contexts or during democratic transitions, and demonstrate their understanding of the nuances of the topic in a reflective manner. .</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 322 (3) Authoritarianism</u></b> <b><u>Examination of how political science conceptualizes authoritarianism, and the distinctive nature of politics in authoritarian regimes. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 210 or POLI 220.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Comparative Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. At present, we offer a course on international political economy, i.e., phenomena like trade that cross borders, but we do not have a course comparing the interaction of economics and politics in different countries. Students in this course will review how scholars—not only political scientists, but also economists and sociologists—have answered important questions: Why do some states in the Global South develop faster than others? Why has capitalism taken such a different form in Europe versus North America? What are the political consequences of oil? The semester will start by introducing students to some basic theoretical building blocks, especially theories rooted in institutional economics and class analysis, and by discussing states, taxes, and inequality. Then, we will progress to the relationship between economics and regime types: democracy and dictatorship. Subsequent weeks will deal with distinct areas of study in comparative political economy, including different forms of capitalism, state socialism and post-socialist transitions, different forms of welfare states, colonial legacies and paths to development, and developmental states. We will finish by taking a more global perspective and examine the <i>domestic politics</i> of trade and cross-border investment. Readings will include cases from around the world. Students will write one research paper that will apply what they have learned in lectures and from their readings to a specific issue not thoroughly examined in class. As the world at once draws closer together in some respects and fragments into regions and states in others, this course will provide tools for analyzing and debating vital processes shaping students' lives.</p>	





<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 324 (3) Comparative Political Economy</u></b> <b><u>Comparative examination of the relationship between politics and the economy. Issues include economic development and (re)distribution. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 201 or POLI 223 and one of POLI 210 or POLI 220.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course focuses on major area of research in comparative politics. This course has been previously taught as a special topics course. Due to the number of special topics courses previously under one course code, POLI is proposing to regularize some topics courses. In democracies, the outcome of elections are endogenous to the political parties that compete. But the individual parties that compete and the party system in which they do so is itself endogenous to the electoral system. This course introduces students first to the core study of the most common electoral systems: first past the post, proportional representation, and mixed-member proportional. After establishing how the electoral system structures party and voters incentives, the course then examines the types of parties and how they compete. Students are introduced to a selected number of country cases (which will vary from term to term), as well as the nature of electoral reform debates in Canada.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 325 (3) Electoral Systems, Parties, and Elections</u></b> <b><u>Examination of relationships between electoral systems, political parties, and elections. Credit will be granted for only one of POLI 464N or POLI 325 when the subject matter is of the same nature. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 210 or POLI 220 and one of POLI 230 or POLI 202.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course is an addition to the comparative politics breadth area. Labour Politics considers the workplace, where most people spend most of their waking hours, and it is where they most often experience dynamics central to political science: power and powerlessness, democracy and authoritarianism, the choice between voice and exit, etc. Building on a long tradition of class analysis in political science, this course will connect those experiences to formal political processes. This course will explore modes of production, the creation of value, and market and non-market systems as well as different forms of work in different sectors and their attendant forms of worker mobilization. Students will examine labour's role in democratization; the relationship between trade unions and political parties in established democracies; worker influence on the welfare state and insider-outsider labour market dynamics; the position of labour under corporatism; unions' reactions to neo-liberal market reforms; and workers and unions under authoritarian and hybrid regimes. Through this course, students will consider how class can combine with gender, religion, and ethnicity to generate different political experiences. Readings will draw principally from political science, but will include work by sociologists, historians, and industrial relations specialists. Students will apply theories and empirical methods encountered in readings, lectures and class discussions to their assignments.</p>	



**Proposed Academic Calendar Entry:**

**POLI 326 (3) Labour Politics**

**Comparative analysis of the relationship between work and politics. Issues include trade unions, strikes and protests, market reforms, workers under authoritarian and hybrid regimes, and labour's role in democratic transitions. [3-0-0]**

**Prerequisite: One of POLI 210 or POLI 220.**

**Draft Academic Calendar URL:**

n/a



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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course focuses on major area of research in comparative politics. This course has been previously taught as a special topics course. Due to the number of special topics courses previously under one course code, POLI is proposing to regularize some topics courses. Law and politics are mutually constituted: laws are shaped and made official through the actions of the state, but the state itself is a creature of law. This course focuses on a number of important themes in the comparative study of law and politics. Descriptively, these include the varying legal traditions, forms of judicial review, the powers of courts, and how judiciaries are arranged. Explanations for variation in many of these are also covered.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 327 (3) Comparative Law and Politics Examination of how different societies structure courts and the legal system. Topics include legal traditions, judicial review, and judicial decision-making. Credit will be granted for only one of POLI 464B or POLI 327 when the subject matter is of the same nature. [3-0-0] Prerequisite: POLI 203 and one of POLI 210 or POLI 220.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The study of race and ethnicity in politics is vital across a number of Political Science subfields. At UBCO, those are comparative politics and Canadian politics. This course aims to introduce students to the comparative politics literature on race and ethnicity. The course will examine how ‘ethnicity’ and ‘race’ are constructed politically, and then how ethnic parties, group interaction, and ethnic conflict, as well as the structural and institutional factors that can help ameliorate—or exacerbate—conflict between groups.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 328 (3) Race and Ethnic Politics</b></u> <u><b>Comparative examination of the politics of ethnic and racial conflict, as well as how institutions can mitigate or exacerbate such conflict. [3-0-0]</b></u> <u><b>Prerequisite: One of POLI 210 or POLI 220.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-12 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its course offerings across its various fields. In the field of Canadian Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This class will provide students with the opportunity to learn more about the Canadian party system, the origins of specific parties, campaigning, and ideology in Canadian electoral politics. This is important because the Canadian political party structure is one of the most unique aspects of Canadian politics: no other long-consolidated democracy has its extensive history of party entry and exit, or anything resembling the major splits between the party systems at the federal and sub-federal level.	





<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 332 (3) Canadian Political Parties</u></b> <b><u>Analysis of the history, structures, processes of Canadian political parties over time, including party membership, party systems, funding, and communications. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 230 or POLI 202.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <b>URL</b> Not required.</p> <p><b>Present Academic Calendar Entry:</b> None</p>
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<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its range of course offerings across its various subfields. In the field of Canadian Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This class will provide students with the opportunity to learn more about the Canadian Parliament, the Canadian Cabinet, and the interrelationship and power relations between the two.	
<b>Proposed Academic Calendar Entry:</b> <u><b>POLI 333 (3): Institutions of Canadian Politics</b></u> <u><b>Examination of the institutions of Canadian politics, including the legislative, Cabinet, Prime Minister's Office and Privy Council Office. [3-0-0]</b></u> <u><b>Prerequisites: One of POLI 230 or POLI 202.</b></u>	<b>Draft Academic Calendar URL:</b> URL Not required.  <b>Present Academic Calendar Entry:</b> None



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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> There is currently no POLI course on Canadian political thought and this course fills that gap by offering an overview of themes in this area. The course is at once about individual Canadian thinkers and the Canadian political conditions that have influenced political theories. The course reviews the development of Canadian political thought from Confederation to modern political theorists such as George Grant and Charles Taylor. Canadian politics has given rise to different strands of Canadian Conservatism, Liberalism, Socialism, and even distinct phases of Canadian Constitutionalism. The politics of regionalism and language play a particularly important role in Canadian political thought, and so the course also covers theories of Quebecois nationalism, Western Canadian alienation and populism (including “Social Credit”), and Indigenous perspectives. Understanding these ideologies requires looking to the ideas of politicians, jurists, journalists, and activists who put them into practice, in addition to the writings of political theorists and philosophers. The course concludes by considering contemporary Canadian political theorists and their contributions. Students will learn about the ways in which Canadian political thought has developed over history. This will deepen their understanding of Canadian politics and politics more generally. Students will learn to think critically about how different ideologies and concepts have shaped and been shaped by developments in Canadian politics. They will also learn about the variety of different perspectives that have played important and sometimes neglected roles in Canadian political life, while also learning about what Canadian political thinkers have contributed to pressing questions of political theory more generally.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 335 (3): Canadian Political Thought</u></b> <b><u>Examination of themes in Canadian Political Thought. [3-0-0]</u></b></p> <p><b><u>Prerequisites: One of POLI 210 or POLI 220 and one of POLI 240 or POLI 250</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Canadian Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This class will provide students with the opportunity to learn more about every stage of public policy development in Canada as well as the political pressures that influence that formulation and implementation of public policy. Special attention will be paid to the unique structure of public policy in Canada that results from its highly unusual variety of federalism marked by lower levels of federal-level spending and policymaking when compared to other federal democracies.	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 337 (3) Public Policy in Canada</u></b> <b><u>Examination of public policy in Canada. Includes the legislative process, the process by which public policy is enacted, and public administration. [3-0-0]</u></b> <b><u>Prerequisites: One of POLI 202 or POLI 230.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The study of politics generally focuses on a study of government and institutions. More broadly, however, politics is present in every aspect of human life. As we seek to understand politics, we are seeking to understand why and how we live together. Consequently, studying literature plays a vital role in studying politics, insofar as literature both reflects and shapes a society's belief. Literature can both reflect a particular people at a particular historical moment, but it can also transcend that moment by exploring universal questions and truths about what it is to be a human being, and what it is to be a <i>political</i> being. Literature allows individuals to engage with these questions even without explicitly studying politics as it is commonly understood. This course will explore important themes in political theory through major works of literature to understand how literature plays a role in political understanding.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 359 (3) Politics and Literature</u></b> <b><u>Exploration of important themes in political theory through major works of literature. A consideration of the relationship between politics and literature. May include the study of a specific theme, time period, or single author. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 240 or POLI 250.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Political Theory, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This course will explore the role of myth in political foundings, how myth relates to philosophic and historical foundings, and how it relates to state building more broadly. We will be examining why myths play are so predominant in political life and how myth might help us better understand ourselves and the possibilities for political life. We will begin with a foundational myth in Western political thought, Homer’s <i>Iliad</i>, and explore the themes of the human desire, freedom, force and consent, friendship and the gods, as they relate to political life. We’ll see how this myth relates to later foundings—such as the founding of Rome—as well as looking at more “rational” myths of the state of nature that come with the enlightenment.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 360 (3) Political Foundings</u></b> <b><u>Examination of the role of myth, philosophy, and history in the founding of new political units. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 240 or POLI 250.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<b>Rationale:</b> This course will introduce classical and contemporary theories of democracy. While many current political science classes examine democratic politics, there is no class listing on the theory of democratic institutions, concepts, and values. This course fills that gap. It will cover questions such as: What is democracy? What are the historical origins of our ideas about democracy? What is the relationship between democracy and concepts such as freedom and equality? What are the democratic functions of institutions such as legislatures? What is the relationship between constitutionalism and democracy? Is populism a threat to democracy, or part of democratic politics? How do real constitutional systems fit our democratic ideals?	
<b>Proposed Academic Calendar Entry:</b> <u><b>POLI 361 (3) Democratic Theory Examination of the theory of democratic institutions, concepts, and values. [3-0-0]</b></u> <u><b>Prerequisite: One of POLI 240 or POLI 250.</b></u>	<b>Draft Academic Calendar URL:</b> n/a



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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> This course will explore various forms of popular culture, including literature, music, public art, television and film. These genres will be explored in relationship to the political and philosophic messages that are contained within. We will also look at philosophic arguments for and against pop culture and the place of art and beauty in democratic life.	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 365 (3) Politics and Pop Culture</u></b> <b><u>Examination of various genres of pop culture in relationship to the political and philosophic messages that are contained within. This course will also look at critics of pop culture and philosophic arguments for the place of art and beauty in democratic life. [3-0-0]</u></b> <b><u>Prerequisites One of POLI 240 or POLI 250.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-12-14 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course was taught this year as a special topics course. Strong and immediate interest in a timely, currently relevant topic means this course should be taught going forward. This course will appeal to students focusing on any of the political science subfields.</p> <p>The contemporary world has seen a rise in populist movements on both the right and the left, with many of these sharing traits with fascist movements of the early-mid 20<sup>th</sup> century. At the same time, in popular discourse many deploy the term fascist against their political opponents and do so with little to no understanding of the term or its applicability in the context. With the spread of political actors and movements mirroring some aspects of prior fascist movements, it is critical that students understand the multiple meanings of this term.</p>	



**Proposed Academic Calendar Entry:**

**POLI 367 (3) Contemporary Fascism**  
**Examination of fascist ideology and its**  
**contemporary manifestations. Credit**  
**will be granted for only one of POLI**  
**391P or POLI 367 when the subject**  
**matter is of the same nature. [3-0-0]**  
**Prerequisite: One of POLI 240 or POLI**  
**250.**



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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of International Relations, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This course examines the complex and dynamic landscape of International Relations (IR) theory, which is historically the core of the subfield, focused on a general understanding of the underlying nature of the inter-state system (as opposed to specific issues in international relations such as conflict or trade). The course explores advanced concepts and debates that shape our understanding of global politics. Students will engage with key theoretical perspectives, historical developments, and contemporary issues in the field of International Relations. The course aims to equip students with a nuanced understanding of the theoretical frameworks that underpin international relations, fostering critical thinking and analytical skills.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 370 (3) International Relations Theory</b></u> <u><b>Lecture course on key theories in International Relations. [3-0-0]</b></u> <u><b>Prerequisites: One of POLI 221 or POLI 270.</b></u>	<b>Draft Academic Calendar URL:</b> n/a





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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of International Relations, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. This course will equip students to understand the institution of diplomacy as an identifiable activity in the relationships between states. It can be differentiated from the other major forms of international interaction—military rivalry and conflict, commerce, espionage, or cultural exchange—although it combines elements of all of them. Students shall seek to understand the international conditions that are favorable or unfavorable to the flourishing of a vigorous diplomatic interchange. Students shall also examine the changes that have occurred or may be occurring in the practice of diplomacy, as well as alternatives that have been suggested to traditional diplomacy. Throughout the course, students will focus on the necessary services that diplomatic activity performs or fails to perform in governing the relationships of several independent but interconnected states. This course, by helping students understand diplomacy, informs students about the nature of the larger international society of which diplomacy is a part and rounds out the other international relations offerings at UBCO.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 374 (3) Diplomacy in Theory and Practice</u></b></p> <p><b><u>An examination of the way that states and other international actors communicate and pursue their foreign policy objectives through the use of diplomatic agents and techniques. Attention is paid to the function that diplomacy serves for the international system as well as its usefulness to individual states. [3-0-0]</u></b></p> <p><b><u>Prerequisite: One of POLI 221 or POLI 270.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> None</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> YYYY-MM-DD <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of International Relations, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. Global governance attempts to address global challenges that transcend national borders and require collective solutions. The concept of global governance is constantly evolving, as new challenges emerge and new actors become involved in the global system. This course explores how we conceptualize the governance of the global order. The materials will include discussion of various institutional forms, both formal and informal. Students will learn about the different theories explaining governance and be able to articulate key issues and identify the different actors that participate in global governance. This course helps fulfill the program's commitment to instilling the knowledge and skills needed to make meaningful contributions to local, national, and global endeavours.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 379 (3) Global Governance</u></b> <b><u>Lecture course that discusses how we conceive of global governance in theory, its institutional forms and the different actors involved. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 221 or POLI 270.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 20240322 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023 11 21 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> Adding this course will fill a significant gap in our curriculum, as a course on technology and politics is not currently offered. It will give students a chance to think critically about the development and effects of technology using political science as an anchor and also encourage them to think outside of the discipline. Technology can be seen as “outside” of politics, that happens as a result of scientific or other discovery. This class will show the relationship between politics and technology, and how developments or changes in one affects the other. The course will focus on understanding how to think about the process of innovation, the development of technologies, and their social and political implications. The course will draw on Science and Technology Studies (STS) as a field to demonstrate how political science and STS can mutually benefit from one another. Students will learn from historical and contemporary cases, with a particular focus on outer space and AI. They will learn analytical reading skills, the ability to quickly summarize detailed and challenging arguments, synthesize different perspectives to make their own supported arguments, and engage in a variety of types of assignments designed to strengthen reading, writing, oral presentation, research, and group working skills. This course will provide students with an understanding of selected theories of science, technology, and society, and what those theories might mean for future leaders in the public sector, private sector, and civil society. The course is organized into four units that emphasize the philosophy of science and the politics of innovation/technology, and two deep dive case studies that will change depending on current events. A background in understanding how political systems work will be helpful and augmented.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 380 (3) Technology and Politics</u></b> <b><u>The intersection of technology and politics, with reference to international and domestic factors and implications of technological change, including data and privacy concerns. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 202, 210, 220, 221, 230, 240, 250, or 270.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of International Relations, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. The course aims to increase students' understanding of the field of International/Global Development, with a focus on established and critical theories of Development, and the ways that these link to larger issues in international politics. The course will explore what development means, how it is measured, and will examine some of the key issues in the field through economic, ecological, and equity concerns.	

**Proposed Academic Calendar Entry:**

**POLI 386 (3) International Development**  
**Lecture course examining established and critical theories of Development, and the ways that these link to larger issues and practices in international politics. Credit will be granted for only one of POLI 464H or POLI 386 when the subject matter is of the same nature.[3-0-0]**

**Pre-requisites: POLI 221 or POLI 270**

**Draft Academic Calendar URL:  
URL**

[URL from the draft Academic Calendar  
[www.calendar.ubc.ca/okanagan/proof/edit](http://www.calendar.ubc.ca/okanagan/proof/edit)  
– **not** the current, posted Academic  
Calendar.]

**Note:** URL not required for individual  
courses.]

**Present Academic Calendar Entry:**





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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Comparative Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. The question of “why independent courts?” is considered the central question of comparative politics research on law and politics. The typical answer offered by citizens and lawyers is “because the constitution says so.” This course eschews this naive view. Recognizing that constitutions are not self-enforcing documents, this course focuses on the core insight that independent courts that constrain must offer benefits to executives and legislatures, benefits that outweigh the costs their constraints impose. This course introduces students to various theories explaining variation in both de jure and de facto judicial independence, as well as the ways in which social scientists measure this latent concept. The course finishes by introducing students to the many positive political outcomes associated with judicial independence.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 411 (3) Judicial Independence Seminar examining theories explaining the establishment of independent judiciaries and constitutional courts, and the consequences of judicial independence. [0-0-3]</b></u> <u><b>Prerequisite: POLI 327.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The POLI program is improving its range of course offerings across its various fields. In the field of Comparative Politics, we seek to offer students the opportunity to go deeper on specific topics beyond what is usually covered in introductory classes at the 200-level. Adding this course will fill a significant gap in our curriculum. Social movements are an important topic for political scientists. This course will explore how movements are born, expand, die, and (sometimes) have a lasting impact. Social movements are examined in the broader study of “contentious politics,” i.e., groups collectively making claims on nation states, economic elites, and other opponents outside of normal institutional channels, such as via protests, revolutions, and terrorism. The course will facilitate discussions of classic works on social movements and contentious politics, as well as more recent scholarship that has tested and refined existing theories by applying them to current events. Assigned readings will not only cover cases from a wide swath of the globe but will also deploy a range of methods: ethnography, statistical analysis, experiments, and formal models. The class will repeatedly return to the question of definitions. Is “contentious politics” an overly broad category or does it usefully draw connections between disparate phenomena? What, exactly, constitutes a movement? What is <i>not</i> a movement? What counts as a movement “success” or “failure”? Normative concerns will be engaged head-on, rather than avoided: how do we talk about collective action we view as “bad” for society? How much intellectual distance should we maintain from struggles we care about? This course will equip students with the skills to rigorously search for answers to tough empirical questions about popular mobilization. It will also give students a chance to think critically about how change occurs in society and further hone their analytical skills.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 413 (3) Social Movements and Contentious Politics</u></b></p> <p><b><u>Seminar on birth, expansion, success, and failure of social movements around the world. Credit will only be granted for one of POLI 464I or POLI 413 when the subject matter is of the same nature. [0-0-3].</u></b></p> <p><b><u>Prerequisites: One POLI course numbered 310–329</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course offers an advanced seminar on the law and politics of the Canadian Constitution, with a special focus on constitutional powers and institutions. Previously the study of the Canadian Constitution at UBCO was confined to one general course, but this goes against standard practice of dividing the advanced study of the Constitution into separate but complementary courses on rights and structures. This course will focus on the historical and modern development of the state's powers and institutions under the Canadian Constitution. Students will learn about the origins of the Canadian constitution's structural features in Confederation, the Westminster tradition of separating and joining executive, legislative, and judicial powers, the development of these structural features in Canadian history, and modern constitutional questions (e.g. the centralization of executive power, the constitutional status of the administrative state, the entrenchment of the Senate, the principle of judicial independence, etc.) Students will be trained to read and analyze some case law, in addition to historical materials and scholarly research. Students will also become familiar with basic concepts and questions of constitutional and democratic theory as they relate to constitutional powers and structures. After taking the class, students should be able to offer nuanced views about how the <i>Charter</i> has changed the ways Canadians are governed.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 430 (3) The Canadian Constitution: Powers and Structures Seminar examining the politics of Canadian civil liberties and the Canadian Charter of Rights and Freedoms. [0-0-3]</u></b> <b><u>Prerequisite: 3 credits of 300-level POLI.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course offers an advanced seminar on the law and politics of the Canadian Constitution, with a special focus on civil liberties and the <i>Canadian Charter of Rights and Freedoms</i>. Previously the study of the Canadian Constitution at UBCO was confined to one general course, but this goes against standard practice of dividing the advanced study of the Constitution into separate but complementary courses on rights and structures. This course will focus on the political and legal development of the <i>Charter</i>, including its origins, as well as its impact on Canadian public policy and democratic politics. The <i>Charter's</i> impact will be assessed with reference to fundamental normative questions of constitutional theory: Are judicially enforced bills of rights democratically justifiable? Should courts treat constitutional provisions as a part of a “living tree”, or should it be constrained to the original meaning of the text? Does the <i>Charter</i> entail legislative, constitutional, or judicial supremacy? Should constitutional rights be “justifiably infringed” by legislative enactments? Etc. Students will learn about the drafting and entrenchment of the <i>Charter</i> as well as the post-1982 era of Canadian politics. They will understand the ways that the <i>Charter</i> has altered key aspects of Canada’s political system. Students will read and analyze some case law, in addition to historical materials and scholarly research. Students will also become familiar with basic concepts and questions of constitutional and democratic theory as they relate to the politics of the <i>Charter</i>. After taking the class, students should be able to offer nuanced views about how the <i>Charter</i> has changed the ways Canadians are governed.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 431 (3) The Canadian Constitution: Rights and Liberties Seminar examining the politics of Canadian civil liberties and the Canadian Charter of Rights and Freedoms. [0-0-3]</u></b> <b><u>Prerequisites: 3 credits of 300-level POLI.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course replaces the use of the POLI 464 Problems in International Relations Seminar as the generic 4<sup>th</sup>-year special topics course number. Instead, we are introducing specific courses for specific subsets of special topics. This change will make the offerings more transparent—and therefore attractive—to students, as well as ease academic advising’s assessment of how courses apply to the breadth and depth requirements for the POLI major. While the three other subfields are adding one special topics course, the nature of political theory as a research interest stretching back 2500 years means that splitting the topics courses into three foci makes sense: classical, modern, and a general topics course for any special topics courses that do not into either (e.g. comparative political theory).</p>	





<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 454 (3) Seminar in Classical Political Theory Topics</u></b> <b><u>Advanced Topics Seminar in Classical Political Theory. Topics may include close studies of single authors, particular themes, or specific problems [0-0-3]</u></b> <b><u>Prerequisite: POLI 354.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p>
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<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> This course replaces the use of the POLI 464 Problems in International Relations Seminar as the generic 4 <sup>th</sup> -year special topics course number. Instead, we are introducing specific courses for specific subsets of special topics. This change will make the offerings more transparent—and therefore attractive—to students, as well as ease academic advising's assessment of how courses apply to the breadth and depth requirements for the POLI major. While the three other subfields are adding one special topics course, the nature of political theory as a research interest stretching back 2500 years means that splitting the topics courses into three foci makes sense: classical, modern, and a general topics course for any special topics courses that do not into either (e.g. comparative political theory).	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 456 (3) Seminar in Modern Political Theory Topics</u></b> <b><u>Advanced Topics Seminar in Modern Political Theory. Topics may include close studies of single authors, particular themes, or specific problems. Repeatable for up to 6 credits with different topics. [0-0-3]</u></b> <b><u>Prerequisite: POLI 356.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This is an advanced seminar on the theories and politics of human rights in international and (sometimes) domestic politics. Adding this course will fill a significant gap in our curriculum. It will also give students a chance to think critically about how human rights change politics and society.</p> <p>Human rights are a critical topic in political science and in current events. They have been a global phenomenon since the end of World War II, and have grown in size and scope since the Universal Declaration of Human Rights (1948). In this course, we seek understanding by way of measured, critical engagement. Students will leave the course with an in-depth understanding of a key topic in social sciences and policymaking. This course is designed to provide a theoretical and analytical overview of major issues in the study and practice of human rights with a mix of international, systems perspectives and domestically-focused research. The course presents a broad overview of human rights throughout the world, and students will have the opportunity to examine specific topics in human rights more closely. Students will hone their analytical (“critical”) skills through the in-depth study of a broadly-known but poorly-understood legal, political, and social framework. They will learn analytical reading skills, the ability to quickly summarize detailed and challenging arguments, synthesize different perspectives to make their own supported arguments, and engage in a variety of types of assignments designed to strengthen reading, writing, oral presentation, research, and group-working skills.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 471 (3) Human Rights and International Relations</u></b></p> <p><b><u>Seminar on human rights politics and international relations. Credit will only be granted for one of POLI 471 or POLI 464W. [0-0-3]</u></b></p> <p><b><u>Prerequisite: POLI 370.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b>  n/a</p>
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<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course has been offered several times under the <u>POLI 464 (3/12) R Problems in International Relations: Seminar</u> label. It is time to treat it as a regularly available course. The course focuses on an understudied aspect in politics generally, and <i>especially</i> at the international level: religion. Despite being an organizing force in all recorded human societies (with ostensibly atheist states like the Soviet Union simply replacing Orthodoxy with the catechisms of Marxism-Leninism), political science has, until recently, generally ignored the role of religion in structuring domestic politics and interstate behavior.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 474 (3) Religion in International Relations Seminar examining the interface between religious belief and practice and various aspects of international relations. Credit will only be granted for one of POLI 464R or POLI 474 when the subject matter is of the same nature. [0-0-3]</b></u>  <u><b>Prerequisite: One of POLI 240 or POLI 250 and one POLI course numbered 370–389.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry</b> n/a



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<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 391 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics). The pre-requisites for most 3 <sup>rd</sup> -year courses will now be 3 credits from the 200-level introductory course for that subfield. As a subfield-specific special topics year course, it is unlikely students will repeat it on different topics more than twice, so the repeatable credit maximum has been adjusted to 6 credits.	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 329 (3-6) Topics in Comparative Politics</u></b></p> <p><b><u>Examination of selected topics in comparative politics. Topics may or may not vary each time the course is offered.</u></b></p> <p><b><u>Repeatable for up to 6 credits with different topics. Credit will only be granted for one of POLI 391 or POLI 329 when on the same topic. [3-0-0]</u></b></p> <p><b><u>Prerequisite: One of POLI 210 or POLI 220.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> .n/a</p>
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<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 391 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics).	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 349 (3-6) Topics in Canadian Politics</b></u> <u><b>Examination of selected topics in Canadian politics. Topics may or may not vary each time the course is offered. Credit will only be granted for one of POLI 391 or POLI 349 when on the same topic. Repeatable for up to 6 credits with different topics. [3-0-0]</b></u> <u><b>Prerequisite: One of POLI 202 or POLI 230.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



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<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 391 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics).	
<b>Proposed Academic Calendar Entry:</b> <u><b>POLI 369 (3-6) Topics in Political Theory</b></u> <u><b>Examination of selected topics in political theory. Topics may or may not vary each time the course is offered. Credit will only be granted for one of POLI 391 or POLI 369 when on the same topic. Repeatable for up to 6 credits with different topics. [3-0-0]</b></u> <u><b>Prerequisite: One of POLI 240 or POLI 250.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 391 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics). The pre-requisites for most 3 <sup>rd</sup> -year courses will now be 3 credits from the 200-level introductory course for that subfield.	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 389 (3-6) Topics in International Relations</u></b> <b><u>Examination of selected topics in international relations. Topics may or may not vary each time the course is offered. Credit will only be granted for one of POLI 391 or POLI 389 when on the same topic. Repeatable for up to 6 credits with different topics. [3-0-0]</u></b> <b><u>Prerequisite: One of POLI 221 or POLI 270.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> <u>2024-03-22</u> <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 464 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics).	
<b>Proposed Academic Calendar Entry:</b> <u><b>POLI 401 (3-6) Seminar in Law and Politics Topics</b></u> <u><b>Examination of selected topics in law and politics. Credit will only be granted for one of POLI 464 or POLI 401 when on the same topic. Repeatable for up to 6 credits with different topics. [0-0-3]</b></u> <u><b>Prerequisite: POLI 302 or POLI 327.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> <a href="#">2024-03-22</a> <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 464 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics).	
<b>Proposed Academic Calendar Entry:</b> <u><b>POLI 409 (3-6) Seminar in Political Science Topics</b></u> <u><b>Examination of selected topics in political science generally, without reference to any specific subfield of the discipline. Topics may or may not vary each time the course is offered. Credit will only be granted for one of POLI 464 or POLI 409 when on the same topic. Repeatable for up to 6 credits with different topics. [0-0-3]</b></u> <u><b>Prerequisite: 6 credits of 300-level POLI.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 464 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics). The pre-requisites for most 4 <sup>th</sup> year seminar courses will now be 3 credits from the 300-level course list that corresponds to the subfield.	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 429 (3-6) Seminar in Comparative Politics Topics</u></b> <b><u>Seminar on selected topics in comparative politics. Credit will only be granted for one of POLI 464 or POLI 429 when on the same topic. Repeatable for up to 6 credits with different topics. [0-0-3]</u></b> <b><u>Prerequisite: 3 credits from POLI 310–329.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 464 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics). The pre-requisites for most 4<sup>th</sup> year seminar courses will now be 3 credits from the 300-level course list that corresponds to the subfield. As a 4<sup>th</sup> year course, it is unlikely students will repeat it on different topics more than twice, so the repeatable credit maximum has been adjusted to 6 credits.</p>	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 449 (3) Seminar in Canadian Politics Topics</u></b> <b><u>Seminar on selected topics in Canadian politics. Credit will only be granted for one of POLI 464 or POLI 449 when on the same topic. Repeatable for up to 6 credits with different topics. [0-0-3]</u></b> <b><u>Prerequisite: 3 credits from POLI 330–349.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Economics, Philosophy, and Political Science <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-11-16 <b>Contact Person:</b> Brad Epperly <b>Phone:</b> 250.807.8810 <b>Email:</b> brad.epperly@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> POLI requires students to focus in one of four areas: Canadian Politics, Comparative Politics, Political Theory, or International Relations. Previously, POLI 464 was a catch-all for any special topics course offered in POLI. This has created confusion for both students and academic advising. As part of a general update to the POLI course offerings, we are proposing separate special topics course numbers/titles for each subfield, and a handful of other relevant parts of the discipline based on programmatic needs (e.g. law and politics). The pre-requisites for most 4 <sup>th</sup> year seminar courses will now be 3 credits from the 300-level course list that corresponds to the subfield.	



<p><b>Proposed Academic Calendar Entry:</b> <b><u>POLI 469 (3-6) Seminar in Political Theory Topics</u></b> <b><u>Seminar on selected topics in political theory. Credit will only be granted for one of POLI 464 or POLI 469 when on the same topic. Repeatable for up to 6 credits with different topics. [0-0-3]</u></b> <b><u>Prerequisite: 3 credits from POLI 350–369.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Health and Social Development <b>Dept./Unit:</b> NRSG <b>Faculty Approval Date:</b> 2024-03-12 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-03-28 <b>Contact Person:</b> Christine Balfour <b>Phone:</b> 250.807.XXXX <b>Email:</b> Christine.balfour@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> As climate change, pollution, habitat loss, and other environmental changes become more evident, the intrinsic link between human health and the planet's health also become pronounced. There is a deep need within FHSD to offer interested students the opportunity to better understand the interplay between the planetary and human health, and allow exploration of solutions that consider equity, disproportionate impact on vulnerable communities, Indigenous ways of knowing, and mental health.</p> <p>The new course will be offered as an elective to any 3<sup>rd</sup> or 4<sup>th</sup> year undergraduate student or master's student at UBCO</p>	



**Proposed Academic Calendar Entry:**

**HINT 321 (3) Planetary Health / Human Health**

**Grounded in current and continually advancing environmental knowledge and health research, this course explores planetary health, its environmental link and inherent impact to human health. Issues of health equity, Indigenous ways of knowing and possible solutions to mitigate the impact of planetary health on human health will be explored. Restricted to students with at least Third Year Standing [3-0-0]**

**Present Academic Calendar Entry:**

(Cut and paste from the draft Academic Calendar.)



## Curriculum Proposal Form New or Revised Course/Program

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<b>Category: 2</b>																																					
<b>Faculty:</b> Health and Social Development <b>Dept./Unit:</b> NRSG <b>Faculty Approval Date:</b> 2024-03-20 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-03-20 <b>Contact Person:</b> Jackie Denison <b>Phone:</b> 250.807.XXXX <b>Email:</b> Jacqueline.denison@ubc.ca																																				
<b>Type of Action: New Course</b>																																					
<b>Rationale:</b> A new course HINT 321 Planetary Health/Human Health will be offered as an elective course, and will become an option for third year BSN students to take.																																					
<b>Proposed Academic Calendar Entry:</b>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Third Year</th> </tr> <tr> <th colspan="2" style="text-align: center;">Term One: Semester V</th> </tr> </thead> <tbody> <tr> <td>NRSG 301 Nursing Lab Practice IV</td> <td style="text-align: right;">1</td> </tr> <tr> <td>NRSG 310 Palliative Approach to Care</td> <td style="text-align: right;">3</td> </tr> <tr> <td>NRSG 326 Health &amp; Healing IV</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td>NRSG 336 Nursing Practice with Medical Patients</td> <td style="text-align: right;">4</td> </tr> <tr> <td>One of NRSG 328 Health of the Childbearing Family or NRSG 329 Child health</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td>One of NRSG 338 Nursing Practice with Childbearing Families or NRSG 339 Nursing Practice in Child Health</td> <td style="text-align: right;">2</td> </tr> <tr> <td><b>One of HINT 321 Planetary Health/Human Health or HINT 331 Nutrition for Health Sciences</b></td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Third Year		Term One: Semester V		NRSG 301 Nursing Lab Practice IV	1	NRSG 310 Palliative Approach to Care	3	NRSG 326 Health & Healing IV	1.5	NRSG 336 Nursing Practice with Medical Patients	4	One of NRSG 328 Health of the Childbearing Family or NRSG 329 Child health	1.5	One of NRSG 338 Nursing Practice with Childbearing Families or NRSG 339 Nursing Practice in Child Health	2	<b>One of HINT 321 Planetary Health/Human Health or HINT 331 Nutrition for Health Sciences</b>	3	<b>Present Academic Calendar Entry:</b> (Cut and paste from the draft Academic Calendar.) <a href="https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/school-nursing/bachelor-science-nursing-bsn-programs/basic-program-degree-requirements">https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/school-nursing/bachelor-science-nursing-bsn-programs/basic-program-degree-requirements</a>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Third Year</th> </tr> <tr> <th colspan="2" style="text-align: center;">Term One: Semester V</th> </tr> </thead> <tbody> <tr> <td>NRSG 301 Nursing Lab Practice IV</td> <td style="text-align: right;">1</td> </tr> <tr> <td>NRSG 310 Palliative Approach to Care</td> <td style="text-align: right;">3</td> </tr> <tr> <td>NRSG 326 Health &amp; Healing IV</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td>NRSG 336 Nursing Practice with Medical Patients</td> <td style="text-align: right;">4</td> </tr> <tr> <td>One of NRSG 328 Health of the Childbearing Family or NRSG 329 Child health</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td>One of NRSG 338 Nursing Practice with Childbearing Families or NRSG 339 Nursing Practice in Child Health</td> <td style="text-align: right;">2</td> </tr> <tr> <td>HINT 331 Nutrition for Health Sciences</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Third Year		Term One: Semester V		NRSG 301 Nursing Lab Practice IV	1	NRSG 310 Palliative Approach to Care	3	NRSG 326 Health & Healing IV	1.5	NRSG 336 Nursing Practice with Medical Patients	4	One of NRSG 328 Health of the Childbearing Family or NRSG 329 Child health	1.5	One of NRSG 338 Nursing Practice with Childbearing Families or NRSG 339 Nursing Practice in Child Health	2	HINT 331 Nutrition for Health Sciences	3
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## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

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<b>Category: 1</b>	
<b>Faculty:</b> Science FOS/FASS/FCCS <b>Dept./Unit:</b> Bachelor of Sustainability <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-02-16 <b>Contact Person:</b> Astrida Neimanis <b>Phone:</b> 250.807.XXXX <b>Email:</b> <a href="mailto:astrida.neimanis@ubc.ca">astrida.neimanis@ubc.ca</a>
<b>Type of Action: Other/Multiple (Please Specify)</b> Update program requirements	
<p><b>Rationale:</b> The overall objective of the Bachelor of Sustainability, Environmental Humanities Concentration is to provide students with appropriate breadth and rigour to critically assess and propose solutions to contemporary sustainability challenges, such as climate challenges, environmental degradation, pollution, energy use, policy, human well-being, and social and economic inequality in British Columbia and the world. Several revisions are proposed including:</p> <ol style="list-style-type: none"> <li>1. Increased flexibility - concerns were raised that resourcing and scheduling issues could lead to limited options for students. The main objective of this proposal is to offer more flexibility for students while retaining a coherent program focus. As indicated in the comments below, most changes are minor reshufflings of options.</li> <li>2. New courses - new courses have been added because of their strong alignment with the concentration's program learning outcomes. Most of these new courses were developed after the concentration was designed, and reflect the many new faculty who have been hired by FASS and FCCS in response to UBCO's sustainability-related strategic priorities.</li> <li>3. Clear progression – several tweaks have been made to ensure there is a clear progression for students from first year through to fourth year with no prerequisite challenges. This is the reason for the changes to the first year and second year requirements and options. For example, GEOG 108 does not fulfill the prerequisites for any of the 300/400-level GEOG options in this concentration and for that reason GEOG 128 and GEOG 129 are more suitable options.</li> </ol> <p>These proposed changes have been reviewed and endorsed by the Degree Quality Assessment Board.</p>	





Separately, SUST 301 was renumbered to SUST 304, which necessitates that update included here.

### Proposed Academic Calendar Entry:

## Environmental Humanities Concentration

[20269] Upon successful completion of this Concentration, the notation "Concentration in Environmental Humanities" will be placed on the student's transcript and degree parchment.

#### [19469]

First Year	Credits
ENGL 112	3
INDG 102	3
SUST 100	3
SUST 104	3
ENGL 156	3
<b><u>One of GEOG 128, GEOG 129</u></b>	3
<b><u>One of HIST 106, HIST 112, HIST 118, SOCI 111, CULT 101</u></b>	3
INDG 100	3
Electives <sup>1</sup>	6
Total Credits (minimum)	30

#### [19470]

Second Year	Credits
SUST 201	3
SUST 200	3
SUST 202	1
One of SUST 204 <sup>2</sup> , CORH 203	3
SUST 205	3
One of ANTH 245, GEOG 233, HIST 218, SOCI 228	3
One of ENGL 234 <sup>2</sup> , CULT 272 <sup>2</sup> , GEOG 257, GWST 272 <sup>2</sup> ,	3
One of INDG 201, INDG 202	3
Electives <sup>1</sup>	9
Total Credits (minimum)	31

### Draft Academic Calendar URL:

<https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,360,1104,1474>

### Present Academic Calendar Entry:

## Environmental Humanities Concentration

[20269] Upon successful completion of this Concentration, the notation "Concentration in Environmental Humanities" will be placed on the student's transcript and degree parchment.

#### [19469]

First Year	Credits
ENGL 112	3
INDG 102	3
SUST 100	3
SUST 104	3
ENGL 156	3
<b><del>GEOG 108</del></b>	3
HIST 106	3
INDG 100	3
Electives	6
Total Credits (minimum)	30

#### [19470]

Second Year	Credits
SUST 201	3
SUST 200	3
SUST 202	1
One of SUST 204 <sup>2</sup> , CORH 203	3
SUST 205	3
One of ANTH 245, GEOG 233, HIST 218, SOCI 228	3
One of ENGL 234 <sup>2</sup> , CULT 272 <sup>2</sup> , GEOG 257, GWST 272 <sup>2</sup> ,	3
One of INDG 201, INDG 202	3
Electives <sup>1</sup>	9
Total Credits (minimum)	31



<b>[19471]</b>		<b>[19471]</b>	
<b>Third Year</b>	<b>Credits</b>	<b>Third Year</b>	<b>Credits</b>
SUST 300	3	SUST 300	3
SUST <del>304</del>	3	SUST <del>304</del>	3
SUST 302	1	SUST 302	1
One of <del>ANTH 344</del> , ENGL 387 <sup>2</sup> , ENGL 388, ENGL 397	3	One of <del>CULT 317</del> , ENGL 387, ENGL 388, ENGL 397	3
One of GEOG 318, <del>GEOG 358</del> , GEOG 365	3	One of <del>GEOG 304</del> , GEOG 318, GEOG 365	3
One of <del>ANTH 345, CCS 320</del> , HIST 395	3	One of <del>HIST 300, HIST 301, HIST 309</del> , HIST 395	3
INDG 307	3	INDG 307	3
<b><u>300/400-level Electives</u></b>	<b><u>9</u></b>	Electives	<b>12</b>
Electives	<b><u>3</u></b>	Total Credits (minimum)	31
Total Credits (minimum)	31		
<b>[19472]</b>		<b>[19472]</b>	
<b>Fourth Year</b>	<b>Credits</b>	<b>Fourth Year</b>	<b>Credits</b>
SUST 400	6	SUST 400	6
SUST 402	1	SUST 402	1
One of ANTH 445 <sup>2</sup> , <del>GEOG 431, GEOG 445<sup>2</sup>, GEOG 461</del>	3	One of ANTH 445, <del>GEOG 423, INDG 420</del>	3
<b><u>One of HIST 408, GEOG 426<sup>2</sup>, GEOG 460</u></b>	<b>3</b>	One of <del>ENGL 457</del> , ENGL 458, <del>GWST 400</del>	3
One of ENGL 458, <del>ENGL 476, WRLD 440</del>	3	PHIL 435	3
<b><u>One of ENGL 457, GEOG 423</u></b> , PHIL 435	3	Electives	<b>15</b>
<b><u>400-level INDG<sup>3</sup></u></b>	<b>3</b>	Total Credits (minimum)	31
Electives	<b><u>9</u></b>		
Total Credits (minimum)	31	<b>[19473]</b>	
<b>[19473]</b>		<b>Overall Total Credits (minimum)</b>	
<b>Overall Total Credits (minimum)</b>	<b>123</b>		
<b><u><sup>1</sup> When deciding on electives for first and second year, it is recommended that students speak to their program advisor about which 300/400-level courses they may want to take.</u></b>			
<b><u>In addition to any of the course options listed in this concentration's requirements, other suggested electives are: GEOG 108, GEOG 109, HIST 112, HIST 118, GEOG 217, HIST 222, INDG 205, CULT 317, ECON 371, ECON 372, GEOG 304, GEOG 314, GEOG 367, CRWR 473, GWST 440, INDG 450, POLI 404.</u></b>			
<b><u><sup>2</sup>Check course equivalencies.</u></b>			



<p><u><sup>3</sup>INDG 420 preferred.</u></p>	
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## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP/Economics <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-01-05 <b>Contact Person:</b> Noriko Ozawa <b>Phone:</b> 250.807.9303 <b>Email:</b> Noriko.ozawa@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<p><b>Rationale:</b> We propose to change the admission requirements for B.Sc. Major in Economics. B.Sc. students must declare their major at the end of their first year, or after successfully completing a minimum of 24 credits. Currently, students who wish to major in Economics cannot declare it because the current admission requirements include successful completion of ECON 204 and 205 that are taken in their second year. This means that students in the BSc must temporarily declare another major and then later change it to Economics. Changing the admission requirements to ECON 101 and 102 will create consistency across the BSc and will allow students to self-declare their major, which will make tracking program enrollment easier.</p> <p>Additionally, we propose changes in admission and graduation requirements for B.Sc. Honours in Economics.</p> <p>This proposal incorporates two types of changes. It increases the minimum grade averages in the admission and graduation requirements from 76% to 78%, and it adds an admission requirement of ‘Approval of the Honours program coordinator and the head.’</p> <p>While 76% is widely used in admissions and graduation requirements of Honours programs, its usage is not universal. For example, the B.Sc. Honours in MATH has a minimum 85% grade average on upper-level MATH and STAT courses. And in our discipline, the Honours ECON at UBC Vancouver has a requirement of at least a 78% average in upper-level ECON courses. The proposed increase in the various averages from 76% to 78% is strongly supported by the Economics group within our department. The increase will work towards ensuring that all Honours students obtain excellent marks and complete high-quality Honours research essays.</p> <p>In addition, the proposal adds an admissions requirement that there must be approval by the Honours program coordinator and the head. This type of requirement should have</p>	



been included when the Honours ECON degree was initially proposed. This requirement is akin to the admission requirements of existing Honours degrees (for example, Biology, Earth and Environmental Sciences, Psychology) that require some preliminary approval by a thesis supervisor and/or the head (and other programs incorporate related statements in the calendar descriptions of the Honours research project or thesis courses).

The graduation requirement for the Honours in Economics program has been updated to reflect the need for 54 credits of ECON rather than 51, since the STAT course requirement was replaced with ECON 225 in a previous proposal.

Lastly, Faculty of Science program pages require edits to reflect the 3 credits of required INDG credit that will be introduced to the BSc in 2024W. While making this change, we are also cleaning up calendar language for clarity and consistency.

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>B.Sc. Major in Economics</b></p> <p>Note: UBC Okanagan also offers a <a href="#">B.A. Major in Economics</a> and a <a href="#">B.A. Major in Philosophy, Politics, and Economics (PPE)</a>.</p> <p>The B.Sc. Major in Economics emphasizes the mathematical and quantitative nature of modern economic inquiry that is increasingly required for progress on to graduate studies in economics or to careers in quantitative economic and financial analysis in the public and private sectors. The Major combines courses in Economics, Mathematics, and Statistics along with other Arts and Social Sciences requirements and electives. For students registered in the B.Sc. program in Economics, all Economics (ECON) courses are considered Science courses.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/economics-bsc">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/economics-bsc</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>B.Sc. Major in Economics</b></p> <p>Note: UBC Okanagan also offers a <a href="#">B.A. Major in Economics</a> and a <a href="#">B.A. Major in Philosophy, Politics, and Economics (PPE)</a>.</p> <p>The B.Sc. Major in Economics emphasizes the mathematical and quantitative nature of modern economic inquiry that is increasingly required for progress on to graduate studies in economics or to careers in quantitative economic and financial analysis in the public and private sectors. The Major combines courses in Economics, Mathematics, and Statistics along with other Arts and Social Sciences requirements and electives. For students registered in the B.Sc. program in</p>
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Students are recommended to enter the B.Sc. Economics Major in their second year in order to ensure proper program advising and course selection.

To be admitted to the major program students must **successfully complete**

- **all of ECON 101 and 102;** and,
- **a minimum of 24 credits.**

...

<sup>1</sup>Credit will only be granted for one of ENGL 112 OR 114.

<sup>2</sup> **Students entering the B.Sc. in 2024 or later must complete at least 9 credits of non-science designated courses and 3 credits from INDG 100 or ENGL 114. Students who entered the B.Sc. prior to 2024 are required to complete 12 credits of non-science designated courses. These students are strongly encouraged to take INDG 100 or ENGL 114.**

### **B.Sc. Honours in Economics**

The Honours in Economics enables high-achieving students in Economics to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay) under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be successful; in addition, most of the high-quality programs in Economics expect

Economics, all Economics (ECON) courses are considered Science courses.

Students are recommended to enter the B.Sc. Economics Major in their second year in order to ensure proper program advising and course selection.

To be admitted to the major program students must:

- ~~have successfully completed all of ECON 204, and ECON 205 (or equivalent); and,~~
- ~~consult with the department.~~

...

<sup>1</sup>Credit will only be granted for one of ENGL 112 OR 114.

<sup>2</sup>~~At least 12 of the 120 credits must be non-science designated courses (in addition to the 6 required credits of ENGL under First Year).~~

### **B.Sc. Honours in Economics**

The Honours ~~program~~ in Economics enables high-achieving ~~B.Sc. Major~~ students in Economics ~~to increase their concentration in economics and~~ to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay). ~~Students are expected to satisfy high levels of competency in their academic program and to successfully complete a directed studies project (ECON 499 Honours Essay)~~ under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be



potential graduate students to have completed an Honours degree.

Students who wish to enroll in the Honours program must submit a formal application to the coordinator of the Honours program. After **admission**, students must complete ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

#### Admission Requirements:

- Fourth-year standing in the Economics Major;
- A minimum grade average of **78%** in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of **78%** in both ECON 204 and ECON 205;
- A minimum grade average of **78%** in MATH 100 or 116 and MATH 101 or 142;
- Successful Completion of ECON 327 and ECON 328.
- **Approval of the Honours program coordinator and the department head.**

#### Graduation Requirements:

- All general program requirements for the B.Sc. degree;
- All requirements for the B.Sc. Economics Major;
- Successful completion of ECON 401, 402, 427, 495 and 499;
- A minimum overall grade average of **78%** in all Economics (ECON) courses;
- A minimum overall grade average of **78%** in all courses; and

A minimum of **54** credits of Economics with at least 36 credits at the upper level.

successful; in addition, most of the high-quality programs in Economics expect potential graduate students to have completed an Honours degree.

Students who wish to enroll in the Honours program must submit a formal application to the coordinator of the Honours Program. After ~~being admitted to the Honours Program~~, students must complete ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

#### Admission Requirements:

- Fourth-year standing in the Economics Major;
- A minimum grade average of **76%** in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of **76%** in both ECON 204 and ECON 205;
- A minimum grade average of **76%** in MATH 100 or 116 and MATH 101 or 142;
- Successful Completion of ECON 327 and ECON 328.

#### Graduation Requirements:

- All general program requirements for the B.Sc. degree ;
- All requirements for the B.Sc. Economics Major;
- Successful completion of ECON 401, 402, 427, 495 and 499;
- A minimum overall grade average of **76%** in all Economics (ECON) courses;
- A minimum overall grade average of **76%** in all courses; and
- A minimum of **54** credits of Economics with at least 36 credits at the upper level.



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> EESC <b>Faculty Approval Date:</b> 2024-03-22 <b>Effective Session:</b> 2024W	<b>Date:</b> 2024 02 19 <b>Contact Person:</b> Craig Nichol <b>Phone:</b> 250-807-8087 <b>Email:</b> craig.nichol@ubc.ca
<b>Type of Action: Revision to Calendar Description</b>	
<p><b>Rationale:</b> Last year the Earth and Environmental Science major moved to having two first-year foundational courses - EESC 111 and EESC 112. This proposal replaces EESC 101 with EESC 112 in the Fresh Water Science major.</p> <p>The new EESC 112 course is a specific course in environmental aspects of the earth and environmental sciences and includes a laboratory component that EESC 101 does not have. EESC 112 builds upon the introduction to the Earth side of Earth and Environmental Sciences provided in EESC 111. It will engage students with content from environmental geoscience and environmental science. This course is intended to give students scientific foundations in the branches of science that are the most important towards using science as one of the mechanisms to explore our environment, and particularly, how to improve its current state and projected future.</p> <p>The laboratory portion of the course will build upon competencies developed in EESC 111 in a dry lab environment. It will also draw upon basic wet laboratory competencies developed in Chem 111. The focus is on developing the technical knowledge and competencies needed to succeed in the FWSC program.</p> <p>The course is intended to formally expose students to group work skills. The lecture portion of the course will engage students with some specific lecture and classroom material to begin to develop communication, teamwork and time management competencies. The laboratory portion will engage the students in group work in a structured environment.</p>	





<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Major in Freshwater Science</b></p> <p>...</p> <p><b>[19207]</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c0c0c0;"> <th style="text-align: left;">First Year</th> <th style="text-align: right;">Credits</th> </tr> </thead> <tbody> <tr> <td>BIOL 116, 125</td> <td style="text-align: right;">6</td> </tr> <tr> <td>CHEM 111 or CHEM 121</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 113 or CHEM 123</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EESC 111, <b>112</b></td> <td style="text-align: right;">6</td> </tr> <tr> <td>MATH 100</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MATH 101 or 103</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PHYS 111 or 112</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PHYS 121 or 122</td> <td style="text-align: right;">3</td> </tr> <tr> <td><b>Total Credits</b></td> <td style="text-align: right;"><b>30</b></td> </tr> </tbody> </table>	First Year	Credits	BIOL 116, 125	6	CHEM 111 or CHEM 121	3	CHEM 113 or CHEM 123	3	EESC 111, <b>112</b>	6	MATH 100	3	MATH 101 or 103	3	PHYS 111 or 112	3	PHYS 121 or 122	3	<b>Total Credits</b>	<b>30</b>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/freshwater-science">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/freshwater-science</a></p> <p><b>Major in Freshwater Science</b></p> <p>...</p> <p><b>[19207]</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c0c0c0;"> <th style="text-align: left;">First Year</th> <th style="text-align: right;">Credits</th> </tr> </thead> <tbody> <tr> <td>BIOL 116, 125</td> <td style="text-align: right;">6</td> </tr> <tr> <td>CHEM 111 or CHEM 121</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CHEM 113 or CHEM 123</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EESC <del>101</del>, 111</td> <td style="text-align: right;">6</td> </tr> <tr> <td>MATH 100</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MATH 101 or 103</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PHYS 111 or 112</td> <td style="text-align: right;">3</td> </tr> <tr> <td>PHYS 121 or 122</td> <td style="text-align: right;">3</td> </tr> <tr> <td><b>Total Credits</b></td> <td style="text-align: right;"><b>30</b></td> </tr> </tbody> </table>	First Year	Credits	BIOL 116, 125	6	CHEM 111 or CHEM 121	3	CHEM 113 or CHEM 123	3	EESC <del>101</del> , 111	6	MATH 100	3	MATH 101 or 103	3	PHYS 111 or 112	3	PHYS 121 or 122	3	<b>Total Credits</b>	<b>30</b>
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THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**  
University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7  
www.senate.ubc.ca

16 May 2024

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Policies O-127, O-128 and O-129 (approval)

---

The Curriculum Committee recently reviewed the second versions of Policies O-127: *Diploma Programs*, O-128: *Academic-Credit Certificate Programs*, and O-129: *Non-Credit Credentials*.

With respect to Policies O-127 and O-128, these versions remove the Senate Admissions & Awards Committee as a responsible committee, clarify the role and responsibility of the College of Graduate Studies, and make minor editorial amendments. The Admissions & Awards Committee approved the modifications to the responsible committees; the Committee will continue to be responsible for approving the admission requirements of programs governed by these policies. The College of Graduate Studies was consulted on the changes and supports the revisions.

With respect to Policy O-129, this version removes the Senate Admissions & Awards and Academic Policy Committees as responsible committees and makes minor editorial amendments. The Admissions & Awards and Academic Policy Committees approved the modifications to the responsible committees.

Given that the subject matter of these policies is fundamentally curricular in nature, it is proposed that the Senate Curriculum Committee be assigned as the sole responsible committee for each of these policies. It is anticipated that this change will enable more efficient and timely reviews of the policies going forward.

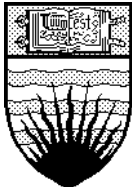
Therefore, the following is recommended to Senate:

**Motion:** *That Senate approves revisions to Policies O-127: Diploma Programs, O-128: Academic-Credit Certificate Programs, and O-129: Non-Credit Credentials, effective 1 September 2024 and thereafter, as presented.*

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: O-127

**OKANAGAN SENATE**  
c/o Enrolment Services  
University Centre  
UBC Okanagan campus

### Number & Title

O-127.2: *Diploma Programs*

### Effective Date:

**1 September 2024 (anticipated)**

### Approval Date:

**16 May 2024 (anticipated)**

### Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committees*. The review should be ~~done in conjunction with review~~ **completed concurrently with the reviews** of policy O-128: *Academic-Credit Certificate Programs* **and policy O-129: Non-Credit Credentials**.

### Responsible Committees:

Senate Curriculum Committee  
~~Senate Admissions & Awards Committee~~

### Authority:

*University Act, S. 37(1)*

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

*... (f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...*

*and,*

*... (h) to provide for and to grant degrees, including honorary degrees,*

*diplomas and certificates of proficiency, except in theology;” ...*

*University Act, S. 40*

*“A faculty has the following powers and duties:*

*...(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty” ...*

### **Purpose and Goals:**

The purpose of this policy is to:

- 1) Define *Diploma Programs*;
- 2) Establish categories for and associated admission requirements for *Diploma Programs*;
- 3) Outline criteria for establishment of *Diploma Programs*;
- 4) Delineate an approval process for *Diploma Programs*; and
- 5) Define the parameters for double-counting of credits and *Laddering* opportunities.

### **Applicability:**

This policy is applicable to all *Diploma Programs*, approved on or after the effective date of this policy, offered by the *University* through ~~the College of Graduate Studies or~~ the *Faculties* of the Okanagan campus.

### **Exclusions:**

None.

### **Definitions:**

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

- *Course of Instruction* shall mean a course assigned a credit value and designated by an alpha-numeric course code which is offered by a *Faculty* ~~or the College of Graduate Studies~~ and approved by the *Okanagan Senate* or *Vancouver Senate*.
- *Course of Study* shall mean a sequence of *Courses of Instruction* and other requirements approved by the *Okanagan Senate* or *Vancouver Senate* to constitute a degree, diploma, certificate or other academic program, or part thereof, such as a major, minor, or specialization.

- *Diploma Program* shall mean a *Course of Study* that conforms to the requirements of this policy and is approved by the *Okanagan Senate*.
- *Laddering* shall mean the application of credit earned as part of a completed *Course of Study* towards a different *Course of Study*.
- *Previously-Earned UBC Credit* shall mean academic credit earned at the University of British Columbia (Okanagan or Vancouver campuses) prior to a *Student's* enrollment in a *Course of Study*.
- *Transfer Credit* shall mean academic credit earned at a post-secondary institution other than The University of British Columbia (Okanagan or Vancouver campuses) or through a program other than one offered by The University of British Columbia (Okanagan or Vancouver campuses) for which credit applicable towards the completion of a *Course of Study* is granted.

**Policy:**

- 1) Categories of *Diploma Programs*
  - a. Post-baccalaureate Diploma
    - i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements including the English Language Admission Standard, and program- specific admission requirements. An undergraduate degree from a recognized post-secondary institution will also normally be required.
    - ii. Program completion should normally require 30 to 60 upper- division (300-400) level credits.
    - iii. Academic rigor and assessment level should be equivalent to the upper-division of UBC's undergraduate degree programs.
  - b. Graduate Diploma
    - i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, an undergraduate degree from a recognized post-secondary institution, and program- specific admission requirements.
    - ii. Program completion should normally require 30 to 60 graduate- level credits.

- iii. Academic rigor and assessment level should be equivalent to UBC's graduate degree programs.
  - iv. As graduate-level diplomas are similar in length to professional masters (course-based) programs, graduate-level diplomas are discouraged unless a compelling rationale is provided by the proposing *Faculty* or *Faculties* ~~or College of Graduate Studies~~.
  - v. May be combined with masters or doctoral degrees to create dual degree/diploma programs.
- c. Post-graduate Diploma
- i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement and program-specific admission requirements. A graduate degree from a recognized post-secondary institution will also normally be required.
  - ii. Program completion should normally require 30 to 60 graduate-level credits.
  - iii. Academic rigor and assessment level should be equivalent to that of UBC graduate degree programs.
- d. The *University* may approve only *Diploma Programs* that comply with the requirements of one of the above listed categories. The formal title of any *Diploma Program* must include the title of the *Diploma Program* category to which it belongs.
- e. *Diploma Programs* at the lower-division undergraduate-level (100-200 level) shall not be approved.
- f. Non-credit *Diploma Programs* shall not be approved.
- 2) Establishment Criteria
- a. In order to be considered for *Senate* approval, a proposed *Diploma Program* must:
    - i. Consist of subject matter appropriate to university-level teaching;
    - ii. Align with a *Diploma Program* category as defined in this policy;
    - iii. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned.
    - iv. Demonstrate a cohesive theme through an integrated sequence of learning opportunities and include a coherent organization around clearly-defined learning

objectives and outcomes, assessed in an academically rigorous manner that is consistent with *University* standards (i.e. simply bundling the requisite number of credits using existing *Courses of Instruction* does not qualify as a diploma);

- v. Clearly indicate credit requirements and any *Transfer Credit* regulations, and required timeframe for completion; and
- vi. Be operationally viable, as determined by the Dean(s) of the responsible *Faculty* or *Faculties*, ~~or~~ the *College of Graduate Studies* **(for graduate Diploma Programs only)**, and the Office of the Provost and Vice-Principal ~~Principal~~ **President**, Academic.

### 3) Approval Process

- a. *Diploma Programs* require the approval of the proposing *Faculty* or *Faculties*, ~~or~~ the *College of Graduate Studies* **(for graduate Diploma Programs only)**, the Senate Curriculum Committee (program requirements), Senate Admissions & Awards Committee (admission requirements), *Senate*, and Board of Governors.
- b. New *Courses of Instruction* that will form part of a *Diploma Program* must be approved in the manner by which new *Courses of Instruction* are typically approved.
- c. Proposals to create new *Courses of Instruction* that will form part of a *Diploma Program* must demonstrate academic rigor equivalent to that which is normally required for a *Course of Instruction*.

### 4) Academic Calendar Inclusion

- a. Admission and program completion requirements of approved *Diploma Programs* must appear in the Academic Calendar.

### 5) Credit Recognition and *Transfer Credit* to a *Diploma Program*

- a. *Previously-Earned UBC Credit* and *Transfer Credit* from external institutions will be accepted as determined by the receiving *Diploma Program* in accordance with *University* regulations.

### 6) Administrative Responsibility

- a. Administrative responsibility for post-baccalaureate *Diploma Programs* offered by the Faculties will be held by the *Registrar*.
  - b. Administrative responsibility for graduate and post-graduate *Diploma Programs* will be held by the *College of Graduate Studies* unless administration by one or more Faculties is approved by the Senate Academic Policy Committee and *Senate*.
- 7) Academic Responsibility
- a. Academic responsibility for post-baccalaureate *Diploma Programs* offered by the Faculties will be held solely by the *Faculties*.
  - b. Academic responsibility for graduate and post-graduate *Diploma Programs* will be held by ~~the College of Graduate Studies or by~~ one or more *Faculties* with the support of the *College of Graduate Studies*.
- 8) *Student Rights and Responsibilities*
- a. *Students* registered in *Diploma Programs* have all the rights and responsibilities of UBC *Students* as set out in the *University Act*, RSBC 1996, c 468, and *University* policy and regulations.
  - b. For purposes of tuition and fee regulation and services provided, individuals registered in *Diploma Programs* shall be registered as *Students*.
- 9) Conferral
- a. Upon successful completion of a *Diploma Program*, a notation on the *Student's* academic transcript will be made indicating that the *Diploma Program* has been completed.
  - b. Indication of the *Diploma Program* category (academic level), as defined in this policy, should be noted on the academic transcript, and parchment. This is accomplished by including the title of one of the *Diploma Program* categories identified in this policy in the title of the *Diploma Program*.
  - c. Graduates of *Diploma Programs* are granted a diploma by *Senate* and will receive a diploma parchment issued and signed by *University* representatives, typically representatives of the *Faculty* or *Faculties* offering the



program or of the *College of Graduate Studies*.

- d. Graduates of *Diploma Programs* do not attend the convocation ceremony.
- 10) Double-Counting of Credits
    - a. Credits earned in *Courses of Instruction* applicable towards a *Diploma Program* may also be applied towards a degree program with the approval of *Senate*, the *Faculty* or *Faculties* offering the degree program, or in the case of graduate programs, the *College of Graduate Studies*, and the *Faculty*, **or** *Faculties* ~~or College~~ offering the *Diploma Program*. Normally, credits must be earned within five years of commencement of the degree program. A request to apply credits completed more than five years prior to the start of a degree program will be reviewed on a case by case basis by the *Faculty* or *Faculties* offering the degree program ~~or~~ **and**, in the case of graduate programs, the *College of Graduate Studies*.
    - b. Credits that have been applied towards a completed *Diploma Program* may not be counted towards another *Diploma Program*.
  - 11) *Laddering from a Diploma Program*
    - a. A successfully completed *Diploma Program* may only be *Laddered* into a related degree program if permitted by the receiving degree program regulations. If so permitted by the receiving program, some or all credits may *Ladder*, at the discretion of the receiving program. Successful completion of a *Diploma Program* does not guarantee admission into any other *Course of Study*.

### **Calendar Statement:**

There are no calendar statements under this policy.

### **Consultations:**

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

Enrolment Services

*Registrar*

Deputy Registrar

Records &

Registration

Undergraduate Admissions  
Deputy Vice-Chancellor & Principal  
Office of the Provost  
UBC Okanagan Faculties and College of Graduate Studies  
UBCSUO  
University  
Counsel  
University  
Librarian  
Ceremonies  
Associate Vice-President, Students and Director of Continuing Education,  
Okanagan Campus  
Director of Continuing Education, Vancouver campus

**History:**

**This is the second version of this policy for the Okanagan campus. This version removes the Senate Admissions & Awards Committee as a responsible committee, clarifies the role and responsibility of the College of Graduate Studies, and makes minor editorial amendments. The first version was approved and effective 17 May 2018.**

**Related Policies:**

O-128: *Academic-Credit Certificate Programs*

**O-129: *Non-Credit Credentials***

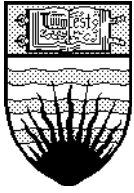
**Appendix:**

There is no appendix to this policy.

**Procedures:**

None.

# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: O-128

**OKANAGAN SENATE**  
c/o Enrolment Services  
University Centre  
UBC Okanagan campus

### Number & Title

O-128.2: *Academic-Credit Certificate Programs*

### Effective Date:

**1 September 2024 (anticipated)**

### Approval Date:

**16 May 2024 (anticipated)**

### Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committees*. The review should be ~~done in conjunction with review~~ **completed concurrently with the reviews** of policy O-127: *Diploma Programs* **and policy O-129: *Non-Credit Credentials***.

### Responsible Committees:

Senate Curriculum Committee  
~~Senate Admissions & Awards Committee~~

### Authority:

*University Act, S. 37(1)*

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

*... (f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...*

*and,*

*... (h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;”...*

*University Act, S. 40*

*“A faculty has the following powers and duties:*

*... (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty” ...*

**Purpose and Goals:**

The purpose of this policy is to:

- 1) Define *Academic-Credit Certificate Programs*;
- 2) Establish categories for and associated admission requirements for *Academic-Credit Certificate Programs*;
- 3) Outline criteria for establishment of *Academic-Credit Certificate Programs*;
- 4) Delineate an approval process for *Academic-Credit Certificate Programs*; and
- 5) Define the parameters for double-counting of credits and *Laddering* opportunities.

**Applicability:**

This policy is applicable to all *Academic-Credit Certificate Programs*, approved on or after the effective date of this policy, offered by the *University* through ~~the *College of Graduate Studies*~~ or the *Faculties* of the Okanagan campus.

**Exclusions:**

This policy does not apply to non-credit programming.

**Definitions:**

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

- *Academic-Credit Certificate Program* shall mean a *Course of Study* that conforms to the requirements of this policy and is approved by the *Okanagan Senate*.
- *Course of Instruction* shall mean a course assigned a credit value and designated by an alpha-numeric course code which is offered by a *Faculty* ~~or the *College of Graduate Studies*~~ and approved by the *Okanagan Senate* or *Vancouver Senate*.

- *Course of Study* shall mean a sequence of *Courses of Instruction* and other requirements approved by the *Okanagan Senate* or *Vancouver Senate* to constitute a degree, diploma, certificate or other academic program, or part thereof, such as a major, minor, or specialization.

- *Laddering* shall mean the application of credit earned as part of a completed *Course of Study* towards a different *Course of Study*.

- *Previously-Earned UBC Credit* shall mean academic credit earned at The University of British Columbia (Okanagan or Vancouver campuses) prior to a *Student's* enrollment in a *Course of Study*.

- *Transfer Credit* shall mean academic credit earned at a post-secondary institution other than The University of British Columbia (Okanagan or Vancouver campuses) or through a program other than one offered by The University of British Columbia (Okanagan or Vancouver campuses) for which credit applicable towards the completion of a UBC *Course of Study* is granted.

**Policy:**

1) Categories of *Academic-Credit Certificate Programs*

a. Undergraduate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements, including the English Language Admission Standard, and program- specific admission requirements.
- ii. Program completion should normally require 15 undergraduate (100-400) level credits, but may consist of 9 to 21 credits with sound academic rationale.
- iii. Academic rigor and assessment level should be equivalent to UBC's undergraduate (100-400) level.

b. Post-baccalaureate Certificate

- i. Typical minimum admission requirements are equivalent to UBC Okanagan general undergraduate-level admission requirements including English Language Admission Standard, and program- specific admission requirements. An undergraduate degree from a

- ii. recognized post-secondary institution will also normally be required.
    - iii. Program completion should normally require 15 upper-division (300-400) level credits, but may consist of 9 to 21 credits with sound academic rationale.
    - iv. Academic rigor and assessment level should be equivalent to the upper-division of UBC's undergraduate degree programs.
  - c. Graduate Certificate
    - i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, an undergraduate degree from a recognized post-secondary institution, and program-specific admission requirements.
    - ii. Program completion should normally require 9 to 15 graduate-level credits.
    - iii. Academic rigor and assessment level should be equivalent to UBC's graduate degree programs.
  - d. Post-graduate Certificate
    - i. Typical minimum admission requirements are equivalent to UBC Okanagan graduate-level admission requirements including the English Language Proficiency Requirement, and program-specific admission requirements. A graduate degree from a recognized post-secondary institution will also normally be required.
    - ii. Program completion should normally require 9 to 15 graduate-level credits.
    - iii. Academic rigor and assessment level should be equivalent to that of UBC graduate degree programs.
  - e. The *University* may approve only *Academic-Credit Certificate Programs* that comply with the requirements of one of the above listed categories. The formal title of any *Academic-Credit Certificate Program* must include the title of the *Academic-Credit Certificate Program* category to which it belongs.
- 2) Establishment Criteria
  - a. In order to be considered for *Senate* approval, a proposed *Academic-Credit Certificate Program* must:
    - i. Consist of subject matter appropriate to university-level teaching;
    - ii. Align with an *Academic-Credit Certificate Program* category as defined in this policy;

- iii. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned;
  - iv. Demonstrates a cohesive theme through an integrated sequence of learning opportunities and includes a coherent organization around clearly-defined learning objectives and outcomes, assessed in an academically rigorous manner that is consistent with *University* standards (i.e. simply bundling the requisite number of credits derived from existing *Courses of Instruction* does not qualify as a certificate);
  - v. Clearly indicate credit requirements and any *Transfer Credit* regulations, and required timeframe to completion; and
  - vi. Be operationally viable, as determined by the Dean(s) of the responsible *Faculty* or *Faculties*, ~~or the~~ *College of Graduate Studies* **(for graduate Academic-Credit Certificate Programs only)**, and the Office of the Provost and Vice-Principal ~~President~~, Academic.
- 3) Approval Process
  - a. *Academic-Credit Certificate Programs* require the approval of the proposing *Faculty* or *Faculties*, ~~or the~~ *College of Graduate Studies* **(for graduate Academic-Credit Certificate Programs only)**, Senate Curriculum Committee (program requirements), Senate Admissions & Awards Committee (admission requirements), *Senate*, and Board of Governors.
  - b. New *Courses of Instruction* that will form part of an *Academic-Credit Certificate Program* must be approved in the manner by which new *Courses of Instruction* are typically approved.
  - c. Proposals to create new *Courses of Instruction* that will form part of an *Academic-Credit Certificate Program* must demonstrate academic rigor equivalent to that which is normally required for a *Course of Instruction*.
- 4) Academic Calendar Inclusion
  - a. Admission and program completion requirements of approved *Academic-Credit Certificate Programs* must appear in the Academic Calendar.
- 5) Credit Recognition and *Transfer Credit* to an *Academic-Credit Certificate Program*
  - a. *Previously-Earned UBC Credit* and *Transfer Credit* from external institutions will be accepted as determined by the receiving *Academic-Credit Certificate Program* in accordance with *University* regulations. At least 50% of the credits applied towards an *Academic-Credit Certificate Program* must be UBC credits.

- 6) Administrative Responsibility
  - a. Administrative responsibility for undergraduate and post-baccalaureate *Academic-Credit Certificate Programs* offered by the *Faculties* will be held by the *Registrar*.
  - b. Administrative responsibility for graduate ~~level~~ **and post-graduate** *Academic-Credit Certificate Programs* will be held by the *College of Graduate Studies* unless administration by one or more *Faculties* is approved by the Senate Academic Policy Committee and *Senate*.
- 7) Academic Responsibility
  - a. Academic responsibility for undergraduate and post-baccalaureate *Academic-Credit Certificate Programs* offered by the *Faculties* will be held solely by the *Faculties*.
  - b. Academic responsibility for graduate and post-graduate *Academic-Credit Certificate Programs* will be held by ~~the College of Graduate Studies or by~~ one or more *Faculties* with the support of the *College of Graduate Studies*.
- 8) Student Rights and Responsibilities
  - a. *Students* registered in *Academic-Credit Certificate Programs* have all the rights and responsibilities of *UBC Students* as set out in the *University Act*, *RSBC*, c 468, and *University* policy and regulations.
  - b. For purposes of tuition and fee regulation and services provided, individuals registered in *Academic-Credit Certificate Programs* shall be registered as *Students*.
- 9) Conferral
  - a. Upon successful completion of an *Academic-Credit Certificate Program*, a notation on the *Student's* academic transcript will be made indicating that the *Academic-Credit Certificate Program* has been completed.
  - b. Indication of the *Academic-Credit Certificate Program* category (academic level), as defined in this policy, should be noted on the academic transcript, and parchment. This is accomplished by including the title of one of the *Academic-Credit Certificate Program* categories identified in this policy in the title of the *Academic-Credit Certificate Program*.
  - c. Graduates of *Academic-Credit Certificate Programs* are granted a certificate by *Senate* and will receive a certificate issued and signed by *University* representatives, typically representatives of the *Faculty* or *Faculties* offering the *Academic-Credit Certificate Program* or of the *College of Graduate Studies*.



- d. Graduates of *Academic-Credit Certificate Programs* do not attend the convocation ceremony.
- 10) Double-Counting of Credits
    - a. Credits earned in *Courses of Instruction* applicable towards an *Academic-Credit Certificate Program* may also be applied towards a diploma or degree program with the approval of *Senate*, the *Faculty* **or** **Faculties** overseeing the diploma or degree program, or in the case of graduate programs, the *College of Graduate Studies*, and the *Faculty*, **or** *Faculties* ~~or College~~ offering the *Academic-Credit Certificate Program*. Normally, credits must be earned within five years of commencement of the diploma or degree program. A request to apply credits completed more than five years prior to the start of a diploma or degree program will be reviewed on a case by case basis by the *Faculty* or *Faculties* offering the diploma or degree program, ~~or~~ **and**, in the case of graduate programs, the *College of Graduate Studies*.
    - b. Credits that have been applied towards a completed *Academic-Credit Certificate Program* may not be counted towards another *Academic-Credit Certificate Program*.
  - 11) *Laddering* from an *Academic-Credit Certificate Program*
    - a. A successfully completed *Academic-Credit Certificate Program* may only be *Laddered* into a related diploma or degree program if permitted by the receiving diploma or degree program regulations. If so permitted by the receiving program, some or all credits may *Ladder*, at the discretion of the receiving program. Successful completion of an *Academic-Credit Certificate Program* does not guarantee admission into any other *Course of Study*.

**Calendar Statement:**

There are no calendar statements under this policy.

**Consultations:**

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

Enrolment Services

*Registrar*

Deputy Registrar

Records & Registration

Undergraduate Admissions  
Deputy Vice-Chancellor & Principal  
Office of the Provost  
UBC Okanagan Faculties and College of Graduate Studies  
UBCSUO  
University Counsel  
University Librarian  
Ceremonies  
Associate Vice-President, Students  
Director of Continuing Education, Vancouver campus

**History:**

**This is the second version of this policy for the Okanagan campus. This version removes the Senate Admissions & Awards Committee as a responsible committee, clarifies the role and responsibility of the College of Graduate Studies, and makes minor editorial amendments. The first version was approved and effective 17 May 2018.**

**Related Policies:**

O-127: *Diploma Programs*

**O-129: *Non-Credit Credentials***

~~Vancouver Senate Policy on the Approval of Certificate Programs (Feb. 2008)~~

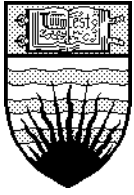
**Appendix:**

There is no appendix to this policy.

**Procedures:**

None.

## THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:  
O-129****OKANAGAN SENATE**  
c/o Enrolment Services  
University Centre  
UBC Okanagan campus**Number & Title**O-129.2: *Non-Credit Credentials***Effective Date:****1 September 2024 (anticipated)****Approval Date:****16 May 2024 (anticipated)****Review Date:**

This policy shall be reviewed within five (5) years of approval and thereafter as deemed necessary by the *Responsible Committees*. The review should be completed concurrently with the reviews of policy O-127: *Diploma Programs* and policy O-128: *Academic-Credit Certificate Programs*.

**Responsible Committees:**

~~Senate Academic Policy Committee~~  
~~Senate Admissions & Awards Committee~~  
Senate Curriculum Committee

**Authority:**

*University Act, S. 37(1)*

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

*... (f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...*

*and,*

*... (h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;” ...*

*University Act, S. 40*

*“A faculty has the following powers and duties:*

*... (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty” ...*

*University Act, S. 47(2)*

*“A University must, so far as and to the full extent that its resources from time to time permit, do all of the following:*

*... (e) provide a program of continuing education in all academic and cultural fields throughout British Columbia;” ...*

### **Purpose and Goals:**

This policy is designed to:

- 1) Enable the creation of learning opportunities other than those offered for academic credit including, but not limited to, those comprised of content that is not appropriate for academic credit or not at the University level; those intended for non-traditional audiences; those intended to supplement for-credit study with opportunities to develop complementary professional or applied skills or capabilities; and those for which academic credit is otherwise inappropriate;
- 2) Define the essential features and categories of *Non-Credit Credentials*, and associated admission requirements; and
- 3) Delineate an approval process for *Non-Credit Credentials*.

### **Applicability:**

This policy is applicable to all programming, other than that offered for academic credit, approved on or after the effective date of this policy that is offered by the *University* at the Okanagan campus and which involve formal assessment or certification that participants have achieved a level of competence or met a particular standard of performance. This policy is also applicable to any programming that employs the titles of the categories of *Non-Credit Credentials* identified in this policy regardless of program design or content.

### **Exclusions:**

This policy is not applicable to any programming offered for academic credit.

This policy is not applicable to professional development, training, or other similar opportunities offered by academic or administrative units provided such programming does not involve formal assessment or certification that participants have achieved a level of competence or met a particular standard of performance and does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

### **Definitions:**

- *Learning Activities* for the purposes of this policy, shall include, but not be limited to, in-person or online lectures, independent study, group learning activities, online learning modules, work placements, and practica.
- *Non-Credit Credential* shall refer to *Letters of Attendance*, *Letters of Completion*, *Letters of Proficiency*, and *Non-Credit Certificates* as defined in this policy.

### **Policy:**

- 1) Categories of *Non-Credit Credentials*
  - a. *Letter of Attendance*
    - i. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the *Letter of Attendance* are offered.<sup>+</sup>
    - ii. Typically consist of fewer than 150 expected hours of *Learning Activities*.
  - b. *Letter of Completion*
    - i. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the *Letter of Completion* are offered and verification that the learner has completed all tasks assigned as part of the *Letter of Completion*.
    - ii. Typically consist of fewer than 150 expected hours of *Learning Activities*.
  - c. *Letter of Proficiency*
    - i. Assessment must include verification of learners' presence at the time and place at which the activities leading to the *Letter of Proficiency* are offered, and verification that the learner has achieved a level of performance in completing all tasks assigned as part of the *Letter of Proficiency* program that would indicate proficiency.

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~~<sup>+</sup>Programs limiting assessment to verification of learners' presence at the time and place at which the program is offered fall outside of the scope of this policy unless the title *Letter of Attendance* is used.~~

- ii. Typically consist of fewer than 150 expected hours of *Learning Activities*.
  - d. *Non-Credit Certificate*
    - i. Consists of a minimum of 150 expected hours of *Learning Activities*.
    - ii. May consist of one or more *Letters of Completion* and/or *Letters of Proficiency*, in addition to other requirements.
    - iii. Assessment must include verification of learners' presence at the time and place at which the *Non-Credit Certificate* is offered, and verification that the learner has achieved a level of performance in completing all tasks assigned as part of the *Non-Credit Certificate* program that would indicate proficiency.
  - e. Only *Non-Credit Credentials* that comply with the requirements of one of the above listed categories and which have been approved in accordance with this policy may be offered. The formal title of any *Letter of Attendance*, *Letter of Completion*, *Letter of Proficiency* or *Non-Credit Certificate* must include the title of the *Non-Credit Credential* category to which it belongs. Alternative titles may be used for marketing purposes provided that it is made clear in any publications that any *Non-Credit Credential* is not offered for academic credit.
  - f. The *University*, the *Faculties* and the *College of Graduate Studies* shall not offer or approve non-credit courses of study, courses of instruction, courses of education, or other non-credit offerings at the Okanagan Campus except as permitted by this policy or other policies of *Senate*.
- 2) Establishment Criteria
  - a. In order to be considered for *Senate* approval or for *Faculty* or *College of Graduate Studies* approval pursuant to authority delegated by *Senate*, proposed *Non-Credit Credentials* must:
    - i. Clearly identify admission criteria, eligibility criteria, or the intended audience for the *Non-Credit Credential*;
    - ii. Align with a *Non-Credit Credential* category as defined in this policy;
    - iii. Clearly identify all requirements for completion and the number of expected hours of *Learning Activities* associated with each requirement;
    - iv. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned;
    - v. Be operationally viable, as determined by the Dean of the responsible *Faculty* or *College of Graduate Studies* in consultation with the Office of the Provost and Vice-

~~Principal~~ **President**, Academic.

- 3) Units that May Propose *Non-Credit Credentials*
  - a. *Non-Credit Credentials* must be proposed by one or more *Faculties* or the *College of Graduate Studies*. Administrative units that are not *Faculties* or the *College of Graduate Studies* may partner with *Faculties* or the *College of Graduate Studies* to jointly develop and deliver *Non-Credit Credentials*.
- 4) Approval of *Non-Credit Credentials*
  - a. *Non-Credit Certificates* require the approval of the proposing *Faculty*, *Faculties* or *College of Graduate Studies*, Senate Curriculum Committee (program requirements), Senate Admissions & Awards Committee (admission requirements), Senate, and Board of Governors as necessary.
  - b. The authority to approve and to discontinue *Letters of Attendance*, *Letters of Completion*, and *Letters of Proficiency* is delegated by Senate to the *Faculties* and *College of Graduate Studies*. *Faculties* and the *College of Graduate Studies* may exercise the delegated authority to approve *Letters of Attendance*, *Letters of Completion*, and *Letters of Proficiency* only where the requirements of this policy and any other applicable *Senate* policies are satisfied.
  - c. Upon approval of any *Letter of Attendance*, *Letter of Completion*, or *Letter of Proficiency* pursuant to section 4 of this policy, the approving *Faculty* or *College of Graduate Studies* shall provide notice of the approved *Non-Credit Credential* and copies of any proposals to the *Senate* via the **Office of the Senate Secretariat**, and to the Office of the Provost and Vice-~~Principal~~ **President**, Academic.
  - d. No delegation of authority by *Senate* is intended to have any impact on the powers or authority of the *Board of Governors*, including, but not limited to, the power of the *Board of Governors* to set, determine, and collect fees.
  - e. *Senate* retains the authority to discontinue any *Non-Credit Credential* notwithstanding any delegation of authority in this policy.
- 5) Inclusion in Academic Calendar
  - a. Admission and completion requirements of approved *Non-Credit Certificates* may appear in the Academic Calendar. Proposals to establish *Non-Credit Certificates* that will appear in the Academic Calendar must include a **C**alendar entry.

- b. *Letters of Attendance, Letters of Completion, and Letters of Proficiency* shall not be included in the Academic Calendar.
- 6) Administrative Responsibility
    - a. Administrative responsibility for *Non-Credit Credentials* shall be held by the proposing *Faculty* or *College of Graduate Studies*.
  - 7) Participant Rights and Responsibilities
    - a. A participant in *Non-Credit Credential* programming shall not be considered a *student* as defined in the *University Act*, RSBC 1996, c 468 unless the participant is otherwise classified as a *student* by virtue of being a person who is presently enrolled at the *University* in a credit course or who is designated by resolution of the ~~senate~~ **Senate** as a *student*. Participants in *Non-Credit Credential* programming shall not be registered as *students*, and do not have the rights and responsibilities of *students*.
    - b. *Faculties* or the *College of Graduate Studies* proposing *Non-Credit Credentials* may establish regulations applicable to participants in *Non-Credit Credentials*. Such regulations must be approved in the manner applicable to the category of *Non-Credit Credentials* to which they apply, as identified in section 4 of this policy.
  - 8) Recognition of Completion of *Non-Credit Credentials*
    - a. Upon successful completion of a *Letter of Attendance, Letter of Completion, Letter of Proficiency, or Non-Credit Certificate*, participants may be provided with a document recognizing completion. Any such document must comply with *Board of Governors* Policy **94GA7**: Visual Identity.
    - b. *Senate* may approve a template establishing the form of any document to be provided to recognize completion of a *Non-Credit Credential*. If *Senate* has approved such a template, any document provided to recognize completion of any *Letter of Attendance, Letter of Completion, Letter of Proficiency, or Non-Credit Certificate* must comply with the approved template ~~so approved~~.
    - c. The document provided in recognition of completion of any *Letter of Attendance, Letter of Completion, Letter of Proficiency, or Non-Credit Certificate* shall be titled in a manner consistent with the *Non-Credit Credential* category to which it belongs.
    - d. The document provided in recognition of completion of *Non-Credit Credentials* is awarded by the offering *Faculty* or *Faculties* or *College of Graduate Studies*, and is not conferred by *Senate*. The document should be signed by the Dean of one or more of the offering *Faculties* or



*College of Graduate Studies* or a person designated by the Dean.

- e. Participants in *Non-Credit Credentials* do not attend the convocation ceremony.
- 9) Concurrent Registration in for-credit programs and *Non-Credit Credentials*
- a. Students registered in for-credit programs, including degree, diploma, and academic-credit certificate programs may concurrently register in *Non-Credit Credentials* with the permission of the *Faculty* offering the for-credit program in which they are registered.
- 10) Application of Completed *Non-Credit Credentials* Towards Further Programming
- a. Completed *Letter of Attendance*, *Letter of Completion*, and *Letter of Proficiency* programs may be applied towards satisfaction of the requirements of *Non-Credit Certificates* if so approved by *Senate*.
  - b. *Non-Credit Credentials* may not be applied towards satisfaction of the credit requirements of any for-credit program, but may serve as preparation for credit-based study.
- 11) Reporting
- b. *Faculties* or the *College of Graduate Studies* offering *Non-Credit Credentials* must report annually to the Office of the Provost and Vice-Principal President, Academic on enrolment in those programs.
  - c. The Office of the Provost and Vice-Principal President, Academic shall report annually to *Senate* on enrolment in *Non-Credit Credentials*.

### **Calendar Statement:**

There are no calendar statements under this policy.

### **Consultations:**

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

#### Enrolment Services

- Registrar
- Deputy Registrar
- Records & Registration

Deputy Vice-Chancellor & Principal  
Office of the Provost and Vice-Principal **President**, Academic  
All UBC Okanagan Faculties and the College of Graduate Studies  
UBCSUO  
University Counsel  
Chief Librarian  
Ceremonies  
Associate Vice-President, Students  
Director of Continuing Education, Vancouver campus  
UBC Extended Learning

**History:**

**This is the second version of this policy for the Okanagan campus. This version removes the Senate Admissions & Awards and Academic Policy Committees as responsible committees and makes minor editorial amendments. The first version was approved and effective 13 December 2018.**

**Related Policies:**

O-127: *Diploma Programs*  
O-128: *Academic-Credit Certificate Programs*

**Appendix:**

There is no appendix to this policy.

**Procedures:**

None.



THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**

University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

16 May 2024

**To:** Okanagan Senate  
**From:** Senate Curriculum Committee  
**Re:** Discontinue Displaying Degree Average on the Transcript (approval)

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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 approves revisions to the campus-wide policy on program requirements, effective for the 2024 Winter Session and thereafter, as presented by Enrolment Services.*

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee



## Curriculum Proposal Form

<b>Dept./Unit:</b> Enrolment Services <b>Effective Session:</b> 2024W	<b>Date:</b> 2024-03-20 <b>Contact Persons:</b> Rella Ng & Jay Graham <b>Email:</b> <a href="mailto:rella.ng@ubc.ca">rella.ng@ubc.ca</a> <a href="mailto:jay.graham@ubc.ca">jay.graham@ubc.ca</a>
<b>Type of Action:</b> Discontinue the display of degree average on the academic record and transcript.	
<p><b>Rationale:</b> Currently, the Faculty of Arts and Social Sciences, the Faculty of Creative and Critical Studies and Faculty of Science at UBC Okanagan display degree average on the student’s academic record. A review of the programs in these Faculties 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.</p> <p>Furthermore, at this time, Workday Student does not have the ability to calculate and/or store the degree average. Programs are currently using the degree average for the graduating grade average. The graduating grade average calculation for the UBC-O B.A. and B.Sc. programs can continue via Workday. The outcome will not be stored on the academic record.</p> <p>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-O campus and the three academic units on the UBC-V campus who currently have degree average on the academic record have been consulted and have no concerns about this discontinuation. The Academic Model &amp; Transformation Advisory Committee (AMTAC), and Student Process &amp; Outcomes Committee (SPOC) have both endorsed the discontinuation.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Program Requirements</b> 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.</p> <p>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.</p> <p>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%.</p> <p>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.</p>	<p><b>Academic Calendar URL:</b> <a href="https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/program-requirements">https://okanagan.calendar.ubc.ca/campus-wide-policies-and-regulations/program-requirements</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Program Requirements</b> 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.</p> <p>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.</p> <p>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%.</p> <p>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 standing will appear on the transcript as the</p>
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	<p>degree average. <del>The average percentage grade calculated to determine degree standing will appear on the transcript as the degree average.</del></p>
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THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**  
University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7  
www.senate.ubc.ca

16 May 2024

**To:** Okanagan Senate

**From:** Admissions & Awards and Curriculum Committees

**Re:** New Program: Master of Biotechnology (approval)

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The Admissions & Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty of Science and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new program, new course code, and associated new courses as brought forward by the Faculty of Science.*

a. Faculty of Applied Science

- i. New Program: Master of Biotechnology
- ii. New Course Code: BTEC – Biotechnology
- iii. New Courses: BTEC 500, BTEC 501, BTEC 504, BTEC 505, BTEC 506, BTEC 509, BTECH 590, BTEC 591, BTEC 592

For the Committees,

Mr. Rob Johnson  
Chair, Admissions & Awards Committee

Dr. Yves Lucet  
Chair, Curriculum Committee



# Proposed Master of Biotechnology Executive Summary

Irving K. Barber Faculty of Science  
UBC Okanagan

*We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.*





## Contents

Overview .....	1
Credential.....	2
Location.....	2
Faculty Offering Program.....	2
Anticipated Program Start .....	2
Anticipated Program Completion .....	2
Target Audience .....	2
Degree Credits .....	2
Contribution to UBC’s Mandate and Strategic Plan.....	4
Program Learning Outcomes .....	5
Opportunities for Further Study .....	7
Workforce Preparation .....	7
Program Strengths .....	7
Related Programs.....	8
Potential Challenges .....	8
Budget and Tuition Fees .....	8
Stakeholder Engagement.....	9
Instructional and Administrative Support.....	10
Faculty Expertise .....	10
Infrastructure .....	12
Contacts .....	12
Appendices.....	13
1 Letters of Support from Post-Secondary Institutions.....	13
2 Letters of Support from Biotechnology Companies .....	18
3 Sample Job Postings.....	27

## Overview

The Irving K. Barber Faculty of Science is proposing a new course-based Master of Biotechnology (MBtec) degree at UBC's Okanagan Campus. The 30-credit program is intended to reskill and upskill learners who already have an undergraduate degree in biology, biochemistry, chemistry, or related fields. MBtec is 16 months long and requires two four-month internships. The program relies heavily on hands-on, experiential lab training, which is complemented by professional skills development to prepare graduates for employment in industry. In addition to aligning with local industry needs, this proposal is informed by Canada's Biomanufacturing and Life Sciences Strategy and the StrongerBC Economic Plan.

Over 100 graduate students at UBCO are enrolled in thesis-based degree programs in Biology, and Biochemistry & Molecular Biology, which focus on original, academic research. There is need and demand for a complementary, course-based master's program that focuses on deep technical and managerial skill development for the biotechnology industry. In May 2022, third-year Chemistry, Biology, and Biochemistry Majors were surveyed to determine interest in the proposed Master of Biotechnology. The survey was sent to 368 students, and 76 (21%) responded. 87% (66) of the respondents indicated that they would apply to the MBtec program.

MBtec students will graduate from UBCO with the technical and professional skills to qualify them for careers in biomedical and high-value agricultural industries. They will have extensive hands-on experience with microbial, plant, and animal cell culture techniques, advanced techniques such as organoid production, CRISPR-mediated gene-editing, protein expression, metabolomics, and bioinformatics, including access to high-performance computing via UBC's Advanced Research Computing facility. They will also be trained in the use of state-of-the-art instruments such as mass spectrometers and DNA sequencers.

This technical training will be complemented by professional skills development in areas such as technical writing, project management, and effective presentations, and a weekly seminar with invited speakers from the biotechnology industry. Students will be required to complete two internships with regional industrial partners.

BC is home to a \$6 billion-dollar medical biotechnology industry, including companies such as Abcellera, Amgen, and STEMCELL. BC is also home to a \$2 billion-dollar cannabis [sector](#) and a \$3 billion-dollar wine sector, with 86% of the province's vineyards located in the Okanagan valley; however, there are few academic programs in place to train highly qualified personnel for these industries.

### Primary Program Objectives

The objective of the M.Sc. in Biotechnology is to train students to become experts in advanced laboratory techniques that are most in demand in the biotechnology industry.

Highlights are as follows:

- **Fast track timeline:** The MBtec is a 16- to 20-month, course-based, master's program.
- **Hands-on experience:** The MBtec includes 21 credits of hands-on, laboratory-based courses complemented by seminar courses comprised of presentations from expert industry speakers. Students can further develop their skills as they complete two four-month internships.
- **Fulfill high demand:** A comprehensive scan of historical job postings between 2018 and 2023 revealed 5,748 Biotech openings in BC, of which 44% required a graduate degree. Further, a wide-ranging market report put biological technologists and technician job growth between 2017 and 2022 at 5%, and projected growth for 2022 to 2027 at 8%.
- **Economic Impact:** The BC Biotechnology industry is booming. In 2018, revenue from BC's life sciences sector was approximately \$5.4 billion, which was an increase of 5.6% from the previous year (*Life Sciences*

*in British Columbia: Sector Profile, 2020*). Graduates of this program will help to foster this ongoing success and growth.

### Credential

The proposed credential would be a Master of Biotechnology (M.Btec.)

### Location

The Master of Biotechnology program will be delivered in person at the University of British Columbia, Okanagan Campus.

### Faculty Offering Program

The Master of Biotechnology program is offered and delivered by the Irving K. Barber Faculty of Science at UBC Okanagan.

### Anticipated Program Start

The program will start September 2025, pending Senate, Board of Governors, and Ministry approvals.

### Anticipated Program Completion

Students can complete the proposed 30-credit program in 16 months. Each cohort will attend classes on campus for the first winter term (September to December), followed by an internship (January to April). They will return to campus for the Summer (May to August) to complete their coursework, and the final term of the program (September to December) will be a second internship. Students will have the option of extending their final four-month internship to eight months if agreeable to both parties.

### Target Audience

The program will target learners with a bachelor's degree looking for access to mid- to high-level industry positions, as well as professionals looking to reskill or upskill to pivot or pursue advancement in their careers.

### Equitable Admissions

Applicants would normally have a Bachelor of Science in Biology, Biochemistry, Chemistry, or a related field. However, in exceptional cases, applicants who have had significant formal training and relevant professional experience, may be granted admission on the recommendation of the Biology Graduate Program Committee and approval of the Dean of the College of Graduate Studies.

Self-identified Indigenous applicants will be examined on a case-by-case basis. UBCO may consider students who fall below the competitive admission average, who do not have a Bachelor of Science degree, or who do not meet the College of Graduate Studies minimum admissions requirements. A number of factors indicative of personal readiness to succeed at UBC will be considered.

To support students in financial need, five percent of tuition will be used for bursary awards.

### Degree Credits

The 30-credit Master of Biotechnology is course-based and delivered face-to-face, which is optimal for development of technical skills, interpersonal, and communication skills. The academic terms are alternated with internships. The first internship allows the students to participate in a professional setting, gain understanding as to how the skills they are developing will be practically applied, and generate questions and curiosities to guide their studies. The final internship is an opportunity to practice skills learned, initiate a habit of life-long learning,

and prepare them to seamlessly integrate into the workforce post-graduation. The internships are a critical part of the curriculum and were highly desired by our target audience.

The Master of Biotechnology consists of:

- BTEC 500 (3): Professional Seminar I [3-0-1]  
*Technical writing and oral communication skills for the biotechnology industry. Project management, resource management and leadership. Invited speakers highlighting innovation and entrepreneurship strategies.*
- BTEC 501 (3): Professional Seminar II [3-0-1]  
*Current topics in industrial biotechnology practice and innovations. Regulatory compliance, intellectual property, and ethics. Invited speakers highlight current trends and experiences in the field.*
- BTEC 504 (3): Molecular Cloning Laboratory [0-6-0]  
*Extraction, purification and analysis of DNA, RNA, and protein. Bacterial culture techniques. Production of recombinant DNA and transformation of bacteria.*
- BTEC 505 (9): Cell and Tissue Culture Laboratory [0-15-0]  
*Aseptic culture of plant and animal cells and tissues. Establishment, manipulation, storage, and analysis of cultures. Detection and control of contaminants. Applications of cell culture in research and pharmaceutical manufacturing. Regeneration of plant organs.*
- BTEC 506 (9): Advanced Biotechnology Laboratory [0-15-0]  
*Student-directed projects integrating techniques at the forefront of biotechnology such as organoid production, CRISPR-Cas9 gene editing, recombinant protein optimization, cryopreservation, and culture of recalcitrant or exotic species.*
- BTEC 509 (3): Computational Biology [3-0-0]  
*Analysis of nucleic acid sequences using command-line computer programs. Use of biological databases. Structure and evolution of genomes.*
- BTEC 590: Biotechnology Internship I  
*Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are required. Restricted to BTEC students who have secured a work-term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.*
- BTEC 591: Biotechnology Internship II  
*Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are required. Restricted to BTEC students who have secured a work-term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.*
- BTEC 592: Biotechnology Internship III (Optional)  
*Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are required. Restricted to BTEC students who have secured a work-term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.*

### Potential Program Schedule

Year 1		
Sept - Dec (on-campus)	Jan – April (in community)	Summer (on-campus)

BTEC 500: Professional Seminar I	BTEC 590: Biotechnology Internship I	BTEC 501: Professional Seminar II
BTEC 504: Molecular Cloning Laboratory		BTEC 506: Advanced Biotechnology Laboratory
BTEC 505: Cell and Tissue Culture Laboratory		BTEC 509: Computational Biology
<b>Year 2</b>		
<i>Sept - Dec</i> (in community)	<i>Jan – April</i> (in community)	
BTEC 591: Biotechnology Internship II	<i>Optional:</i> BTEC 592: Biotechnology Internship III	

### Contribution to UBC's Mandate and Strategic Plan

UBCO has significant engagement with local, regional, and national industrial partners. MITACS recently tripled funding in the Okanagan, and the total estimated award for UBC Okanagan in 2021/2022 was \$12,470,200. UBC ranks first in Canada for total MITACS funding, and UBC Okanagan itself is in the top ten. UBCO researchers in biotechnology-related fields have strong collaborative research relationships with Federal, Provincial, and regional government agencies as well as regional industries that will be leveraged for internships. This program will enhance UBC's commitment to innovation in B.C.'s Interior and beyond.

The proposed MBtec is aligned with the following principles outlined in [Honourable Anne Kang's June 1, 2021, letter](#) to the UBC Board of Governors:

- *A strong, sustainable economy that works for everyone:* the program's main objective is to deepen technical and professional competencies. The resulting job-ready graduates will fill biotechnology demands in the interior and beyond.
- *Equity and anti-racism:* the program includes professional seminar courses that will address ethics, and the value of diversity.
- *A better future through fighting climate change:* the program requires students to reflect on sustainable lab processes.

The MBtec program aligns with the following strategies articulated in [Shaping UBC's Next Century:](#)

- Strategy 3: Thriving Communities. Support the ongoing development of sustainable, healthy, and connected campuses and communities
- Strategy 13: Practical Learning. Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff, and alumni.
- Strategy 16: Public Relevance. Deepen the relevance and public impact of UBC research and education.
- Strategy 18: Alumni Engagement. Reach, inspire and engage alumni through lifelong enrichment.

The MBtec program aligns with the [UBC Okanagan Outlook 2040](#) objectives of developing “professional programs in health and technology.”

### Program Learning Outcomes

Upon successful completion of the Master of Biotechnology students will be able to:

- Separate, identify, and quantify macromolecules;
- Produce recombinant molecules and transgenic organisms;
- Propagate microbial, plant, and animal cells and tissues in aseptic culture;
- Implement and troubleshoot detailed laboratory protocols, reproducibly and independently;
- Use command-line programming to analyze biological data;
- Explain the chemical, physical and biological principles underlying laboratory methods;
- Demonstrate knowledge of operational, regulatory, and safety standards relevant to the laboratory environment;
- Communicate effectively in written and oral presentations;
- Apply project management skills to ensure effective use of time and resources;
- Explain key considerations, opportunities, and challenges related to entrepreneurship and innovation;
- Discuss social, ethical, and environmental considerations relevant to biotechnology.
- Demonstrate the capacity to actively contribute to the ongoing process of truth and reconciliation through collaborative and respectful dialogue, ethical research practices, and the integration of Indigenous knowledge into their professional and personal endeavors.

### Connections between Learning Outcomes and Curriculum Design

The program delivers a solid education in disciplines that are core to Biotechnology, while also emphasizing life-long skills in critical thinking, hypothesis testing, and communication. Students will have extensive hands-on experience with microbial, plant, and animal cell culture, including advanced techniques such as organoid production, CRISPR-mediated gene-editing, protein expression, and metabolomics. They will also be trained in the use of state-of-the-art instruments such as mass spectrometers and DNA sequencers. This technical training will be complemented by professional skills development such as technical writing, project management, organizational behaviour, entrepreneurship, and intellectual property. A weekly seminar with Q&A will invite speakers from campus and industry who have expertise in entrepreneurship, innovation, and collaborating with Indigenous communities.

Students will complete internships with regional industrial partners. This practical experience will anchor student learning in a real-world context, build connections to industry, and allow them to participate meaningfully in a biotechnology project prior to graduation.

Program Learning Outcome	Aligned Course Learning Outcomes
Separate, identify, and quantify macromolecules.	BTEC 504 (3) Molecular Cloning Laboratory
Produce recombinant molecules and transgenic organisms.	BTEC 504 (3) Molecular Cloning Laboratory BTEC 506 (9) Advanced Biotechnology Laboratory
Propagate microbial, plant, and animal cells and tissues in aseptic culture.	BTEC 505 (9) Cell and Tissue Culture Laboratory

Implement and troubleshoot detailed laboratory protocols, reproducibly and independently.	BTEC 504 (3) Molecular Cloning Laboratory BTEC 505 (9) Cell and Tissue Culture Laboratory BTEC 506 (9) Advanced Biotechnology Laboratory
Use command-line programming to analyze biological data.	BTEC 509 (3) Computational Biology
Explain the chemical, physical and biological principles underlying laboratory methods.	BTEC 504 (3) Molecular Cloning Laboratory BTEC 505 (9) Cell and Tissue Culture Laboratory BTEC 506 (9) Advanced Biotechnology Laboratory
Demonstrate knowledge of operational, regulatory, ethical, and safety standards relevant to the laboratory environment.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II BTEC 591: Biotechnology Internship I BTEC 592: Biotechnology Internship II
Communicate effectively in written and oral presentations.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II BTEC 591: Biotechnology Internship I BTEC 592: Biotechnology Internship II
Apply project management skills to ensure effective use of time and resources.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II BTEC 591: Biotechnology Internship I BTEC 592: Biotechnology Internship II
Explain key considerations, opportunities, and challenges related to entrepreneurship and innovation.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II BTEC 591: Biotechnology Internship I BTEC 592: Biotechnology Internship II
Discuss social, ethical, and environmental considerations relevant to biotechnology.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II BTEC 591: Biotechnology Internship I BTEC 592: Biotechnology Internship II
Demonstrate the capacity to actively contribute to the ongoing process of truth and reconciliation through collaborative and respectful dialogue, ethical research practices, and the integration of Indigenous knowledge into their professional and personal endeavors.	BTEC 500 (3) Professional Seminar I BTEC 501 (3) Professional Seminar II

## Opportunities for Further Study

The Master of Biotechnology is a terminal degree in that students would not normally proceed to a PhD.

## Workforce Preparation

The British Columbia Labour Market Outlook 2023 Edition estimates that in BC, the field of Professional, Scientific and Technical Services is projected to have 142,400 job openings (14% of total job openings) over the next 10 years. There is a strong emerging demand for graduates with both a Master's degree and biotechnology skills. This growth has been rapid, from 50 openings in 2019 to over 300 in 2023 alone. MBtec graduates will be well positioned to fill these roles including:

- Biologist and Related Scientists (NOC 2121, a high opportunity occupation, with 1,250 openings)
- Architecture and Science Managers (NOC 0212, a high opportunity occupation, with 780 openings)

Graduates of the program will exhibit competencies in the following areas:

- Microbial, plant, and animal cell culture
- Organoid production
- CRISPR mediated gene editing
- Protein expression
- Metabolomics
- Bioinformatics
- Technical writing
- Project management
- Intellectual property

MBtec students will graduate from UBCO with the technical and professional skills to qualify them for careers in biomedical, professional, scientific, technical services, and high-value agricultural industries. They will have extensive hands-on experience and they will also be trained in the use of state-of-the-art instruments such as mass spectrometers and DNA sequencers. These skills would qualify them for positions such as those detailed in the following postings (included in [Appendix 3](#)):

- Research Associate, Protein Biochemistry, Abdera Therapeutics
- Senior Research Associate I, In Vitro Pharmacology, Zymeworks
- Associate Scientist, Biologics Discovery, Amgen
- Associate Lab Manager, Stemcell Technologies
- Research Technologist, Tissue and Cell Biology, Stemcell Technologies

## Program Strengths

The program is intended to reskill and upskill learners who already hold an undergraduate degree in biology, biochemistry, chemistry, or related fields. In addition to aligning with local industry needs, this proposal is informed by *Canada's Biomanufacturing and Life Sciences Strategy* and the *StrongerBC Economic Plan*.

Strengths:

- Hands-on experiential learning forms the bulk of the degree.
- Two four-month internship experiences.
- Condensed timeframe. This degree can be completed in 16 months.
- Small cohort to foster a community of peer support.



- Inclusion of professional competencies such as project management, regulatory awareness, and entrepreneurship.

### Related Programs

Location	Degree	Length	Format
University of Lethbridge	<a href="#">MSc in Agricultural Biotechnology</a>	2 years	Thesis-based (Co-op optional)
University of Toronto	<a href="#">Master of Biotechnology (MBiotech)</a>	2 years (~60 credits)	Course-based
Brock University	<a href="#">MSc in Biotechnology</a>	2 years	Thesis-based
University of Guelph	<a href="#">Master of Biotechnology</a>	12 to 16 months (24 credits)	Course-based
McGill University	<a href="#">MSc (Applied) in Biotechnology</a>	16 months (45 credits)	Course-based

The proposed MBtec is differentiated from the MSc programs listed above because of its hands-on and applied focus. Over 70% of the proposed MBtec programs credits come from practical and experiential lab courses. The Guelph and McGill programs are heavily based on a project and do not offer an internship. The University of Toronto offers an internship comparable to the proposed program, but their coursework is more focused with streams in Biopharmaceuticals or Digital health Technologies.

UBCV, BCIT, and NAIT have undergraduate programs in biotechnology. The proposed MBtec program at UBCO is more advanced. Students will understand the theoretical basis for laboratory techniques, and the techniques used are more complex. Graduates will also be prepared to manage research projects. The UBCV/BCIT BSc in Biotechnology would be a potential source of applicants for the MBtec. projects.

### Potential Challenges

- The always-increasing costs of lab consumables
- Finding 24 internships within the Okanagan and lower mainland.
  - Solution may be to create an on-campus project course for students in extenuating circumstances
- Finding qualified and interested instructors; ideally these instructors should have extensive experience in industry.

### Budget and Tuition Fees

The program has been approved for Ministry seat funding in the amount of \$22,000 for 20 domestic students per year. Due to the experiential nature (our labs restrict the maximum cohort size to 24) and high cost of lab consumables, the program is expensive to run. The proposed tuition for domestic students is \$3,750 per term to a total of \$15,000. The proposed tuition for international students is \$10,000 per term to a total of \$40,000. Some comparators are included below.

Canadian graduate biotechnology programs:

	Domestic	International	Length	Notes
UBCO	15K	40K	16 months	2 x 4-month Internships
UofT	18K	54K	2 years	Year-long internship
Guelph	7.5K	30K	12 months	
McGill	22K	32K	16 months	4- to 8-month internship; lab fees of 1.5K

UBCO professional programs:

	Domestic per term	International per term	Average Terms to completion	Average Total Domestic	Average Total International
MBtec	3.75K	10.0K	4	15.0K	40.0K
MDS	11.5K	17.4K	3	34.5K	52.2K
MDes	7.1K	11.8K	4*	28.4K	47.2K
MEd	2.6K	5.2K	6.3	16.4K	32.8K
MEng	2.2K	7.9K	4.5	9.9K	35.6K
MMgt	4.5K	7.3K	7	31.5K	51.1K

\*This program has yet to run but is expected to take 4 terms

## Stakeholder Engagement

The Faculty of Science has sought feedback from students, faculty, industry, and other post-secondary institutions on the proposed Master of Biotechnology. For letters of support, see [Appendices 1 & 2](#).

We also sought feedback from campus stakeholders including the Interdisciplinary Co-op Office, The Global Engagement Office, the Advisor for Indigenous Engagement (Ian Cull), Indigenous Programs and service, and the other UBCO Faculties.

Feedback	Stakeholder	Program Response
71% of potential applicants preferred guaranteed work experience.	Students	Students will complete two four-month internships. The second internship may be extended to eight months.
<i>You will need a program coordinator to foster community engagement.</i>	Faculty	A program manager will be dedicated to supporting this program.
<i>A course-based program is more aligned with Industry needs.</i>	Industry	The program is course based.
<i>Curriculum must be applied. Hands-on training is essential.</i>	Faculty	21 credits are hands-on experiential learning in laboratory settings. Students will gain additional hands-on training in their two industry internships.

<i>Industry has difficulty finding applicants with sufficient technical as well as professional skills.</i>	Industry	The curriculum blends technical and professional skill development.
<i>I would suggest an explicit PLO that addresses the connection between this discipline and reconciliation. I think this would not only strengthen your program but would also respond clearly to our <a href="#">institution's mandate</a> and <a href="#">commitments to truth and reconciliation</a>.</i>	Indigenous Advisor	We have added the following PLO: Demonstrate the capacity to actively contribute to the ongoing process of truth and reconciliation through collaborative and respectful dialogue, ethical research practices, and the integration of Indigenous knowledge into their professional and personal endeavors.

#### Biotechnology Companies Consulted:

- [Agriculture and Agri-Food Canada](#)
- [Agrotek Industries Inc.](#)
- [Klonetics Plant Science Inc.](#)
- [Life Sciences British Columbia](#)
- [Molecular You](#)
- [Melius Microbiomics](#)
- [SCIEX](#)
- [StarFish Medical](#)
- [Supra Research and Development Inc.](#)
- [Vitalis](#)

#### BC Post-Secondary Institutions Consulted:

- British Columbia Institute of Technology
- Michael Smith Laboratories
- Thompson Rivers University
- University of Northern British Columbia
- University of British Columbia Vancouver Campus

#### Instructional and Administrative Support

A faculty member in Biology or Biochemistry will be appointed as Program Director. Two new lecturers, a laboratory technician, and a program manager will be hired to support this program. This program will rely on the existing infrastructure of the interdisciplinary co-op office. The MBtec program manager will liaise with the staff of the interdisciplinary co-op office as needed. Students will have access to the existing supports offered by the co-op office including training around resume and cover letter writing, job hunting, and interviewing. They will be supported during their internships through a midterm check in and an evaluation to gauge student satisfaction with their placement and their employers.

#### Faculty Expertise

Name	Role	Department	Research Interests
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<a href="#">Phil Barker</a>	Vice-Principal, Research	Biochemistry and Molecular Biology	Neurodegenerative disease, signal transduction, neurotrophin biology, cell biology, fly and mouse genetics.
<a href="#">Thu-Thuy Dang</a>	Assistant Professor	Chemistry	Discovering new biosynthetic enzymes and pathways; generating specialized metabolites structural and functional diversities; re-constituting natural products metabolism in synthetic biology chassis.
<a href="#">Michael Deyholos</a>	Professor	Biology	Genetics and genomics of plants, especially in relation to pectin, cell walls, and fibers.
<a href="#">Sanjoy Ghosh</a>	Associate Professor	Biochemistry and Molecular Biology	Biochemical aspects of dietary fats and exercise in preventing the development and complications of obesity and diabetes.
<a href="#">Deanna Gibson</a>	Professor	Biochemistry and Molecular Biology, Biology	Gut health; intestinal microbiome; gut immunity; dietary lipids; susceptibility to acute and chronic gut diseases like colitis.
<a href="#">Laura Grieneisen</a>	Assistant Professor	Biology	Host-microbiome interactions in wild systems; microbial ecology
<a href="#">Miranda Hart</a>	Professor	Biology	Microbial ecology of soil microbes; the role and the applications of microbes in sustainable agriculture, viticulture, and ecological restoration.
<a href="#">Andis Klegeris</a>	Professor	Biology	Neuroimmunology; pathogenesis of Alzheimer's and Parkinson's diseases; Glial cell biology; cellular and molecular pharmacology; method development for protecting neurons from age-related deterioration; signaling between different cell types of the central nervous system; problem-solving skills of students and effectiveness of alternative instructional techniques.
<a href="#">Isaac Li</a>	Assistant Professor	Biochemistry and Molecular Biology, Chemistry	Single-molecule biophysics; programmable molecular devices and biosensors; cancer and immune cell biology; cell mechanics and mechanobiology.
<a href="#">Soheil Mahmoud</a>	Associate Professor	Biochemistry and Molecular Biology	Molecular, cellular, biochemical and environmental factors that regulate the quality and quantity of aromas and essential oils produced by herbal and medicinal plants; identification, cloning and characterization of structural and regulatory genes that are involved in the biosynthesis, inter- and intra-cellular trafficking, secretion and storage of monoterpenes in plants cells specialized for secondary metabolite production.
<a href="#">Chase M Mason</a>	Assistant Professor	Biology	Plant ecophysiology, plant-biotic interactions, plant secondary metabolism, genome-wide association mapping, functional trait evolution, crop biodiversity, crop-wild relatives, evolutionary ecology.
<a href="#">Frederic Menard</a>	Associate Professor	Biochemistry and Molecular Biology, Chemistry	Chemical biology: use of small molecules to study and manipulate biological systems; design of molecular tools to study the real-time dynamics of cellular events; using organic chemistry, natural products are modified to label proteins involved in cellular signaling; the biology

			questions studied focus on protein-protein interactions, astrocytes communication, synapse elimination, and neurodegeneration.
<a href="#">Susan Murch</a>	Professor	Biochemistry and Molecular Biology, Chemistry	The Plant Secondary Metabolite Analytical Research Team (PlantSMART) researches chemistry of plants and how plant chemistry affects human health using analytical chemistry, mass spectrometry, biotechnology, metabolomics and hormonomics approaches.
<a href="#">Emmanuel Twumasi Osei</a>	Assistant Professor	Biology	Establishing 3D bioartificial models to aid in understanding how abnormal multicellular and multiorgan interactions contribute to lung diseases.
<a href="#">Mark Rheault</a>	Associate Professor & Acting Department Head	Biochemistry and Molecular Biology, Biology	Physiology of epithelial ion transport; insect toxicology; insect-plant interactions; metals toxicology; organic ion transport.
<a href="#">Kirsten Wolthers</a>	Associate Professor	Biochemistry and Molecular Biology, Chemistry	Mechanistic enzymology; structural and functional analysis of cofactor containing proteins.
<a href="#">Wesley Zandberg</a>	Associate Professor	Biochemistry and Molecular Biology, Chemistry	Analytical glycobiology: the use of modern instrumental techniques to study carbohydrates, their oligomers (glycans) and their metabolism; developing new methods to investigate carbohydrates; and using chemical and analytical tools to investigate the functions of protein-linked glycans in cells and animals.

## Infrastructure

The MBtec program will have exclusive access to 1500 square feet of dedicated lab space in the Department of Biology for delivery of lab-based classes and projects. Associated lectures, and seminars will be scheduled in university classrooms as per campus-wide scheduling procedures. The dedicated laboratory will be outfitted with new cell culture and molecular biology equipment to meet the objectives of the program. The instructional lecturers, program manager, and laboratory technicians will be provided with shared or dedicated office space in the Department of Biology. MBtec students and staff will have access to shared laboratory facilities, technical spaces and administrative services in the Department of Biology to support program and student needs.

## Contacts

Dr. Mark Rheault, Acting Head, Department of Biology, Irving K. Barber Faculty of Science, UBC Okanagan Campus, [mark.rheault@ubc.ca](mailto:mark.rheault@ubc.ca), 250.807.9630.

Dr. Trudy Kavanagh, Associate Dean, Academic and Awards, Irving K. Barber Faculty of Science, UBC Okanagan Campus, [trudy.kavanagh@ubc.ca](mailto:trudy.kavanagh@ubc.ca), 250.807.8754

Megan Lochhead, Manager, Curriculum and Academic Programs, Irving K. Barber Faculty of Science, UBC Okanagan Campus, [megan.lochhead@ubc.ca](mailto:megan.lochhead@ubc.ca), 250.807.8558



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> Biology <b>Faculty Approval Date:</b> 2024-02-16 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-11-01 <b>Contact Person:</b> Megan Lochhead <b>Phone:</b> 250.807.XXXX <b>Email:</b> megan.lochhead@ubc.ca
<b>Type of Action: New Program</b>	
<b>Rationale:</b> New Master of Biotechnology program pages.	
<b>Proposed Academic Calendar Entry:</b>  <b>Biotechnology</b>  <u>Contents</u> <u><a href="#">Program Overview</a></u> <u><a href="#">Admission Requirements</a></u> <u><a href="#">Program Requirements</a></u> <u><a href="#">Contact Information</a></u>  <b>Proposed Academic Calendar Entry:</b>  <b>Program Overview</b>  Degree offered: M.Btec.  The Master of Biotechnology is a course-based professional program consisting of 30 credits and two 4-month internships. Graduates of this program will be proficient in advanced laboratory techniques and will also possess the essential business skills and industry knowledge needed to	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A



integrate into and excel within the biotechnology sector.

Students entering the program typically will have a bachelor's degree in Biology, Biochemistry, or Chemistry.

Students should be aware that due to the intensive nature of the program, any absence might result in missing critical content. While UBC is committed to student success, ensuring that program standards are upheld may require that students who miss a significant portion of the curriculum complete the remaining part of the program the following year.

#### **Proposed Academic Calendar Entry:**

#### **Admission Requirements**

The M.Btec. program is governed by the regulations of the College of Graduate Studies, including its [standards for admission](#) of students.

Applicants to the M.Btec. program are expected to have a B.Sc. in Biology, Biochemistry, Chemistry, or a related field.

Applicants from a university outside Canada, at which English is not the primary language of instruction, should see the [English Language Proficiency Requirement](#) for the minimum English language proficiency test scores required.

In exceptional cases, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, may be granted admission on the recommendation of the Biology Graduate Program Committee and approval of the Dean of the College of Graduate Studies.

**Proposed Academic Calendar Entry:****Program Requirements****Master of Biotechnology (M.Btec.)**

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the M.Btec. must complete the following:

- BTEC 500: Professional Seminar I
- BTEC 501: Professional Seminar II
- BTEC 504: Molecular Cloning Laboratory
- BTEC 505: Cell and Tissue Culture Laboratory
- BTEC 506: Advanced Biotechnology Laboratory
- BTEC 509: Computational Biology
- BTEC 590: Biotechnology Internship I
- BTEC 591: Biotechnology Internship II

Students have the option of extending the degree, if agreeable to all parties, by adding an additional internship term. Students who elect this option will pay an extra term of tuition.

**Proposed Academic Calendar Entry:****Contact Information**

Questions pertaining to the program should be directed to the Master of Biology Graduate Program Coordinator.

For current information, consult the [Biology Graduate Program website](#).





## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> Biology <b>Faculty Approval Date:</b> 2024-02-16 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-11-01 <b>Contact Person:</b> Megan Lochhead <b>Phone:</b> 250.807.XXXX <b>Email:</b> megan.lochhead@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<b>Rationale:</b> We request a new course code, BTEC, to create a definitive identity for the new professional Master of Biotechnology program.	



<p><b>Proposed Academic Calendar Entry:</b></p> <p>...</p> <p>ANTH - Anthropology                  APSC - Applied Science                  ARTH - Art History and Visual Culture                  ASTR - Astronomy                  BIOC - Biochemistry                  BIOL – Biology  <b>BTEC - Biotechnology</b>                  CHEM - Chemistry                  CHIN – Chinese</p> <p>...</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/courses-subject">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/courses-subject</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>...</p> <p>ANTH - Anthropology                  APSC - Applied Science                  ARTH - Art History and Visual Culture                  ASTR - Astronomy                  BIOC - Biochemistry                  BIOL – Biology                  CHEM - Chemistry                  CHIN – Chinese</p> <p>...</p> <p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/institution/501">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/institution/501</a></p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p>...</p> <p>ASTR - Astronomy                  BIOC - Biochemistry                  BIOL – Biology  <b>BTEC - Biotechnology</b>                  CHEM - Chemistry                  COSC - Computer Science                  DATA - Data Science                  EESC - Earth &amp; Environmental Sciences</p> <p>...</p>	<p><b>Present Academic Calendar Entry:</b></p> <p>...</p> <p>ASTR - Astronomy                  BIOC - Biochemistry                  BIOL - Biology                  CHEM - Chemistry                  COSC - Computer Science                  DATA - Data Science                  EESC - Earth &amp; Environmental Sciences</p> <p>...</p>



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Contents</b>                  Introduction                  Admission                  Classification of Students                  Academic Regulations                  Awards and Scholarships                  Interdisciplinary Graduate Studies                  Academic Regulations                  Awards and Scholarships                  Interdisciplinary Graduate Studies                  Biochemistry and Molecular Biology                  Biology  <b>Biotechnology</b>                  Chemistry                  Computer Science                  Data Science                  ...</p> <p><b>Proposed Academic Calendar Entry:</b></p>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Contents</b>                  Introduction                  Admission                  Classification of Students                  Academic Regulations                  Awards and Scholarships                  Interdisciplinary Graduate Studies                  Academic Regulations                  Awards and Scholarships                  Interdisciplinary Graduate Studies                  Biochemistry and Molecular Biology                  Biology                  Chemistry                  Computer Science                  Data Science                  ...</p> <p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies</a></p>
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<p><b>Degrees Offered</b></p> <p>...</p> <p><b>Faculty of Science</b>          Bachelor of Science B.Sc.          Bachelor of Sustainability B.Sust.          Master of Data Science M.D.S.  <b>Master of Biotechnology M.Btec.</b>          Master of Science M.Sc.          Doctor of Philosophy Ph.D.</p> <p>...</p>	<p><a href="https://platformsh.site/faculties-schools-and-colleges/courses-study-and-degrees-offered">1.platformsh.site/faculties-schools-and-colleges/courses-study-and-degrees-offered</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Degrees Offered</b></p> <p>...</p> <p><b>Faculty of Science</b>          Bachelor of Science B.Sc.          Bachelor of Sustainability B.Sust.          Master of Data Science M.D.S.          Master of Science M.Sc.          Doctor of Philosophy Ph.D.</p> <p>...</p>
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## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> Biology <b>Faculty Approval Date:</b> 2024-02-16 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-10-25 <b>Contact Person:</b> Michael Deyholos <b>Phone:</b> 250.807.XXXX <b>Email:</b> <a href="mailto:michael.deyholos@ubc.ca">michael.deyholos@ubc.ca</a>
<b>Type of Action: New Course</b>	
<b>Rationale:</b> New courses to comprise the Master of Biotechnology program – see attached executive summary for rationale.	
<b>Proposed Academic Calendar Entry:</b> **Add new course description page to calendar with the following:**  <b>BTEC 500 (3) Professional Seminar I</b> Technical writing and oral communication skills for the biotechnology industry. Project management, resource management and leadership. Invited speakers highlight innovation and entrepreneurship strategies. [3-0-1]  <b>BTEC 501 (3) Professional Seminar II</b> Current topics in industrial biotechnology practice and innovations. Regulatory compliance, intellectual property, and ethics. Invited speakers highlight current trends and experiences in the field. [3-0-1]	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  N/A



**BTEC 504 (3) Molecular Cloning Laboratory**

Extraction, purification and analysis of DNA, RNA, and protein. Bacterial culture techniques. Production of recombinant DNA and transformation of bacteria. [0-6-0]

**BTEC 505 (9) Cell and Tissue Culture Laboratory**

Aseptic culture of plant and animal cells and tissues. Establishment, manipulation, storage, and analysis of cultures. Detection and control of contaminants. Applications of cell culture in research and pharmaceutical manufacturing. Regeneration of plant organs. [0-15-0]

**BTEC 506 (9) Advanced Biotechnology Laboratory**

Student-directed projects integrating techniques at the forefront of biotechnology such as organoid production, CRISPR-Cas9 gene editing, recombinant protein optimization, cryopreservation, and culture of recalcitrant or exotic species. Prerequisites: BTEC 504, BTEC 505 [0-15-0]

**BTEC 509 (3) Computational Biology**

Analysis of nucleic acid sequences using command-line computer programs. Use of biological databases. Structure and evolution of genomes. [3-0-0]  
Equivalency: BIOL 577

**BTEC 590 (3) Biotechnology Internship I**

Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are



required. Restricted to BTEC students who have secured a work term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.

**BTEC 591 (3) Biotechnology Internship II**

Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are required. Restricted to BTEC students who have secured a work term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.

Prerequisite: BTEC 590

**BTEC 592 (3) Biotechnology Internship III**

Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Internship assignments are required. Restricted to BTEC students who have secured a work term with an appropriate employer either independently or through the Co-op Office. Pass/Fail.

Prerequisite: BTEC 591

16 May 2024



Okanagan Senate  
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 272 of 290  
Office of the Senate  
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Kelowna, BC V1V 1V7

Phone 250 807 9619  
Email okanagan.senate@ubc.ca  
senate.ubc.ca

3 May 2024

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Candidates for Emeritus Status (approval)

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The Learning and Research Committee recommends the following:

**Motion:** *“That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the rank of Dean, Professor and Associate Professor be added to the Roll of Convocation.”*

Respectfully submitted,

Dr. Sally Willis-Stewart, Chair  
Senate Learning and Research Committee




 Senate Learning and Research Committee  
 Emeritus List for Approval  
 3 May 2024

Last Name	First Name	Current Rank	Emeritus Title	UBCO Faculty	Effective Date
Neeland	Edward	Associate Professor	Associate Professor Emeritus	Faculty of Science	1 September 2024
Chen	Yuan	Associate Professor	Associate Professor Emerita	Faculty of Science	1 July 2024
Lovesey	Oliver	Professor	Professor Emeritus	Faculty of Creative and Critical Studies	1 July 2024
Holmes	Nancy	Associate Professor	Associate Professor Emerita	Faculty of Creative and Critical Studies	1 July 2024
Reid	Colin	Associate Professor	Associate Professor Emeritus	Faculty of Health and Social Development	1 July 2024
Taylor	Edward	Associate Professor	Associate Professor Emeritus	Faculty of Health and Social Development	1 September 2024

10 May 2024

To: Okanagan 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) Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates

---

A) President's Advisory Committee for the Selection of an Associate Vice-President Research & Innovation.

The Senate Nominating Committee has considered a request from the Vice-President Research and Innovation to appoint members to a search committee for a new Associate Vice-President Research & Innovation for UBC with system-wide responsibilities. After a consideration of possible candidates, the Committee is pleased to recommend that Senate resolve as follows:

*That Yves Lucet and Amanda Shatzko be appointed to the President's Advisory Committee for the Selection of an Associate Vice-President Research and Innovation.*

B) Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates

Regretfully, the Nominating Committee has not received a full list of committee recommendations from the student members of Senate in time for this Senate. Should a list be available later, the Committee hopes it may be added from the floor.

Student Members are needed for the following committees:

Council of Senates (3 members)

Council Elections Committee (1)

Council Budget Committee / Senate Academic Buildings & Resources Committee (2)

Senate Academic Policy Committee (2)

Senate Admission & Awards Committee (2)

Senate Agenda Committee (2)

Senate Committee on Appeals of Standing & Discipline (3)

Senate Curriculum Committee (2)

Senate Learning & Research Committee (3, one of whom must be a graduate student)

16 May 2024



Okanagan Senate  
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 275 of 290  
Office of the Senate  
Brock Hall | 2016 - 1874 East Mall  
Vancouver, BC V6T 1Z1

Phone 604 822 5239  
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[www.senate.ubc.ca](http://www.senate.ubc.ca)

Respectfully submitted,

Jan Cioe  
Chair  
Senate Nominating Committee

# **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.

## **Table of Contents**

Introduction .....	2
Principles .....	2
Section 1: Guidelines for all uses of GenAI in teaching & learning .....	4
1a. Developing literacy about GenAI .....	4
1b. Academic integrity .....	4
1c. Indigenous data sovereignty, protocols, and risks of harm .....	6
1d. Ethical considerations .....	7
1e. Privacy, security, confidentiality .....	7
1f. Copyright and intellectual property .....	8
Section 2: Teaching with GenAI .....	10
Section 3: Learning with GenAI .....	12

## 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](mailto:provost.vptl@ubc.ca).

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## 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:**
  - 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](#).
  - Do not input into GenAI tools any data, knowledge, or creative works by Indigenous people or communities without their express permission.
  - 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.
  - Take responsibility for your use of GenAI tools and any outputs you share with others, including possible harms that may result.
  - 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](#) and the UBC Library Instruction webpages, [UBCV](#) and [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](#) 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:**
  - **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.
  - **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:**
  - 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:**
  - 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.
  - 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:**
  - 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:**
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.



16 May 2024

**To:** Okanagan Senate

**From:** Rella Ng, Registrar

**Re:** 2024 Okanagan Student Senate and Board of Governors Elections

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Set out below are the final results of the 2024 Student Senate and Board of Governors Elections.

**Graduate Student Representative to the Senate**

Pursuant to Section 16 of the *University Act*, the following student is elected as graduate student representative on the Okanagan Senate for a term ending 31 March 2025 and thereafter until a successor is elected:

- Dieudonne Nweke



April 15, 2024

Ingrid Price ([ingrid.price@ubc.ca](mailto:ingrid.price@ubc.ca))

Chair, Executive Committee, Council of Senates, UBC Vancouver

cc: Chris Eaton ([christopher.eaton@ubc.ca](mailto:christopher.eaton@ubc.ca)); Bradley Menard ([bradley.menard@ubc.ca](mailto: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,

A handwritten signature in black ink, appearing to read 'Ross Langford', written in a cursive style.

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