

Vancouver Senate

THE SEVENTH REGULAR MEETING OF THE  
VANCOUVER SENATE  
FOR THE 2022/2023 ACADEMIC YEAR

**WEDNESDAY, 15 MARCH 2023**

**6:00 P.M.**

**LSC 1003 AND VIA ZOOM**

- 1. Call to Order and Territorial Acknowledgement – Dr Deborah Buszard**
- 2. Minutes of the Meeting of 15 February 2023 – Dr Deborah Buszard**  
(approval)(docket pages 3-39)
- 3. Business Arising from the Minutes – Dr Deborah Buszard**
- 4. Remarks from the Chair and Related Questions – Dr Deborah Buszard**
- 5. Report from the Presidential Search Committee – Dr Robert Kozak**
- 6. Academic Policy Committee – Dr Kin Lo**  
Policy V-131: *Fee-Based Digital Learning Tools Used for Assessment* (approval) (docket pages 40-51)
- 7. Admissions Committee – Prof. Carol Jaeger**  
Bachelor of Media Studies – Admission from Post-Secondary Study (approval)  
(docket pages 52-54)
- 8. Awards Committee –Dr Sally Thorne**  
New Awards and Changes to Existing Awards (approval) (docket pages 55-58)
- 9. Curriculum Committee – Dr Claudia Krebs**  
Curriculum Proposals (approval) (docket pages 59-138)
- 10. Nominating Committee – Dr Paul Harrison**  
Conflict of Interest Guidelines (discussion) (docket pages 139-145)

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

Disestablishment of the Drug Research Institute (approval) (docket pages 146-148)

**12. Reports from the Provost – Dr Gage Averill**

- a. Establishment of the Fred Kaiser Chair in Power Conversion and Sustainability (approval)(docket pages 149-151)
- b. Campus Vision 2050 (presentation) (docket pages 152-191)\*
- c. Academic Futures (presentation) (docket pages 192-203)
- d. Global Partnerships and Affiliations with Institutes of Learning (presentation)

**13. Report from the Registrar**

2023-2026 Triennial Election Results (information) (docket pages 204-205)

**14. Other Business**

\*Proposed Input to UBC Campus 2050 Draft Vision from all members of the Emeritus College Cohort (ECC), PWIAS Catalyst program, Climate and Nature Emergency (docket pages 194-195)

# VANCOUVER SENATE

## MINUTES OF 15 FEBRUARY 2023

### DRAFT

#### Attendance

Present: E. Bhangu (Vice-Chair), R. Ng (Secretary), M. Amirsharafi, F. Andrew, M. Aronson, G. Averill, S. Bates, J. Bulkan, L. Burr, E. Cantiller, V. Chitnev, A. Collier, M. Coughtrie, C. Crowston, J. Dierkes, A. Dulay, P. Englezos, G. Faulkner, A. Fisher, N. Ford, S. Forwell, J. Fox, J. Gilbert, S. Gopalakrishnan, R. Hajizadeh, J. Hare, P. Harrison, A. J. Hendry, A. Ivanov, C. Jaeger, X.T. Jiang, K. Kanji, D. Kelleher, S. Kenston, K. Khosla, R. Kozak, C. Krebs, K. Lo, M. MacDougall, M. MacPhee, C. Marshall, B. S. Matsui, C. Menzies, S. Nicolaou, J. Olson, S. Parker, H. Petraschuk, S. Pelech, N. Pindell, S. Porter, I. Price, L. Shpeller, A. Singh, S. Singh, K. Smith, R. Spencer, Jac. Stewart, Jam. Stewart, S. Thorne, R. Topping, G. Tsiakos, H. von Bergmann, K. Yu, H. Zerriffi.

**Regrets:** D. Buszard, R. Boushel, D. Dahl, B. Fischer, C. Godwin, D. Goyal, S. Grayston, J. Greenman, A. Greig, M. Kuus, H. Leong, V. Li, Nguyen, S. Point, A. Scott, R. Sissons, Jan. Stewart, M. Stewart, L. Stothers, M. Tan, G. Turcotte, A. Uzama, R. Yada, G. Yee, A. Zhao.

**Clerk:** A. Breen

**Guests:** D. Klaassen, S. McKeown, G. Murphy, G. Reynolds

#### Call to Order

The Vice-Chair of Senate, Senator Eshana Bhangu called the sixth regular meeting of the Senate for the 2022/2023 academic year to order at 6:10 pm.

#### Minutes of the Meeting of 18 January 2023

Susan Forwell  
Kamil Kanji

} *That the Minutes of 18 January 2023 be adopted  
as circulated.*

Approved

## **Report from the Presidential Search Committee**

On behalf of the Chancellor and Chair of the Presidential Search Committee, Dr Kozak presented an update on the Search Committee consultation with the UBC community which is currently underway. At the Committee's most recent meeting, guest speakers were invited to help build committee members' understanding of the qualities and skills that should be prioritized for the next President and identify some of the opportunities and challenges that the next President will face. Dr Kozak outlined the specific questions for community feedback, and noted that the response rate to the 17 January 2023 survey was low. He encouraged Senate members and Deans to remind their respective communities to provide feedback.

## **Report from the Provost**

### **2022/23 ENROLMENT REPORT**

The Provost and Vice-President, Academic, Dr Averill, presented an overview of the system-wide enrolment figures, followed by data specific to the Vancouver campus.

The Provost stated that overall, targets and actual numbers have been fairly steady over time, and briefly outlined the process for setting enrolment targets. For the Vancouver campus, there are a total 53,332 FTEs (full-time equivalents), including 31,395 domestic undergraduate FTEs, approximately 11,000 international undergraduate FTEs, 9,302 graduate FTEs and about 1,500 medical, dentistry and pharmacy practice resident FTEs. It was noted there was a small increase in FTEs for both domestic and international undergraduate and graduate students, over the 2021/22 year.

Dr Averill noted that enrolment intake targets for 2023/24 include an increase of 145 domestic students and a decrease of 22 international students: the change addresses the shortfall in the number of courses in which students are enrolling. There is also a 2023/24 projected target of 8,597 for domestic baccalaureate and post-baccalaureate programs and 3,478 for international baccalaureate and post-baccalaureate programs, which represents a 1.7% domestic increase and a 0.6% international decrease over last year's targets.

Dr Averill further stated that the actual enrolment for 2022/23 includes a 0.3% increase for domestic students and a 2.9% increase for international students and the projected 2023/24 headcounts include 1.7% fewer domestic students and 2.4% more international students than 2022/23.



Senator von Bergmann expressed gratitude for the report and asked if there were any factors explaining the decline in Indigenous students from some programs.

The Registrar advised that the overall retention rate of Indigenous students remains stable and advised the decline may result from some students graduating and the same number of students not entering in the year following. Students sometimes take a break or leave from studies, which impacts the data presented in the report.

Senate recognized Dr Stephanie McKeown, from Planning and Institutional Research (PAIR), UBC Okanagan. Dr McKeown elaborated that there are high retention rates for Indigenous students and noted that students may be leaving for other programs, which might reflect the decline. It was further noted that the retention rates for Indigenous students are similar and sometimes even higher than for domestic students.

Senator von Bergmann commented that compared with retention rates for other student groups, the rates for international students seem to be lower.

Senator Pelech commented that the retention rate for Indigenous students is 13% lower than domestic non-Indigenous students, and noted that a better explanation is needed for the lower retention rates of Indigenous students.

He commented that data over the last five years shows that admission rates for international students has increased by 29% vs. a 12% increase for domestic students. He noted that the majority of international students are from China and India. While recruitment from China seems to have levelled off, the number of students from India seems to be increasing. He asked whether there was any plan to diversify the recruitment of students from regions beyond China and India. He concluded his comments by stating that the data on students from China should include figures for Hong Kong, as it is a part of China.

The Provost responded to Senator's Pelech's last comment by noting that the distinction is a historical one and indicated that his comments would be taken under advisement.

Dr Averill commented the University's composition of students from the China region is modest in comparison with other Canadian institutions. India has been a rising market for international students in the last five years. UBC has done increasingly well until the current year. There was a 16% drop in applications from India for the 2022 Winter Session, largely due to immigration and visa issues that disproportionately impacted students from India. UBC suffered some reputational risk as a result. He stated that the University's reliance on recruitment from certain regions has

much to do with the developing economies and increased wealth, and an international education is seen as a means of advancement.

Dr Averill added that the International Student Initiative (ISI) team has worked to increase enrolment from Southeast Asia, Europe, Africa, and the US, where the University has a strong market and noted that these efforts are yielding positive results. He asked that Senate recognize the Executive Director of ISI, Damara Klaassen.

Ms Klaassen stated that the University recruits from 82 countries but due to population size and other factors, India and China reflect the vast majority of the world's globally mobile students, and are predicted to remain the majority for the foreseeable future. However, this is changing as other regions of the world prioritize sending more students to study internationally. She noted that the downturn in the number of international students from India, as mentioned by the Provost, is not reflected in current enrolment numbers as the impact of delays in study permits and visas was very recent.

Ms Klaassen further elaborated that by comparison, the University of Toronto's enrolment report indicates 62% of its international undergraduate students are Chinese citizens, indicating that UBC's enrolment numbers are relatively well balanced. She noted that ISI's goal is to continue to increase the diversity of the geographic origins of international undergraduate students.

Senator Singh noted that current international student headcounts are higher than before the COVID-19 pandemic, at both the Vancouver and Okanagan campuses. He inquired whether the University has considered future projections and/or policies with respect to international student recruitment and enrolment.

Dr Averill noted there was a Senate policy a few years ago with an expectation of a 25% ceiling on international students and stated that faculties have international enrolment targets and aspirations. He noted that most faculties are fairly close to the 25% cap but there is room for growth in some disciplines.

Damara Klaassen advised that ISI takes direction from faculties based on their enrolment planning and capacity, once the University's meets its obligations with respect to domestic enrolment. ISI provides some input on what global demand might be for certain programs and where there may be opportunities for growth in international undergraduate enrolment if it is desired and possible. This is done faculty by faculty, and is a very detailed process. The targets are then presented to Senate for approval.

The Provost added that if targets are moving noticeably in excess of the Senate policy, the matter would be brought to Senate for discussion.

Senator Jaeger referenced Figure 27 of the report, noting that it provides gender distribution data for enrolled students, and observed that the number of men enrolled at the University seems to be dropping year over year, down to 43% of undergraduate students and 42% of graduate students at the Vancouver campus. She asked that in future the report include a similar breakdown by gender for applicants to better understand reasons for changes in gender distribution, whether men are applying for admission and not being admitted in equal portions or they are not even applying.

The Provost responded that the drop that Senator Jaeger is referring to is a product of the applicant pool and has been noticed for several decades. He added that how men are socialized the K-12 system is a contributing factor, and that the needs more study throughout the North American post-secondary system.

Senator Andrew inquired about the number of UBC students from Quebec and whether international students are using secondary or preparatory study in Quebec as a way to gain admission to Canadian universities outside of the province. He asked whether the reported numbers are for residents of Quebec who are registering at UBC as international students.

Dr Averill responded there are many international students who enter Canada to attend secondary school or post-secondary preparatory programs in colleges or transfer institutions in order to be admitted to Canadian post-secondary institutions.

The Registrar responded to Senator Andrew's question, noting that Figure 16 of the report shows that there 91 new-to-UBC international undergraduate students came from Quebec for the current academic year.

Senator Menzies commented on the retention and six-year completion rates for Indigenous students, and expressed concern that the completion rate has dropped. He added that the University needs to make a concerted effort to increase completion rates for Indigenous students, and provide the requisite supports and resources.

Dr Averill shared Senator Menzies' concern and noted that while efforts such as an increase in the number of Indigenous advisors, the creation of programs such as Faculty of Forest Indigenous Land Stewardship program and the UBC-Langara Indigenous transfer partnership are

beneficial, they are not yielding better retention and completion rates. He added that more work is needed in this area and that he would welcome ideas for improvement.

Senator Pratap-Singh commented on the 2008-2011 data outlined in Figure 38 of the report, specifically the number of doctoral students who are taking 7 or 8 years to complete their programs. He noted the cost of living in Vancouver and reduced funding opportunities after 4 years of study in a doctoral program and asked how the current data on time to completion compares with historical data. He also inquired whether the Faculty of Graduate and Postdoctoral Studies has made any efforts with respect to student advising and support towards shortening doctoral students' time to completion.

Senator Porter responded that UBC's time to completion is comparable other institutions in North America and noted there are many factors for the extended years to completion, including but not limited to large volumes of coursework or other activities outside their studies. Dean Porter added that the Faculty will continue to provide support and resources to students to keep them on track towards degree completion.

With respect to earlier comments regarding gender imbalance, Senator Pelech noted that it seems to be an issue at the Vancouver campus, and not so much at the Okanagan campus where there seem to be more equity. He stated that it is difficult to believe that the K-12 system is responsible for the gender disparity, and asked if it is possible for future enrolment reports to give a gender breakdown of the applicant pool.

Senator Pelech also commented that the increase in foreign students is especially reflected at the graduate level, noting that this may be driven by the limits on funding provided by the provincial government for domestic students and graduate students. He noted that the increase of 182 seats for domestic students for the 2023/24 academic year is a modest one, less than 1% of undergraduate enrolment. He stated that while there have been seats added to health professions, these increases are not intended to support the growth of the University. Senator Pelech stated that government funding must increase in order to support an increase in domestic student enrolment.

The Provost responded that the University is advocating for 600 new seats in the province's tech-seat initiative, with a decision anticipated later in the year. He noted that new seats have recently been added in the Medicine and Midwifery programs. Dr Averill stated that he agreed with Senator Pelech that the number of domestic seats should increase but that there are a number of issues facing the government in this regard, such as challenges in recruitment and retention at other post-secondary institutions in BC.

Dr Averill added that international graduate and undergraduate students bring enormous talent to the province and the University and that their presence and contributions benefit domestic students and provide perspective on global mobility and education.

In response to Senator Pelech's comment regarding gender imbalance in the student body, the Provost noted that the participation of women in post-secondary education was very low up until the post-war period. This participation rate has climbed as there is a decrease in applications by men. He added that the reasons for the differential in student's gender in the application pool and actual enrolment needs to be better understood, and that he will consider how best to report the applicant pool and admission data in future.

#### **TEACHING AND LEARNING ENHANCEMENT FUND**

Senate Bates, the Vice-Provost and Associate Vice-President, Teaching and Learning *pro tem*, was invited to present on the Teaching and Learning Enhancement Fund.

Senator Bates provided an overview of the scale and reach of various grant funding programs, mostly but not exclusively, through his portfolio in the Office of the Provost and Vice-President, Academic. In total, there are more than 10 programs that support teaching and learning enhancement, disbursing more than \$3.5M per year.

Senator Bates stated that several faculty senators are recipients of Teaching and Learning Enhancement Fund (TLEF) grants and noted student senators will have taken courses that have received TLEF funding. TLEF funding has been approximately \$2.5M annually since 1991. A few years ago, the fund was split into large and small competitions, running annually. Large projects are strategic transformation activities across a number of courses aligned with unit, Faculty and/or institutional goals and priorities, while small projects are smaller scale grassroots innovation projects. All projects funded by TLEF are summarized in a searchable archive on the TLEF site.

Dr Bates stated that the impact data from 2022/23 shows that 400 course sections and 18000 unique students, representing approximately one third of Vancouver's student population, have benefitted from TLEF funded initiatives. The funding also supports student positions on the project team, typically over \$1M per year.

The TLEF aims to be responsive to institutional priorities and areas of focus, creating a focal point for certain types of proposals or areas, whilst still retaining broad scope. In the current funding cycle, the large TLEF projects were targeted towards hybrid and multi-access course redesigns in the light of the opportunities and pedagogies developed during COVID. A portion of

the small TLEF fund was reserved for nominated faculty and staff teams from each faculty to come together as a cohort of Universal Design for Learning fellows, forming a peer cohort to work on redesign of courses informed by UDL principles to support accessibility - particularly important as the provincial legislation on accessibility begins to impact PSEs starting Sept 2023.

Senator Bates shared that in the non-degree space, supporting career, professional and lifelong learning, the Continuous Learning Advancement Fund (CLAF) is the non-degree analog to TLEF to support a different group of learners. Working professionals, returning learners and those hoping to enhance skills require more flexible options that include shorter, modular and hybrid/online offerings.

The CLAF was initiated in 2019, following the transformation of Continuing Studies into Extended Learning (ExL), and has provided nearly \$2M in grants since 2019. Many of these offerings are delivered through the Canvas LMS, and some via the edX platform which has a global reach. Dr Bates share the example of the School of Creative Writing's Professional Certificate in Writing for Video Games, which has enrolled more than 13000 audit learners and 1,226 paid learners from over 108 countries.

The CLAF has supported both non-credit and credit opportunities. Senator Bates noted that the UBC Graduate Certificate in Intense Forest Management is one example of a growing number of offerings to support professional learners and can be offered as electives to undergraduate and graduate students pursuing other program. The certificate can ladder into other Master's programs.

Senator Bates next outlined the Open Educational Resources (OER) fund, established in 2019 with a total of \$1M funding. The fund builds upon more than a decade of work and advocacy around OER to reduce costs of learning materials for students. Grant funding, either for OER project awards or rapid innovation grants, has supported 65 projects across 12 different faculties. A substantial percentage of funding directly supports paid student positions. Looking more broadly across OER activities over the last decade, text book savings to students are estimated to be between \$10M - \$15M in total, with \$2.5M in the 20/21 academic year.

Continued resourcing of the OER fund has been explicitly identified as one of the recommendations from the 2022 Student Affordability Task Force report submitted to the Board of Governors with the hope that a funding request will be endorsed for the FY24 budget.

Dr Bates stated that the Scholarship of Teaching and Learning (SoTL) seed program supports research and scholarly enquiry in teaching and learning practice, an area in which UBC is internationally recognized as a leader. Rather than receiving project funding, recipients are given

time with a SoTL specialist, such as graduate student employed in CTLT with expertise in one or more areas of educational research. Approximately 15 projects per year are fully supported with many more receiving partial support.

Senator Bates shared the example of an SoTL seed program, a project to resituate the history of the Middle East within a social justice framework. He added that in 2023S, SoTL cluster grants will be offered as a 2-year pilot project, and will be resourced in partnership between the Vice-President, Academic and the Vice-President, Research and Innovation.

In 2022, the Students as Partners Fund (SaP) was launched as a special 2-year program to support students as partners in course design, delivery and/or evaluation. Through these grants, students and faculty have the opportunity to contribute to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis. To date, \$150K of a total of \$284K has been allocated to Course Design grants in the first two calls, with 95% of funding going towards student wages. Grants support both design and dissemination of projects, enabling students to present findings from their scholarly work.

Senator Bates outlined the Teaching Assistant (TA) Training Program Fund, which provides \$175K of funding annually to support TA training programs developed and delivered in academic units. Demand for this funding has more than doubled since 2009. These grants now support departmental training programs for over 2000 teaching assistants annually, in addition to central support professional development opportunities offered through the Centre for Teaching and Learning Technology (CTLT).

Dr Bates stated faculty grant programs are also supported through units outside of the Provost's Office. In the 2021/22 academic year, the Sustainability Hub awarded approximately \$100K through 16 curriculum development grants to support climate education and sustainability projects. Through the Centre for Community Engaged Learning (CCEL), the Advancing Community Engaged Learning Fund (ACEL) awarded approximately \$180K to support 40 projects across 34 different academic departments and administrative units in 2020/21 and 2021/22 academic years. The ISI fund, supporting implementation of the Indigenous Strategic Plan and funding opportunities through the Equity and Inclusion Office also provide significant opportunities to enhance the learning environment and experience for students.

Senator Santokh Singh commented that the number of undergraduate students who wish to participate in research has increased significantly in recent years while what limited opportunities have been hindered due to COVID-19. He referenced the Program for Undergraduate Research (PURE) and asked if there is targeted approach to support or increase access to research opportunities for undergraduate students.

Dr Bates asked that Senate recognize Vice-President Research and Innovation, Dr Gail Murphy. Dr Murphy responded that the pilot program for PURE ran before COVID-19 and a number of projects have only recently concluded due to delays caused by the pandemic. An analysis of how those programs were rolled-out is underway and VPRI Office is working with the Vice-President, Students Office to investigate how current student opportunities such as the Work Learn program can be augmented to increase undergraduate student engagement in research.

In response to a question from Senator Kanji regarding possible expansion of TLEF funds in the budget for the next fiscal year, Senator Bates stated that while he could not speak to the expansion of TLEF funds, there are other funds such as the Students for Partners in Course Design grants and OER (funded outside the TLEF envelope) being utilized to provide access to research opportunities.

Senator Pratap-Singh asked if there are any plans to fund improving assessment and teaching technologies with generative AI technologies.

Dr Bates responded there has been discussion on how best to support faculty through workshops and CTLT programming in thinking about how to redesign assessments and ways to engage those researchers at UBC in AI and associated technologies for their perspective. Revision of assessment and technologies to support assessment are likely topics for the next round of TLEF funded projects.

Senator Menzies asked whether there has been any consideration of funding for the production, writing and distribution of anthropological or historical monographs, nothing that it is not possible to effectively teach in disciplines such as anthropology, sociology, history and political science without using full scale monographs.

Dr Bates noted the OER fund has supported applications from some of the Arts disciplines to reduce the cost of education for students, and welcomed ideas on how best to reduce costs for students in disciplines that do not readily lend themselves to online resources.

Senator Cantiller asked if there is an intention to expand the scope of courses that can benefit from TLEF funding and the implementation of Universal Design for Learning (UDL) principles in those courses.

Dr Bates responded TLEF support undergraduate and graduate level courses but because it is funded from student tuition, funding typically favours the larger undergraduate courses. With respect to UDL principles, the work that the peer cohort would be engaged in would consider



how to apply those principles in course design in a way that supports accessibility, not just for students with accessibility challenges, but accessibility generally.

### **Academic Policy Committee**

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

#### **BACHELOR OF PHARMACEUTICAL SCIENCES – LENGTH TO COMPLETION OF DEGREE**

Kin Lo	}	<i>That Senate approve full-time and part-time students enrolled in the Bachelor of Pharmaceutical Sciences eight (8) years to complete degree requirements.</i>
Abby Collier		

Approved

### **Admissions Committee**

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

#### **MASTER OF PHYSICAL THERAPY – POST-ACCEPTANCE REQUIREMENTS**

Carol Jaeger	}	<i>That Senate approve changes to post-acceptance requirements for students admitted to the Master of Physical Therapy program, effective for the 2023 Winter Session and thereafter.</i>
Claudia Krebs		

Approved

#### **BACHELOR OF PHARMACEUTICAL SCIENCES – ADMISSION REQUIREMENTS**

Carol Jaeger	}	<i>That Senate approve changes to post-acceptance requirements for students admitted to the Bachelor of Pharmaceutical Sciences program, effective for the 2023 Summer Session and thereafter.</i>
Abby Collier		

Approved

## 2023/24 WINTER SESSION INTAKE TARGETS

Senator Pelech expressed his opposition to programs with the existing proposed domestic and international enrolment projections.

Carol Jaeger	}	<i>That Senate approve and forward to the Board of Governors for approval the 2023/2024 Enrolment Targets, as per section 27(2)9r) of the University Act.</i>
Joanne Fox		

Senator Pelech stated that he was not in support of the proposed enrolment targets and future projections that will continue to increase international student numbers unless there is an increase in domestic students in parallel. He noted that while there are many excellent international students, there are also those who come to UBC not because they are the most qualified but because they have the financial means to pay international tuition rates. He added that as a member of the Committee, he has reviewed appeal cases from domestic applicants presenting grades in the 90<sup>th</sup> percentile who were denied admission due to a lower personal profile score. He expressed concern that some applicants may not be writing their own personal profile, especially amongst the international student applicant group.

Approved

## RENEWAL OF MEMORANDUM OF UNDERSTANDING – UBC PETER A. ALLARD SCHOOL OF LAW AND CHULALONGKORN UNIVERSITY (THAILAND) FACULTY OF LAW

Kin Lo	}	<i>That Senate approve the renewed terms of the affiliation between the University of British Columbia Peter A. Allard School of Law and Chulalongkorn University, as set out in the “Memorandum of Understanding (2022) Between Faculty of Law Chulalongkorn University, Thailand (CU Law) and Peter A. Allard School of</i>
Abby Collier		

*Law, The University of British Columbia, Canada  
(formerly UBC Law)(Allard Law).”*

Dr Dierkes stated he supports proposed agreement but noted that there have been several agreements proposed to Senates in the last few years with institutions and jurisdictions that have dismal human rights records. He noted that there has been no response given to Senate regarding a policy or framework for the types of institutions UBC should affiliate with. Senator Dierkes expressed noted the risks for UBC students and colleagues engaged in exchange programs offered in jurisdictions with poor academic freedom and human rights records.

Professor Graham Reynolds from the Allard School of Law, was invited to address Senator Dierkes concerns. He advised that if the possibility of a student exchange is contemplated with Chulalongkorn University, human rights and academic freedom issues would definitely be one of the main issues considered.

Senator Pelech commented that the agreement contemplates UBC awarding scholarships to students from Chulalongkorn University and noted that this should be a reciprocal agreement, allowing UBC students to have access to opportunities that will be available for students from the partner institution.

Dr Averill shared that the Vice-Provost, International will deliver an update to Senate at an upcoming meeting which will address concerns raised by senators regarding international partnerships.

Senator Menzies moved an amended motion as follows:

Charles Menzies	}	<i>That Senate delay consideration of the renewal of</i>
Kamil Kanji		<i>the Memorandum of Understanding between UBC</i>
		<i>Peter A. Allard School of Law and Chulalongkorn</i>
		<i>University (Thailand) Faculty of Law.</i>

Senator Harrison noted that clause 4 of the MOU states that if a student exchange is contemplated, a separate agreement will be brought to Senate.

Approved

By general consent, Senator Jaeger's request that Senate permit the consideration of the two reports presented jointly by the Admissions and Curriculum Committees prior to the last report of the Admissions Committee regarding suspension of admission to several undergraduate programs in the Faculty of Forestry, was approved.

### **Joint Report from the Admissions and Curriculum Committees**

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

#### **MASTER OF URBAN FORESTRY LEADERSHIP JOINT ADMISSIONS AND CURRICULUM PROPOSALS**

Claudia Krebs Steven Pelech	}	<i>That Senate approve the revised Master of Urban Forestry Leadership brought forward by the Faculty of Graduate and Postdoctoral Studies (Forestry), effective for the 2023 Winter Session and thereafter.</i>
--------------------------------	---	--

Approved

#### **BACHEOR OF SCIENCE IN NATURAL RESOURCES, AND BACHELOR OF SCIENCE IN NATURAL RESOURCES AND BACHELOR OF EDUCATION DUAL (SECONDARY DEGREE) DUAL DEGREE PORGARM JOINT ADMISSIONS AND CURRICULUM PROPOSALS**

Claudia Krebs Robert Kozak	}	<i>That Senate approve the new Bachelor of Science in Natural Resources degree program and the new Bachelor of Science in Natural Resources and Bachelor of Education (Secondary Teacher Education) dual degree program, and their related new courses, new majors, new minors, new honours, new course code, and new degree parchment, brought forward by the Faculty of Forestry, effective for the 2024 Winter Session and thereafter.</i>
-------------------------------	---	---

Approved

The Senate returned to its consideration of reports from the Admissions Committee. Senator Jaeger presented the report.

**BACHEOR OF SCIENCE IN FOREST BIOECONOMY SCIENCE AND TECHNOLOGY, BACHELOR OF SCIENCE IN FOREST SCIENCES, BACHELOR OF SCIENCE IN NATURAL RESOURCES CONSERVATION, BACHELOR OF SCIENCE IN WOOD PRODUCTS PROCESSING AND BACHELOR OF SCIENCE IN FORESTRY – SUSPENSION OF ADMISSION**

Claudia Krebs Robert Kozak	}	<i>That the Senate approve the suspension of admission to the Bachelor of Science in Forest Bioeconomy Sciences and Technology, Bachelor of Science in Forest Sciences, Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Wood Products Processing, and Bachelor of Science in Forestry, effective for the 2024 Winter Session and thereafter.</i>
-------------------------------	---	--

Senator Lo asked whether the Ministry needs to approve any new degree programs and, if so, should the suspensions in admissions be processed now.

Senator Jaeger responded that as the effective date is 2024W, there is sufficient time to secure any Ministry approvals that may be required.

In response to a question from Senator Lo regarding student recruitment and Ministry approval timelines, Dean Kozak stated that the Faculty of Forestry has been working with the Ministry to ensure a streamlined process. There are minimal changes to course offerings and the Ministry has advised that approval will follow shortly after Senate approval.

The Provost commended the Faculty of Forestry for bringing forward this exemplary initiative.

Approved

## Curriculum Committee

*See Appendix A: Curriculum Report*

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

### CURRICULUM PROPOSALS

Claudia Krebs Susan Forwell	}	<i>That the Senate approve the certificate deletion, new courses, new course codes, new programs, revised courses, revised programs, and revised degree parchment, brought forward by the Faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Commerce and Business Administration, Education, Land and Food Systems, Medicine, and Science), and Science.</i>
--------------------------------	---	--

Senator Patraschuk asked that the new Master of Business Administration, Climate Career Track program and new CHEM 141 course be considered separately from the omnibus motion. She noted that she had expressed concern at the Curriculum Committee that the Indigenous Relations and Climate Economy course (BAEN 580A) is an elective rather than a required course in the MBA Climate Career Track program.

### MOTION TO DIVIDE

Holly Patraschuk Kamil Kanji	}	<i>That the main motion be divided to allow separate consideration of course requirements for the Master of Business Administration, Climate Career Track and the new CHEM 141 course.</i>
---------------------------------	---	--

Approved

The amended main motion was put and carried.

Senator Krebs moved the following motion:

Claudia Krebs Paul Harrison	}	<i>That the course requirements for the Master of Business Administration, Climate Career Track and the proposed new CHEM 141 course be approved.</i>
--------------------------------	---	---

Senator Patraschuk outlined her concerns with the new MBA Climate Career Track program as proposed, specially that Indigenous Relations and Climate Economy course (BAEN 580A) is an elective rather than a program requirement. She stated that to have this merely as an option does not center Indigenous voices and is not in keeping with the University's Indigenous Strategic Plan.

Senator Lo advised while he was not involved with the development of the proposed MBA stream, his understanding is that the designation of the Indigenous relations course as an elective may relate to the availability of resources to provide the portfolio of courses for this track. Senator Lo also suggested that the composition of international students, originating from regions with an absence of Indigeneity in their curriculum, would enroll in the track.

With respect to CHEM 141, Senator Patraschuk's concern was that the course will stream students into certain classes and prevent collaboration across other disciplines and faculties. It was also noted that the course may not provide an equitable experience for first year students due to lack of access to laboratory experience in regions where they completed high school.

In response to a question from Senator J Stewart regarding perceived limitations to interfaculty collaborations, Senator Patraschuk stated that her personal experience has been that CHEM 121 instructors were the most diverse faculty that she interacted with personally. She stated that the proposed new course will keep students in chemistry, biology, physics etc. separated within their respective streams and will be a disservice to diversity.

As a friendly amendment, the motion on the floor was amended to allow consideration of course requirements for the MBA Climate Career Track program and CHEM 141 as separate motions.

**MOTION ON THE FLOOR**

Claudia Krebs Paul Harrison	}	<i>That the course requirements for the Master of Business Administration, Climate Career Track be approved.</i>
--------------------------------	---	--

Senator Lo provided additional context for designating BAEN 580A as an elective versus a program requirement, noting that the majority of students entering this MBA option are from outside of Canada and that the course is of a different degree of relevance for these students. He noted that the three required courses are broadly recognized as requirements for most MBA programs with a focus on climate economics and sustainability.

Senator Kanji responded that international students are coming to an institution that has signaled via the Indigenous Strategic Plan its commitment to Indigenizing its curriculum. If the University wishes to meet this goal, the proposed elective should be a program requirement.

Senators Hajizadeh, Kanji and Hendry were in support of referring the matter back to the Curriculum Committee, expressing concern that the course is an elective rather than a requirement.

Senator Hajizadeh moved an amendment to the motion on the floor.

**AMENDMENT TO MOTION ON THE FLOOR**

Romina Hajizadeh Kamil Kanji	}	<i>That the course requirements for the Master of Business Administration, Climate Career Track be referred back to the Curriculum Committee.</i>
---------------------------------	---	---

Approved

Senator Krebs moved the following motion:

Claudia Krebs Emmanuel Cantiller	}	<i>That the proposed new CHEM 141 course be approved.</i>
-------------------------------------	---	---

Dr Stewart added that CHEM 141 is tailored to students who want more laboratory experience and that CHEM 121 will remain and students will be able to either option.



Senator Shpeller asked if there was a plan for how students will be accepted to CHEM 141 versus CHEM 121, and encouraged the Faculty to consider an application-based system that allow it to assess a student's background to determine which course is most appropriate for them.

Dr Stewart responded that it will be open registration. Science Advising will be well informed of the differences between the two courses and will be able to advise students based on their background and interest. There is no plan for an application-based process or background assessment to determine which course a student should take.

Senator Pratap-Singh asked for clarification of the rationale to create the new CHEM 141 course, noting that the courses are equivalent with the exception of some variation in the laboratory component. He asked whether the creation of a new section would address the issues that prompted the development of a new course.

Senator Krebs stated that the motivation to develop this course is based on work in Department of Chemistry with a science educational specialist and followed a two-year examination of CHEM 121 including the laboratory component, using instructor surveys, student surveys and focus groups. The course is designed to meet the needs of students coming with more laboratory experience.

In response to a follow-up question from Senator Pratap Singh, Senator Stewart stated that the key difference in the two courses is the laboratory component and the associated learning outcomes.

Senator Patraschuk reiterated her earlier comments regarding equity considerations, specifically that students from higher socio-economic backgrounds will enter their programs equipped with skills to perform at a higher level. She added that all students should have equal access and opportunities.

The meeting was extended by 30 minutes by general consent.

Senator Pelech noted that opportunities for students to gain practical experience seem to be limited and he therefore supported the proposal to create this new course.

Approved

**SENEATE POLICY V-127: *DIPLOMA PROGRAMS* AND SENATE POLICY V-128: *ACADEMIC-CREDIT CERTIFICATE PROGRAMS***

Claudia Krebs Simon Bates	}	<i>That Policy V-127: Diploma Programs and Policy V-128: Academic-Credit Certificate Programs be approved, effective 1 September 2023.</i>
------------------------------	---	--

Approved

**FEBRUARY CERTIFICATES PROPOSALS**

Senator Krebs outlined two new Extended Learning certificates, in Cloud and Technology Transformation *and* Applied Science's new Graduate Certificate in Clinical Informatics for information.

**Awards Committee**

*See Appendix B: Awards Report*

The Chair of the Senate Awards Committee, Dr Sally Thorne, presented.

**NEW AWARDS AND CHANGES TO EXISTING AWARDS**

Sally Thorne Guy Faulkner	}	<i>That Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval and that letters of thanks be sent to the donors.</i>
------------------------------	---	--

Approved

**Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Paul Harrison, presented. Given the discussion at the start of the meeting regarding eligibility requirements to serve as a student senator, the motion circulated with the Senate materials was revised as follows:

Paul Harrison  
Romina Hajizadeh

} *That Kamil Kanji be appointed to the Senate Teaching & Learning Committee until 31 August 2023, to replace Dana Turdy;*

*That Kamil Kanji be appointed to the Senate Academic Policy Committee until 31 August 2023, to replace Dana Turdy;*

*That Romina Hajizadeh be appointed to the Senate Academic Building Needs Committee until 31 August 2023, to replace Dana Turdy; and*

*That Laia Shpeller be appointed to the Senate Library Committee until 31 August 2023, to replace Kamil Kanji*

Approved

**APPOINTMENT OF A FACULTY MEMBER TO THE PRESIDENT’S ADVISORY COMMITTEE FOR THE EXTENSION OF THE VICE-PRESIDENT, DEVELOPMENT AND ALUMINI ENGAGEMENT**

Paul Harrison  
Emmanuel Cantiller

} *That Senate appoint Dr Julien Dierkes be appointed to a President’s Advisory Committee for the Extension of the appointment of the Vice-President, Development and Alumni Engagement.*

Approved

**PROPOSAL TO AMEND RULES AND PROCEDURES OF THE VANCOUVER SENATE SECTION 29(E)**

Paul Harrison  
Romina Hajizadeh

} *“That the Rules and Procedures of Senate be amended to add the following subsection ‘e’ to Section 29: ‘e: Awards Committee (to approve changes to the total dollar amounts and number of awards offered for existing awards).’”*

Senator Thorne added that substantial changes will continue to be brought to Senate for approval. In response to a question from Senator Pelech, Senator Thorne confirmed that changes in eligibility criteria will continue to require Senate approval.

Approved

### **UBC Campus Vision 2050**

The Chair *Pro Tempore* reminded everyone that the UBC Campus Vision 2050 presentation will be made at the March Senate meeting.

### **Other Business**

None.

### **Adjournment**

Seeing no other business, the meeting was adjourned at 8:39 p.m.

## FACULTY OF APPLIED SCIENCE

### *New courses*

**BMEG 402 (3)** Impact of Biomedical Engineering on Society, Sustainability and Environmental Stewardship; **MECH 359 (4)** Computational Methods for Mechanical Engineering; **MECH 411 (3)** Air Pollution, Technology and Society; **MECH 412 (3)** Engineering in Society and Technological Stewardship; **MINE 444 (3)** Urban Mining: Recovering Value from E-Waste; **MINE 447 (3)** Dewatering of Fine Tailings

### *Revised program*

Bachelor of Applied Science, Mining Engineering

## FACULTY OF ARTS

### *Certificate deletion*

Certificate in Theatre Design, Technology

### *New course codes*

GERN German; GMST German Studies

### *New courses*

**CHIN 470 (3)** Reading and Writing Classical Chinese Poetry; **CRWR 425 (3-6)** Climate Writing; **CTLN 101 (3)** Beginners' Catalan; **HIST 336 (3)** Imperial and Colonial Archaeology and Museums; **JRNL 320 (3)** Multimedia Journalism; **JRNL 325 (3)** Fundamentals of Community Reporting; **JRNL 425 (3)** Journalism and Social Change Movements; **LAST 315 (3-6)** Topics in Latin American Studies; **LAST 415 (3-6)** Seminar in Latin American Studies; **NORD 338 (3)** The Viking World; **NORD 339 (3)** Norse Mythology; **RMST 306 (3)** Language Contact and Multilingualism in the Romance-speaking World; **RMST 390 (3)** Barcelona; **WRDS 370 (3)** Research Writing and Marginalization; **WRDS 390 (3)** Writing Disability

### *New programs*

Minor in Journalism and Social Change; Honours in Computer Science

### *Revised programs*

Major in German Studies; Honours in German Studies; Minor in German Studies

## FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

### *New courses*

**COMM 323 (3)** Leading Diversity, Equity and Inclusion in Organizations; **COMM 375 (3)** Behavioural Finance; **COMM 400 (1)** Capstone Experience

## **FACULTY OF FORESTRY**

### *New courses*

**CONS 454 (6)** Communities, Wildlife, and Conservation in Post-Apartheid South Africa; **FRST 475 (3)** Indigenous Ecologies; **HGSE 330 (3)** Social Ecological Change: An Introduction to Systems Thinking & Resilience; **HGSE 331 (3)** Environmental Assessment in Cross-Cultural and Indigenous Contexts; **HGSE 332 (3)** Plant Ecology & Diversity; **HGSE 333 (3)** Indigenous Plant Knowledge: Ethnoecology & Ethnobotany

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

### **Applied Science**

#### *New courses*

**NURS 535 (3)** Design of Clinical Informatics Solutions; **NURS 536 (3)** Planning and Implementation in Clinical Informatics; **NURS 537 (3)** Data and Databases for Clinical Informatics

### **Arts**

#### *New course*

**CRWR 525 (3-6) d** Climate Writing

### **Commerce and Business Administration**

#### *New program*

Master of Business Administration, Climate Career Track

### **Education**

#### *New courses*

**ECED 533 (3)** Leadership and Policy in Early Childhood Education; **LLED 551 (3)** Introduction to Literacies Across the Lifespan: Theories and Practices

#### *Revised programs*

Master of Arts in Early Childhood Education; Master of Education in Early Childhood Education

### **Land and Food Systems**

#### *New course*

**LWS 530 (3-6) d** Directed Studies in Land and Water Systems

## Medicine

### *New course*

**RHSC 519 (3)** Neurotrauma – from Basic to Community Research

## Science

### *New course*

**BIOL 539 (3)** Advanced Microscopy Techniques

## FACULTY OF SCIENCE

### *New courses*

**ATSC 413 (3)** Forest-fire Weather and Climate; **BIOL 329 (3)** Cell Receptor Signaling, Communication and Regulation; **BIOL 439 (3)** Advanced Microscopy Techniques; **CHEM 141 (4)** Chemical Bonding, Molecular Structure and Properties for Lab Sciences

### *Revised courses*

**BIOL 340 (3)** Introductory Cell Biology Laboratory; **BIOL 341 (3)** Introductory Molecular Biology Laboratory; **MATH 230 (3)** Marvels of Mathematics; **MATH 360 (3)** Introduction to Mathematical Modelling

### *Revised degree parchment*

Bachelor of Computer Science

*Appendix B: Awards Report***NEW AWARDS – ENDOWED****Kirk Karasin Memorial Award in Computer Science**

Awards totalling \$3,500 have been made available through an endowment established by Anne and Allan Karasin in memory of their son Kirk Karasin (1978–2020), for graduate and undergraduate students in Computer Science who are involved with the UBC Emerging Media Lab (EML). Students must demonstrate mentorship, creativity and passion for using emerging technology for social good. Kirk worked at UBC Studios, as well as the EML, where he mentored and supervised many students. He was an integral part of running the EML and brought creative energy and passion to everything he did. He was well known for pushing boundaries with innovative ideas such as UBC's first 360 video production, creating UBC's very own Streetview, as well as 3D capture process at UBC Studios. The awards are made on the recommendation of the Department of Computer Science in consultation with the Emerging Media Lab, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

**Carol Mae Acton Fellowship in Nursing**

Fellowships totalling \$10,900 have been made available through an endowment established by the estate of Carol Mae Acton (1944–2021) for outstanding graduate students in the School of Nursing. Carol (B.S.N. 1974, M.S.N. 1987) had a long and successful career in nursing. After obtaining her Master's degree, Carol was appointed Director of Care at GF Strong Rehabilitation Centre and in 1999, she became the first Patient Services Manager for the Acute Care for Elders (ACE) units at Vancouver General Hospital. Her colleagues recall the instrumental role she played in developing ground-breaking policies in geriatrics with the ACE Committee, and remember her fondly for her leadership, humour and desire to support her coworkers through periods of transition. The fellowships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

**Jim and Shirley Cleave Bursary in Business**

Bursaries totalling \$3,500 have been made available through an endowment established by Jim and Shirley Cleave for students in the Bachelor of Commerce program. Upon graduating in 1974, Jim (B.Com. 1974, M.Sc.B. 1975) received the Gold Academic Medal, which was awarded to the student with the highest academic standing. From 1987 to 1992, Jim served as CEO of HSBC Canada, and in 1993, moved to New York to serve as CEO of HSBC Americas until 1997. To celebrate his outstanding contributions to the community, Jim was awarded



alumni UBC's Alumni Award of Distinction in 1995. He was appointed Chairman of the Business Council of New York and occupied this position from 1995 to 1997. After finishing high school, Shirley joined CIBC and worked at branches in Alberta, British Columbia and Ontario, and became responsible for managing the education and training of new staff. James and Shirley are passionate about creating opportunities for students by helping to alleviate the financial burden associated with studying at university. The bursaries are adjudicated by Enrolment Services. (First Award available for the 2023/2024 winter session).

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

Entrance awards totalling \$7,000 have been made available through an initial endowment established by Dr. Felix Durity (B.A. 1958, M.D. 1963, O.B.C.) and augmented by donors in support of outstanding students entering the M.D program who identify as Black, with preference given to students entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions pathway. The award is made on the recommendation of Enrolment Services, in consultation with the Faculty of Medicine. (First award available for the 2023/2024 winter session).

### **Helen Brown and Elizabeth Smith Memorial Award for Nurse Practitioners**

Awards totalling \$3,500 have been made available through an endowment established by Barbara McWilliams in memory of her mother, Helen Smith Brown (1902–1981) and her aunt, Elizabeth Smith (1892–1982) for outstanding Master of Nursing students in the Nurse Practitioner program who are in need of financial assistance to complete their education. Helen Smith Brown served as the Superintendent of Nurses in Saskatchewan for three years from 1929 to 1932. Elizabeth Smith worked in Public Health from 1946 to 1952, and served as the Director of Public Health Nursing in Saskatchewan until she retired. Elizabeth also earned the Florence Nightingale Scholarship in 1934. Barbara (B.S.N 1957, M.S.N 1981) established this award to encourage and support nurse practitioner students to practice in team-based primary care settings after graduation. Barbara's experience and dedication to the nursing profession inspires her interest in helping Canadians achieve optimum health through prevention and health promotion. The awards are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral studies. (First award available for the 2023/2024 winter session).

### **Adrian Li Award in Law**

Awards totalling \$3,500 have been made available through an endowment established by Adrian Li (B.A.Sc., J.D. 2015), along with matching funds from the University of British Columbia, for second- or third-year J.D. students who are in need of financial assistance and have demonstrated a commitment to community service, entrepreneurship, and an interest in science, technology, engineering, or mathematics. Preference will be given to a student with an undergraduate degree in STEM subjects. Adrian received a Bachelor of Applied Science (Hons.) in Mechanical Engineering from the University of Toronto in 2011. He contributed to the open-source community by developing public good software tooling for the development of Web3 technologies. In 2022, he founded the Ethereum Vancouver and the Vancouver City DAO, which aims to unite Web3 communities and establish Vancouver, BC, as a world-class crypto hub. He has worked with start-ups affiliated with Techstars, Y-Combinator, and ConsenSys. The awards

are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2023/2024 winter session).

### **Yurkovich Family Bursary in Sustainable Food Systems**

Bursaries totalling \$3,500 have been made available through an endowment established by Tony (B.Sc. 1951, M.D. 1955) and Nancy Yurkovich (B.S.N. 1984), for third- or fourth-year Bachelor of Science students in the Faculty of Land and Food Systems, studying in the area of sustainable food production or consumption. Preference will be given to students in the Applied Biology program, majoring in Sustainable Agriculture and Environment and to students in the Global Resource Systems program. Tony, a retired doctor, and Nancy, a retired nurse, are committed to student learning and wellbeing and giving back to support stronger communities. They have made significant contributions to the UBC Farm and the Department of Family Practice to advance relationship-based health care. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

## **NEW AWARDS – ANNUAL**

### **Dr. Michael Schulzer Memorial Award in Biostatistics**

Awards totalling \$2,000 have been made available annually through a gift from Patricia Chin, in memory of Dr. Michael Schulzer (1936–2021) for outstanding graduate students who demonstrate excellence in applied biostatistics. Dr. Michael Schulzer (B.A. 1958, M.A. 1959, M.D. 1963, Ph.D.) served as a faculty member in the UBC Department of Statistics and Faculty of Medicine for more than 25 years and as a Professor Emeritus, Michael held a faculty appointment with the Centre for Clinical Epidemiology and Evaluation (C2E2). After receiving his M.D., Michael went on to receive his Ph.D. in Statistics from the University of Washington in the 1970s. His varied research passions included the exploration of the application of statistics in medical research, regression modelling, meta-analysis and health metrics. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

### **Associated Engineering Bursary in Civil Engineering**

Bursaries totalling \$6,000 have been made available annually through a gift from Associated Engineering for Bachelor of Applied Science students in the Department of Civil Engineering. Established in Edmonton, Associated Engineering (AE) is a Canadian consulting engineering company that provides services including planning, architecture, environmental science and engineering. The company is committed to an inclusive work environment that values diversity and encourages employees to be autonomous individuals, which fosters a sense of community. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

### **George Sakellaridis Memorial Scholarship in Journalism**

Scholarships totalling \$500 have been made available annually through a gift from the estate of Mary Sakellaridis (1936–2020) in memory of her husband, George Sakellaridis (1915–2004) for outstanding graduate students in the School of Journalism, Writing, and Media. George and Mary (M.A. 1979, M.L.I.S. 1979) met in South Africa before immigrating to Canada in 1979.

George had a career as a newspaper publisher and Mary worked in the field of education. Mary completed her undergraduate degree at the University of Illinois and a Master's at Cornell University. She worked for the Vancouver School Board and New Westminster School District and volunteered as a Director of the Hellenic Housing Society. The awards are made on the recommendation of the School of Journalism, Writing, and Media, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

#### **Domenico Cannone Memorial Award in Nephrology**

Awards totalling \$2,000 have been made available annually through a gift from Michael Vogel in memory of his grandfather, Domenico Cannone (1925–2018), for Internal Medicine residents who have expressed an interest in nephrology. Mr. Cannone received excellent care through his own experience of over 1,200 dialysis sessions in the nocturnal home-hemodialysis program for many years. Michael, a local entrepreneur, has established this award to raise awareness of the positive impact nephrologists can have on elderly patients and their families when offering care and home-based dialysis treatments. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

#### **Royal Columbian Hospital Foundation Award in Nursing**

Awards totalling \$2,000 have been made available annually through a gift from the Royal Columbian Hospital Foundation for students entering their final year in the Bachelor of Science in Nursing program, who have demonstrated leadership and community involvement. Preference will be given to students who have completed a placement at Royal Columbian Hospital. The awards are made on the recommendation of the School of Nursing. (First award available for the 2023/2024 winter session).

#### **Dusangh Family Award in Business for IBPOC Students**

Awards totalling \$5,000 have been made available annually through a gift from David Dusangh (B.Com. 1993) and Jessie Dusangh (B.Com. 1994) for Bachelor of Commerce students who are First Nations, Inuit or Métis of Canada, and/or who identify as Black and/or a Person of Colour, and have demonstrated community involvement through volunteering or athletics. Preference will be given to students who completed high school in Surrey or Delta, BC. David and Jessie are brothers who are proud UBC Sauder School of Business graduates. They established this award to support the next generation of Bachelor of Commerce students. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

#### **Clio Social Impact Award in Commerce for IBPOC Students**

Renewable entrance awards totalling \$20,000 have been made available annually through a gift from Clio, for outstanding Bachelor of Commerce students who are First Nations, Inuit or Métis of Canada, and/or who identify as Black and/or as a Person of Colour. Students must demonstrate leadership in their community and involvement in social purpose, impact, and/or access to justice community efforts. Clio is a legal technology company headquartered in Burnaby, BC. The company is powering the future of legal services for lawyers and their clients through a suite of cloud-based solutions, including legal practice management, client intake and CRM, online payments, and client-attorney communication and collaboration software. The

awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

### **Clio Centennial Scholars Award in Commerce for IBPOC Students**

Renewable entrance awards totalling \$20,000 have been made available annually by Clio, for outstanding domestic students who are First Nations, Inuit or Métis of Canada, and/or who identify as Black and/or as a Person of Colour entering the Bachelor of Commerce program 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). Clio is a legal technology company headquartered in Burnaby, British Columbia. The company is powering the future of legal services for lawyers and their clients through a suite of cloud-based solutions, including legal practice management, client intake and CRM, online payments, and client-attorney communication and collaboration software. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2023/2024 winter session).

---

## **NEW AWARDS – Internal**

### **ORICE Experiential Education Accessibility Award**

Awards totalling \$3,000 have been made available annually by the UBC Office of Regional & International Community Engagement (ORICE) for all student volunteers participating in an ORICE program who are part of historically, persistently, or systematically marginalized groups. Marginalized groups could include those experiencing social, political, or economic discrimination due to unequal power dynamics. The awards are made on the recommendation of the School of Public Policy and Global Affairs.

### **UBC Vantage One Excellence Award (Living Costs)**

Awards ranging in value up to the full cost of the student's living costs are offered to students beginning their undergraduate studies in the UBC Vantage One Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of their program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage One in consultation with the UBC International Student Initiative.

### **UBC Vantage One Excellence Award (Living Costs Renewable)**

Awards ranging in value up to the full cost of the student's living costs are offered to students continuing their undergraduate studies in Vancouver after completing the UBC Vantage One Program. The value of each award is dependent on the recipient's financial need. The awards will

be renewed for up to two additional years or to degree completion, whichever is less, provided the recipient meets Senate's criteria for a continuing award and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award is offered with consideration of financial need. The award is made to continuing students who have successfully completed the Vantage One Program in consultation with the UBC International Student Initiative.

---

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

### **Endowed Awards**

#### **3380 – Marnie Carter Scholarship in Music**

##### **Rational for Proposed Changes**

Due to increased support and matched funds, the donor would like to make the scholarship available to more than one student.

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

A \$2,550 scholarship has been endowed for students studying piano, collaborative piano, composition, or music education at the School of Music. Since 1963, Marnie Carter has been an inspirational force in the Vancouver musical community. As an accomplished performer, piano teacher and vocal coach, and a passionate supporter of the arts, Marnie is known and loved for her amazing ability to collaborate and bring people together. The award was created in honour of her birthday from her friends and family. The award is made on the recommendation of the School and, in the case of graduate students, in consultation with the Faculty of Graduate Studies.

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

Scholarships totalling A \$2,550 scholarship has have been made available through an endowment endowed for students studying piano, collaborative piano, composition, or music education at the UBC School of Music. Since 1963, Marnie Carter has been an inspirational force in the Vancouver musical community. As an accomplished performer, piano teacher and vocal coach, and a passionate supporter of the arts, Marnie is known and loved for her amazing ability to collaborate and bring people together. The award was created in honour of her birthday from her friends and family. The awards are is made on the recommendation of the School of Music and, in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

---

#### **5648 - Lawrence and Maggie Burr Award**

##### **Rational for Proposed Changes**

As they have increased the amount in the endowment fund, the donors have wish to include more context on their motivation for supporting students.

### **Current Award Description**

A \$1200 award has been endowed by Dr. Lawrence Burr (M.D. 1964) and Maggie Burr (B.Mus. 1964) for an M.D. student who has successfully completed at least one year of the medical undergraduate program and demonstrates a strong commitment to the classical performing arts. The award is made on the recommendation of the Faculty of Medicine.

### **Proposed Award Description**

A \$2,100 award has been endowed by Dr. Lawrence Burr (M.D. 1964) and Maggie Burr (B.Mus. 1964) for an M.D. student who has successfully completed at least one year of the medical undergraduate program and demonstrates a strong commitment to the classical performing arts. For many years, both Larry and Maggie have publicly performed solo and choral music, and continue to contribute to wider cultural life in British Columbia. They are pleased to be able to support those whose interests are both Medicine and Music. The award is made on the recommendation of the Faculty of Medicine.

## **3550 - Shelagh J. Smith Award for Mature Students in Nursing**

### **Rational**

We have received an estate gift and we are revising the existing annual award to be funded through an endowment.

### **Current Award Description**

A \$1,000 award is offered annually by Shelagh Smith, BSc 1950 (Nursing), MSN 1982 and Senior Instructor in the UBC School of Nursing. During her years as both a graduate student and an instructor, Mrs. Smith observed that academic excellence is compromised for some mature students because of their financial need. This award supports such students. The recipient will be a full-time, mature student who is pursuing a Bachelor of Science degree in Nursing. Candidates must demonstrate academic merit, and preference will be given to those who demonstrate financial need. The award is made on the recommendation of the School of Nursing.

### **Proposed Award Description**

A \$1,000 award is offered annually. Awards totalling \$1,050 have been made available through an endowment established by the estate of Shelagh Smith (1928–2021) for outstanding mature students enrolled in the Bachelor of Science in Nursing program. BSc 1950 (Nursing), MSN 1982 and Senior Instructor in the UBC School of Nursing. Financial need may be considered. Shelagh (B.A.Sc. (Nursing) 1950, M.S.N. 1982) was raised in Yukon and after completing her undergraduate degree, taught at hospitals in Montreal and New York. In her early 50s, she returned to her studies as a mature student and joined the UBC School of Nursing as a senior nursing instructor. It was during that this time that Shelagh During her years as both a graduate student and an instructor, Mrs. Smith observed that academic excellence is compromised for some mature students because of their due to financial need. This award supports such students.

The recipient will be a full-time, mature student who is pursuing a Bachelor of Science degree in Nursing. Candidates must demonstrate academic merit, and preference will be given to those who demonstrate financial need. To honour her commitment to supporting students, Shelagh was awarded the 2017 UBC Donor Partnership Award and received a Centenary Medal of Distinction in 2019. Outside of academia, Shelagh served as a trustee and council member at St. Anselm's Parish, was invested into The Order of the Diocese of New Westminster in 2015, and was a member of the Vancouver Quilters Guild. The awards are made on the recommendation of the School of Nursing. (First award available for the 2023/2024 winter session).

---

## Annual Awards

### 5703 - William Martin Island Medical Program Student Emergency Bursary

#### Rationale for Proposed Changes

The adjudication committee has found it difficult to give this award out on an annual basis due to the “unexpected financial challenge of a serious nature” component and students having to prove that they have explored all possible options before applying for this award. The change to “with a financial extraordinary circumstance” will allow for the donor’s original intent of the emergency component still stand, but able to be adjudicated by the Faculty of Medicine Student Affairs. This change has been approved by both the donor and the faculty.

#### Current Award Description

Bursaries totaling \$10,000 are offered to assist MD students in the Island Medical Program who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. Bursaries are awarded on the recommendation of the Faculty of Medicine, in consultation with the Associate Dean of the Island Medical Program.

#### Proposed Award Description

Bursaries totalling \$10,000 are offered to assist M.D. students in the Island Medical Program who are faced with an extraordinary financial circumstance. ~~an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered.~~ Bursaries are awarded on the recommendation of the Faculty of Medicine, in consultation with the Associate Dean of the Island Medical Program.

---

### 4837 - Goel Family Prize in Political Science

#### Rationale for Proposed Changes

The family has requested to have Prem Goel’s name included in the award title and description.

**Current Award Title: Goel Family Prize in Political Science****Current Award Description**

A \$500 prize has been made available annually through a gift from the Goel Family in memory of the victims of the Jewish Holocaust for an outstanding graduating undergraduate or graduate student in the Department of Political Science. The prize is made on the recommendation of the Department of Political Science.

**Proposed Award Title: Prem Goel Family Prize in Political Science****Proposed Award Description**

A \$500 prize has been made available annually through a gift from the Goel Family in memory of Prem Goel, as well as in memory of the victims of the Jewish Holocaust, for an outstanding graduating undergraduate or graduate student in the Department of Political Science. Mrs. Prem Goel was born in India in 1933 and received her Bachelor of Arts degree at 18 years of age. She came to Canada with her husband, Dr. Devendra Goel, in 1954. Mrs. Prem Goel and her husband always had a passion for supporting educational endeavours so individuals could reach their potential. UBC had a special place in her heart as her children, Rakesh and Alka, and her grandchildren, Gitanjali and Akanksha, all graduated from UBC. The prize is made on the recommendation of the Department of Political Science.

---

**Internal Awards****6604 - UBC Vantage College Excellence Award****Rationale for Proposed Changes**

Changes include updated award name to align with university promotional branding of the Vantage College program as Vantage One. Separated out the tuition/student fee and living cost portions of the award to align with other similar hybrid (need and merit based) awards. Separate award codes for tuition and living allow for proper tracking of award expenditures to students for tuition and living costs amounts as these can vary allowing for tracking and reporting requirements.

**Current Award Title: UBC Vantage College Excellence Award****Current Award Description**

Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College International Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is



made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative.

**Proposed Award Title: UBC Vantage College One Excellence Award (Tuition)**

**Proposed Award Description**

Awards ranging in value up to the full cost of the student's academic program and living cost **tuition and fees** are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College International **One** Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage College **One** Program in consultation with the UBC International Student Initiative.

**6605 - UBC Vantage College Excellence Award (Continuing)**

**Rationale for Proposed Changes**

Changes include updated award name to align with university promotional branding of the Vantage College program as Vantage One. Separated out the tuition/student fee and living cost portions of the award to align with other similar hybrid (need and merit based) awards. Separate award codes for tuition and living allow for proper tracking of award expenditures to students for tuition and living costs amounts as these can vary allowing for tracking and reporting requirements.

**Current Award Title: UBC Vantage College Excellence Award (Continuing)**

**Current Award Description**

Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College International Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative.

**Proposed Award Title: UBC Vantage College One Excellence Award (Continuing Tuition Renewable)**

### Proposed Award Description

Awards ranging in value up to the full cost of the student's academic program and living cost tuition and fees are offered to students beginning continuing their undergraduate studies at UBC in Vancouver after completing the UBC Vantage One Program College International Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three two additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program meets Senate's criteria for a continuing award and maintains their status as an international student in Canada. Award recipients will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award is offered with consideration of financial need. The award is made to continuing students who have successfully completed the UBC Vantage One Program on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative.

---

### 8644 - UBC Vantage College Excellence Bursary (Tuition)

#### Rationale for Proposed Changes

Updates to award names to align with Vantage One branding. Update to renewal timeframe, as students potentially receive this bursary in their 2nd year and overall award funding is only provided for up to 4 years in total of to degree completion whichever is shorter.

**Current Award Title:** UBC Vantage College Excellence Bursary (Tuition)

#### Current Award Description

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

**Proposed Award Title:** UBC Vantage College One Excellence Bursary (Tuition)

#### Proposed Award Description

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered upon recommendation by the International Student Initiative to continuing international undergraduate students in Vancouver who were previously awarded the UBC Vantage College One Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to two three additional years of undergraduate study or to degree completion, whichever is

less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

---

### **8645 - UBC Vantage College Excellence Bursary (Living Costs)**

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

Updates to award names to align with Vantage One branding. Update to renewal timeframe, as students potentially receive this bursary in their 2nd year and overall award funding is only provided for up to 4 years in total of to degree completion whichever is shorter.

**Current Award Title:** UBC Vantage College Excellence Bursary (Living Costs)

#### **Current Award Description**

Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

**Proposed Award Title:** UBC Vantage ~~College~~ **One** Excellence Bursary (Living Costs)

#### **Proposed Award Description**

Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students **in Vancouver** who were previously awarded the UBC Vantage ~~College~~ **One** Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to ~~three~~ **two** additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

15 March 2023

To: Vancouver Senate

From: Senate Academic Policy Committee (the “Committee”)

Re: Policy V-131: *Fee-Based Digital Learning Tools Used for Assessment*

---

Senate first considered the cost of digital learning material as a ‘Topic of Broad Academic Interest’ at its May 2018 meeting. At the meeting, Senators were presented four principles for consideration and discussion:

1. Students should know the full cost of courses at the time of or, ideally, before registration
2. Assessment activities are a core part of tuition, and costs for access to additional (digital) assessment materials should be limited
3. Texts and digital assessment materials should be available for purchase unbundled
4. Costs for texts and other materials should be affordable; or alternative affordable options should be made available.

In May 2019, Senate received for endorsement the ‘UBC Principles for Digital Learning Materials Used for Assessment,’ outlined in the appendix of the circulated policy document. The principles were designed to address compulsory, non-tuition related ancillary fees for access to learning materials as a condition for assessment in UBC courses. The principles endorsed by Senate have informed the development of the proposed policy

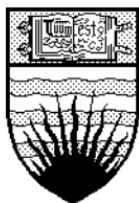
The Senate Academic Policy Committee reviewed the proposed Policy V-131: *Fee-Based Digital Learning Tools Used for Assessment* on 25 April 2022. The policy was circulated for consultation and on 27 February 2023 the Committee recommended to Senate:

**Motion:** “That Senate approve Policy V-131: *Fee-Based Digital Learning Tools Used for Assessment*”

Respectfully submitted,

Dr. Kin Lo, Chair  
Senate Academic Policy Committee

## THE UNIVERSITY OF BRITISH COLUMBIA


**SENATE POLICY:**  
**DRAFT**

**VANCOUVER SENATE**  
 c/o Enrolment Services  
 2016 - 1874 East Mall  
 Vancouver, B.C. Canada V6T 1Z1

**Number & Title:**

V-131: *Fee-Based Digital Learning Tools Used for Assessment*

**Effective Date:**

1 September 2023

**Approval Date:**

TBD.

**Review Date:**

The policy will be reviewed by the responsible committee three (3) years after approval and thereafter as deemed necessary by the responsible committee.

**Responsible Committee:**

UBC Vancouver Senate Academic Policy Committee.

**Authority:**

*University Act, S. 37(1)*

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

*... (d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations.*

**Purpose and Goals:**

Digital learning tools and applications are an integral part of many courses at UBC and can demonstrably enhance student learning when integrated appropriately into course designs. Many applications are provisioned at an enterprise level at no cost to students or provided

freely as open source tools. Others, particularly those digital learning tools that are associated with and created by textbook publishers, have costs that are typically passed on to students, currently without any limits on such costs or weighting of such assessments in overall course marks.

By the beginning of the 2028/29 academic year, Senate expects that such costs for students will be eliminated, through continued development and adoption of Open Educational Resources (OERs) or by absorbing costs centrally and/or within Faculties. In the interim, a period of time is required to not only plan for significant course design changes that may be necessary, but also find ways to fund associated costs. During the interim period, this policy limits both the costs of fee-based digital learning tools and the extent to which a student's final grade or standing may be derived from the use of those materials, as steps toward the goal of eliminating such costs for students. Senate expects to receive annual reports from the Provost on steps taken toward this goal.

This policy also sets a limit on how much such digital assessments are permitted to weigh in a student's academic standing. The percentage limit balances the benefits of such tools to support student learning as currently employed in a wide variety of course designs against the principle that tuition should cover the cost of assessment or—where there is an appropriate pedagogical and logistical reason to use these tools—the majority of assessment.

The UBC Vancouver Senate Academic Policy Committee will review this policy in three (3) years and institute a process to track progress towards (a) decreasing the use and (b) lowering the costs of digital learning materials for which students are required to pay a fee.

### **Applicability**

- 1) All UBC Vancouver undergraduate and graduate for-credit courses.
- 2) Compulsory non-tuition related fees for access to learning tools required for assessment in UBC Vancouver courses.

### **Exclusions**

- 1) Digital assessment tools that do not contribute to a course mark or standing.
- 2) Digital assessment tools for which students are not required to pay a fee to access (e.g., assessment tools in UBC's learning management system).
- 3) Learning materials that become the property of the student and are retained beyond the completion of the course, such as art supplies, software, hardware, or laboratory equipment.
- 4) Textbooks, books, manuscripts, case studies, and other similar reference materials, whether purchased or rented by students.

### **Definitions**

*Consecutive courses* means courses which are meant to be taken as a set, one of which is a prerequisite for the other.

*Fee-based Digital Learning Tools Used for Assessment* means platforms for which students are required to pay to access, and used to assess students through activities including, but not limited to, questions, assignment submissions, quizzes, exams, and similar activities. *Fee-based Digital Learning Tools Used for Assessment* are required for a component of a student's final grade or standing.

## Policy

- 1) The cost limit to any student for *Fee-based Digital Learning Tools Used for Assessment* for any course shall be determined as follows:
  - a) The cost must be no more than 12% of the per-credit domestic tuition charge in the Bachelor of Arts program multiplied by the credit value of the course. (For a 3-credit course, this limit is \$70 in the year of establishment of this policy based on per-credit tuition rate of \$194.78 for 2023/24.)
  - b) For cases in which students may use the same *Digital Learning Materials Used for Assessment* for two *consecutive courses*, the total cost must be no more than 12% of the per-credit domestic tuition charge in the Bachelor of Arts program multiplied by the combined credit values of the courses.
  - c) For courses or *consecutive courses* with a credit value less than three, the cost limit is calculated using a minimum credit value of three.
  - d) When *Fee-based Digital Learning Tools Used for Assessment* are bundled with other resources, such as e-textbooks, the university and faculty should engage with publishers to ensure that, wherever possible, the fee-based digital assessment tools are available in a separate, unbundled format, with a cost that complies with the limits stated in (a), (b), or (c) above.
- 2) When *Fee-based Digital Learning Tools Used for Assessment* are used as a component of a student's academic standing in a course, no more than 20% of their final grade or standing may be derived from the use of those materials.
- 3) The relevant Dean of the Faculty offering the course may grant exceptions to section 1 or 2, or both, on a case-by-case basis for a course upon request by the instructor for pedagogical reasons. Such exceptions must be reported to the UBC Vancouver Senate Academic Policy Committee on an annual basis by the relevant Dean. An exception may be granted for up to three academic years including the year when the request is made.
- 4) The cost of the *Fee-based Digital Learning Tools Used for Assessment* shall be stated on the course syllabus, as required by [Policy V-130](#). Where exceptions have been granted by the relevant Dean under section 3 above, that fact shall also be stated on the syllabus.

**Calendar Statement:**

As above.

**Consultations**

Alma Mater Society  
 Associate Deans, Academic  
 Bookstore  
 Centre for Accessibility  
 Centre for Teaching, Learning and Technology  
 Equity & Inclusion Office  
 First Nations House of Learning  
 Graduate Student Society  
 Indigenous Working Group  
 Library  
 Student Financial Management  
 Teaching Staff

**History**

Discussion on Draft Principles for Digital Learning Materials Used for Assessment as a ‘Topic of Broad Academic Interest’ at the ninth regular meeting of the Vancouver Senate for the 2018/2019 Academic Year (May 2018).

Endorsement of the “UBC Principles for Digital Learning Materials Used for Assessment” at the ninth regular meeting of the Vancouver Senate for the 2019/2020 academic year (May 2019).

**Related Policies:**

Senate Policy O-131: *Digital Assessment Tools*

**Appendix:**

UBC Principles for Digital Learning Materials used for Assessment (endorsed by UBC Vancouver Senate in May 2019).

**Procedures:**

TBD.



# Proposed UBC Principles for Digital Learning Materials Used for Assessment

## Prepared by:

Will Engle, Open Strategist, CTLT  
Christina Hendricks, Academic Director, CTLT  
Max Holmes, AMS and Senate  
Joe Zerdin, Support Analyst, Emerging Technologies, CTLT  
Jennifer Stacey, Manager, UBC Bookstore

## Prepared for:

UBC Vancouver Senate, May 15, 2019

The purpose of this document is to recommend principles to address compulsory, non-tuition-related ancillary fees for access to learning materials as a condition of assessment in UBC courses. Currently, neither UBC, nor the B.C. Provincial Government, have regulations and/or policies in place to reduce or limit the cost of digital learning materials. However, both the Governments of Ontario and Alberta have placed restrictions on the cost and use of digital materials used for assessment purposes and the following principles have been informed by the guidelines and practices of institutions within those Provinces.

## Background

UBC is committed to academic freedom and recognizes that the use of digital learning materials and applications in UBC courses is based upon sound pedagogical practices that enhance student learning, experiences, and outcomes. The use of digital learning materials at UBC is widespread and includes the use of digital content, online discussion groups, classroom response systems, formative assessment tools such as online quizzes, electronic submissions of assignments and reports, fully online courses, and more.

Instructors have an increasing choice of UBC-provided learning technologies, open educational resources (OER), and other digital learning materials which may be used for assessment activities. Third-party vendors are also increasingly creating and improving digital materials that are being used for assessment activities. For example, [Macmillan Launchpad](#), which was used for marks by at least 13 UBC course sections in AY 2018-2019 Winter Term 2, includes a variety of prebuilt and adaptive quiz tools, video assessment tools, pre-built modules, homework submission functionality, and more.

The use of assessed third-party vendor digital learning materials differ from traditional learning materials. When a course includes a required textbook, it is the *content* of text that is required and not the specific textbook. Thus, students have agency in deciding on how they may access that content. For example, students have many options for how they access traditional text resources including purchasing older or used versions, buying or using alternative texts, renting the digital version of the text, sharing a text with a classmate, or possibly accessing reserve copies at the UBC Library. According to the [2018 AMS](#)

[Academic Experience Survey](#), 40 percent of UBC undergraduate respondents reported that they frequently or often used an outdated version of a textbook or other course resource to avoid paying for a more recent edition. Additionally 32 percent of undergraduate respondents reported they frequently or often went without a textbook or other course resource due to cost.

When the use of digital materials, which can only be accessed uniquely by each specific student, are required for course marks, this agency for how to access the course materials is removed. Packaging or bundling digital materials that are used for assessment with non-assessed texts also takes away the agency from students to choose how they purchase or access the non-assessed materials.

When an instructor chooses to use digital materials or platforms provided by UBC, the use of those materials are included within student tuition; however, when instructors choose third-party vendor tools for assessment activities, access and use of those materials may represent an additional student fee beyond tuition. According to the [2018 Teaching Practices Survey](#), 20 percent of instructors of courses with enrolments over 200 students, 21 percent of instructors of first year courses, and 12 percent of all responding instructors expect their students to purchase access to digital learning resources other than a textbook. In academic year 2018-2019, it is estimated that at least 10,000 UBC students paid between \$840,000 to \$1.25 million in aggregate for access to digital materials and platforms that were required for assessment in their courses (see Appendix 1 for digital materials use estimates). As the publisher provided digital materials improves and becomes easier to integrate with UBC's platforms, it is expected that these numbers will greatly increase.

The following principles were developed in consultation with members of the AMS, CTLT, and UBC Bookstore. They specifically address compulsory, non-tuition-related ancillary fees that students may be required to pay for access to digital learning materials and applications as a requirement for a course. They do not address materials not required as part of a course mark nor learning materials that become the property of the student and are retained beyond the completion of the course, such as textbooks, art supplies, software, hardware, or laboratory equipment.

## Principles

- **Costs to Students**

The costs of digital learning materials represent a real barrier to learning for students at UBC and it is recognized that the compulsory use of fee-based learning materials is financially burdensome for students. In principle, assessments in a course should be covered by tuition costs. In instances where there are pedagogical or logistical reasons for an instructor to choose third-party vendor materials for a portion of the assessment, the cost to students must not exceed \$65 per three-credit course.

- **Percentage of Course Marks**

The compulsory use of fee-based learning materials as a percentage of a course mark can impact equitable and inclusive learning. In instances where there are pedagogical or logistical reasons for an instructor to choose third-party vendor materials for a portion of the assessment, the use of those materials must not exceed 20% of a course mark.

- **Student Agency and Options**

Students should have agency, options, and the ability to make informed decisions about compulsory non-tuition-related fees for learning materials. Students should know the full cost of all courses at the time of or, ideally, before registration. Additionally, students must always have the option to purchase access to compulsory assessment materials or components unbundled from non-assessed materials and textbooks. Where vendor-based digital learning materials are used, student data and privacy must be protected and the use of such materials must comply with BC FIPPA laws.

- **Enhancement of Financial Support for Students for Learning Materials**

Assessment activities are a core part of tuition and the compulsory use of fee-based learning materials may prove financially onerous at any cost and percentage of a course mark. UBC should enhance and improve the financial support it provides to students so that compulsory fees for access to third party assessment materials are not a barrier for students to be fully assessed for course marks. Where costs are known in advance, students can add these to their bursary applications.

- **Institutional Support for Open Resources and Platforms**

UBC should continue to support the development and use of a wide range of open educational resources, digital materials, and learning technologies that can be used free of additional fees for students. Academic freedom is a core tenet of UBC's teaching and learning environment and UBC should continue to support, develop, and invest in digital learning materials and platforms that can support pedagogical best practices, enhancement of teaching and learning, and instructor freedom in how they teach without adding to the financial burdens of UBC students. In addition to licensing learning technologies such as Canvas, UBC should continue to invest in the development of open educational resources such as open textbooks, open tools, and open quiz and problem banks.

## Appendix 1: Estimated Use and Costs of Vendor-Provided Digital Materials

*Please note:* Information in this appendix was provided by the UBC Bookstore. The estimated amounts of digital materials being used for assessment are calculated from publisher integrations of online assessment components through Canvas. These materials may be packaged or bundled with textbooks or students may have the option to purchase the textbook separately from the assessed materials. Where possible, the UBC Bookstore will offer the full range of products that are available (i.e. access codes, text packages, or both) to allow students to have a full range of purchasing options. They research and offer these digital options when available, whether the instructor has asked for them or not.

Furthermore:

- If the digital material is not integrated into Canvas, it is unknown if, or how much of the digitals materials, get used. For example, instructors may use a publisher provided ISBN that includes a textbook with digital materials, but the instructor may not utilize the online components.
- These estimates do not include UBC-O data. As the functionality to integrate publisher provided assessment materials into Canvas expands, it is expected that these numbers will greatly increase.

AY2018-19 Canvas Integrated (Assessed) Materials Impacts:

Term	Number of Course Sections	Estimated Students Impacted	Estimated Total Cost Range	
			Bundled Package	Digital Only
Term 1 (Sept 2018)	31	4767	\$612,902.75	\$406,186.30
Term 2 (Jan 2019)	27	5273	\$636,784.20	\$435,700.30
<b>Totals</b>		<b>10,040</b>	<b>\$1,249,686.95</b>	<b>\$841,886.60</b>

AY 2018-19 Canvas Integrated (Assessed) Digital Materials Estimated Costs:

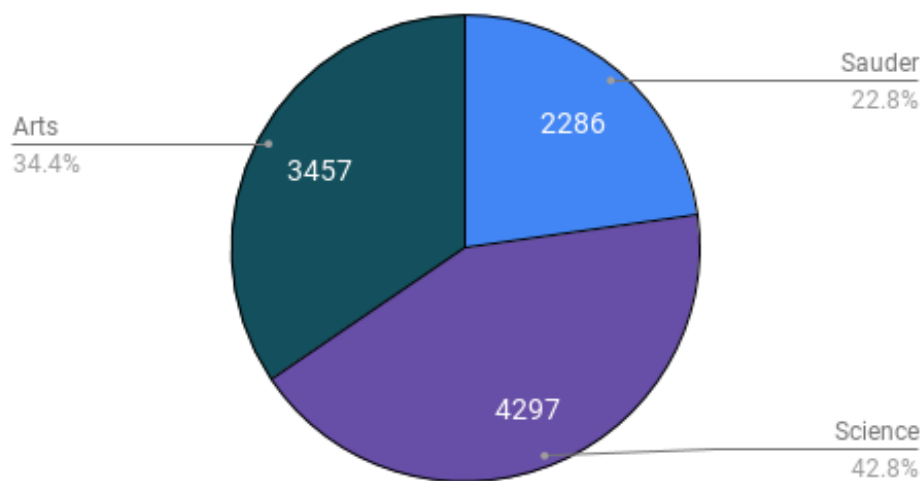
Cost Ranges	Average Price	Max Price	Min Price
Term 1 (Sept 2018) Digital Only	\$89.704	\$150.00	\$50.00
Term 1 (Sept 2018) Package	\$137.24	\$209.00	\$56.25
Term 2 (Jan 2019) Digital Only	\$84.15	\$150.00	\$50.00
Term 2 (Jan 2019) Package	\$122.74	\$209.00	\$56.25

## AY 2018-19 Non-Canvas Integrated Materials Estimated Costs:

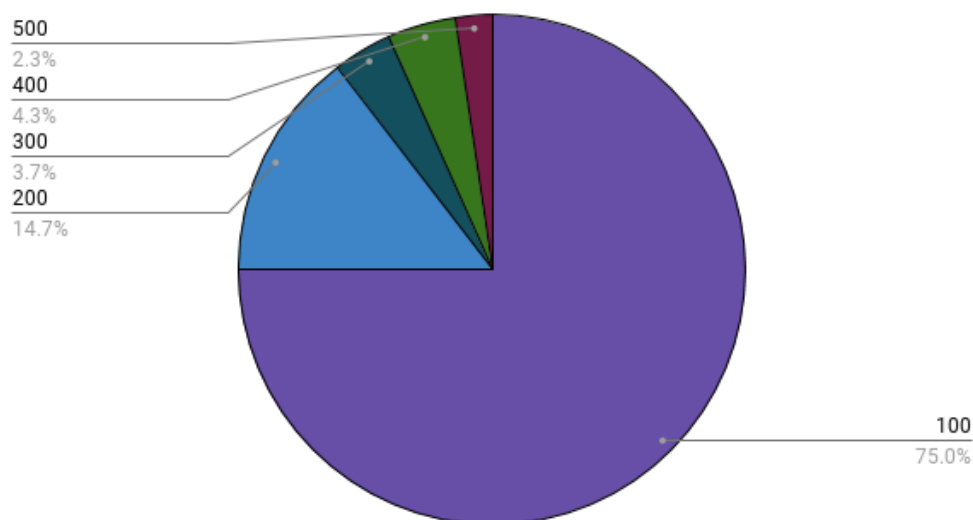
Cost Ranges	Average Price	Max Price	Min Price
Term 1 (Sept 2018) Digital Only	\$79.82	\$230.00	\$13.95
Term 1 (Sept 2018) Package	\$143.414	\$350.00	\$36.25
Term 2 (Jan 2019) Digital Only	\$79.40	\$141.60	\$19.95
Term 2 (Jan 2019) Package	\$140.54	\$240.00	\$42.00

## Appendix 2: Use of AY 2018 Digital Materials for Assessment by Faculty and Course Level:

Total Estimated Students Impacted by Faculty



Estimated Student Impact by Course Level



## Appendix 3: Frequently Asked Questions

### How did you arrive at the \$65 per three-credit course limit?

The limit was determined after conducting an environmental scan of peer institutions and existing provincial legislation, reviewing current costs of digital materials used for assessment, and the recognition that by setting a price cap, the costs of materials under the limit may be raised.

### If more than one digital learning resource is required per course, does the limit change?

No. The \$65 limit is currently a total cost for digital learning materials used in assessment per three credit course.

### What if the I teach a four-credit or two credit course?

The \$65 limit applies to three credit-courses, which are the most common types of courses at UBC. For courses that have more or less credits, the amount would be pro-rated. For example, the limit for a four credit course would be \$87 and a two credit course would be \$43.

### What if multiple courses are using the same digital materials?

If two three-credit courses are using the same materials, the cap would be \$130 across the six-credits.

### Why is there a limit for both the cost and the percentage of a course mark?

According to the [2018 AMS Academic Experience Survey](#), two-in-five UBC undergraduate and graduate students have been concerned about their financial ability to feed themselves during the previous year. Thus it is recognized that the compulsory costs of digital learning materials can be a financial burden for students even at the capped \$65 amount. UBC is, and should be, supporting and developing a wide range of learning materials and technologies and should not be out-sourcing a **significant** component of

assessment into third-party paid systems. The assessment percentage limit is largely in line with (though a little higher than) than what some Ontario institutions have mandated as the max.

**Can courses go beyond the limits if instructors are able to directly negotiate free or discounted access for specific students facing financial hardship?**

No. The provision of limited no- or low-cost alternatives, such when students can speak directly to instructors for discounted access codes, or when such materials can be accessed on limited terminals in specific locations such as the Library, is detrimental to the equity of learning experiences and may place unfair burdens on specific students. If students are offered and able to choose (without disclosing financial hardships) between alternative assessment schemes as options with non-fee based materials, then the use of those materials become non-compulsory and would not count towards a cap.

**Does the \$65 threshold create an endorsement for charging students for things that should be part of tuition?**

In principle, the payment of tuition supports the cost of assessment. However, there may be pedagogical (e.g. the assessments are better than could be offered in Canvas) or logistical reasons (e.g. the class is 400 people and the assessment tool needs to scale) for an instructor to choose third-party vendor materials for a portion of the assessment. UBC should enhance both financial support for students as well as institutional support for open or UBC-hosted tools and materials so that students never have to choose between taking a mandatory grade reduction and paying for access a third-party system.

**How can students be provided timely information about all compulsory fees related to a course?**

Currently, in order to provide students timely information about costs related to learning materials, instructors must place their materials order, or inform the bookstore if they are using OER, several weeks before the start of term. The Bookstore then pushes that information to the Student Service Centre (SSC), which allows students to see costs at time of enrolment. UBC should invest in the development of processes, systems, and services that make compulsory fees transparent before enrolment. For example, providing historical fee data related to a course may provide additional information to students.

**Do iClickers count towards the \$65 limit?**

No, this limit only applies to compulsory, non-tuition-related ancillary fees for digital materials that students are *not* able to own and retain. Students have a range of options when purchasing or accessing iClicker devices, including purchasing used iClickers hardware-based devices, sharing the device, or using an app-based version. However, alternative digital-only classroom response systems, such as TopHat, may fall under the cap if students are required to purchase access to a digital service (i.e. they can't share access or access a used version) and if the service is used for assessed activities.

15 March 2023

To: Vancouver Senate

From: Senate Admissions Committee

Re: Bachelor of Media Studies – Admission from Post-Secondary Study

---

Bachelor of Media Studies – Admission from Post-Secondary Study (approval)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants transferring from another post-secondary school or another UBC program to the Bachelor of Media Studies. The proposed changes follow a detailed review of prerequisites for admission.

***Motion: That Senate approve the revised admission requirements for the Bachelor of Media Studies, effective for the 2023 Winter Session and thereafter.***

Respectfully submitted,

Prof. Carol Jaeger  
Chair, Senate Admissions Committee



Update admissions page to reflect approval of transfer stream

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Media Studies  <b>Faculty Approval Date:</b> December 8, 2022  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> November 9<sup>th</sup>, 2022  <b>Contact Person:</b> Christine D'Onofrio  (<a href="mailto:Christine.donofrio@ubc.ca">Christine.donofrio@ubc.ca</a>)  <b>Phone:</b> 6048221680  <b>Email:</b> <a href="mailto:arts.mediastudies@ubc.ca">arts.mediastudies@ubc.ca</a></p>
<p><b>Calendar Navigation:</b> <a href="#">Homepage</a> &gt; <a href="#">Faculties, Colleges, and Schools</a> &gt; <a href="#">The Faculty of Arts</a> &gt; <a href="#">Bachelor of Media Studies</a> &gt; <b>Admission</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Admission</b></p> <p><b>General Information</b></p> <p>UBC's procedures, policies, and general admission requirements are specified in the <u>Admissions section</u> of the UBC Vancouver Academic Calendar. Enrolment in the Bachelor of Media Studies program is limited; attainment of the minimum admission requirements does not guarantee admission.</p> <p>In addition to applying for admission to the degree program, all applicants must also provide a supplementary application. Please see the <u>Bachelor of Media Studies website</u> for further information and deadlines.</p> <p>[...]</p> <p><b>Admission from Post-Secondary Study, including from another UBC Degree Program</b></p> <p>Students who have already begun postsecondary studies in another program may apply to transfer into the second-year cohort of the BMS; a supplemental application is also required (see above). Prospective transfer applicants must successfully complete three courses from the first-year core (or transfer equivalent) to be</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,955,1522">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,955,1522</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Admission</b></p> <p><b>General Information</b></p> <p>UBC's procedures, policies, and general admission requirements are specified in the <u>Admissions section</u> of the UBC Vancouver Academic Calendar. Enrolment in the Bachelor of Media Studies program is limited; attainment of the minimum admission requirements does not guarantee admission.</p> <p>In addition to applying for admission to the degree program, all applicants must also provide a supplementary application. Please see the <u>Bachelor of Media Studies website</u> for further information and deadlines.</p> <p>[...]</p> <p><b>Admission from Post-Secondary Study</b></p> <p><del>If students have completed postsecondary studies and have questions about admission to the B.M.S., they are encouraged to contact B.M.S. Advising. A supplemental application is also required; please see above. If admitted, at most 30 credits of secondary study can be applied to the B.M.S. degree.</del></p> <p>[...]</p>

eligible for admission into the second year of the BMS cohort:

- ARTH 101, CINE/FIST 100, CPSC 100, CRWR 206, CRWR 208, FIPR 101, INFO 100, JRNL 100, MDIA 100, VISA 110

And

- Faculty of Arts Writing component (can be; Arts One, ASTU 100, ASTU 101, ENGL 100, WRDS 150)

Students from other postsecondary institutions in British Columbia are encouraged to consult the BC transfer guide to review equivalencies. Students concerned about their ability to complete these prerequisites, or whether their external credits meet these requirements, are encouraged to consult with the program office at [arts.mediastudies@ubc.ca](mailto:arts.mediastudies@ubc.ca).

[...]

**Type of Action:** Change heading to “Admission from post-secondary study, including from another UBC Degree Program” and update the text to reflect approval of transfer-student admission stream and associated prerequisites

**Rationale:** The renewed BMS curriculum approved by Ministry in 2022 opened an admission pathway for 20 transfer students which will increase intake of the program by 50%. Specified in the degree requirements are the prerequisites students would have to satisfy to be granted second-year entry; this proposal reflects these prerequisites on the dedicated Admission page.

15 March 2023

To: Vancouver Senate

From: Senate Awards Committee

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

---

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 7 awards, including 5 new endowed awards, 1 new annual award, and 1 revised award.

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

Respectfully submitted,

Dr. Sally Thorne  
Chair, Senate Awards Committee

February 21, 2023

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

## **NEW AWARDS – ENDOWED**

### **Dr. Kenneth Wilson Family Memorial Award in Immunotherapy**

Awards totalling \$4,000 have been made available through an endowment established by Dr. Kenneth S. Wilson for outstanding students taking their Faculty of Science Co-op placement at the Deeley Research Centre in Victoria, BC with an interest in immunotherapy research. Dr. Wilson emigrated to Saskatoon in 1977 where he began his career in medical oncology. He joined BC Cancer Agency in Victoria in 1980 and was appointed Clinical Professor of Medicine at UBC in 2006. He witnessed major advances in immunotherapy from early non-specific stimulants to specific checkpoint inhibitors which have transformed the prognosis in many solid cancers. The award is made on the recommendation of the Faculty of Science. (First award available for the 2023/2024 winter session).

### **Madison Group Award in Mathematics, Environment and Ecology**

Awards totalling \$3,500 have been made available through an endowment established by Madison Group in memory of Sam Y. Joe (1949–2021) for outstanding second-, third- and fourth-year undergraduate students and graduate students studying mathematics. Preference will be given to students who demonstrate an interest in environment and/or ecology. Sam (B.Com. 1973) had a successful business career as one of the four founding shareholders for Madison Group. He loved fishing, prawning and crabbing, and upon retirement he could be found indulging in these passions. Sam also enjoyed spending time on Keats Island with family and friends. The awards are made on the recommendation of the Department of Mathematics and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

### **Myrtle Rae Forberg Siebert Centennial Scholars Award**

Renewable entrance awards totalling \$3,500 have been made available through an endowment established by Myrtle Rae Forberg Siebert for outstanding domestic students entering directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Preference will be given to

students from rural communities in British Columbia and/or students who are the first in their family to attend university. 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). Myrtle Rae Forberg Siebert (B.H.E. 1959) began her schooling on a floathouse tied to the shore off Port Neville, BC where she was taught by her mother through correspondence school. After graduating from a small rural high school, Myrtle earned a four-year UBC scholarship that changed her life. Myrtle established this award to encourage students who may never have thought that university was an option for them. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2023/2024 winter session).

#### **Dr. Ken Denike Award in Transportation Studies**

A \$3,500 award has been made available through an endowment established by Dr. Luigi G. (Joe) Sulmona (B.A. 1986, M.A. 1992, Ph.D. 2012) and friends in honour of Dr. Ken Denike (B.Sc. 1963, M.Sc. 1966, Ph.D.) for undergraduate students in any faculty who demonstrate an interest in the fields related to urban and global transportation, connectivity and mobility, and a commitment to furthering interdisciplinary inquiry related to these themes. Dr. Denike, Assistant Professor Emeritus in UBC's Department of Geography, was granted his Ph.D. from the University of Pennsylvania in 1973 and since has made a notable contribution to the teaching and research of spatial analysis, urban organization and theory, urban planning, transportation, and disease studies. He played a central role in establishing the Vancouver Coastal Health district as a key director on the inaugural board. The award is made on the recommendation of an Adjudication Committee led by the Department of Geography. (First award available for the 2022/2023 winter session).

#### **John & Gilberte Thompson Bursary in Commerce**

Bursaries totalling \$5,200 have been made available through an endowment established by the estate of John Woodburn Thompson (1939–2020) for undergraduate students in the UBC Sauder School of Business. After graduating, John (B.Com. 1963) went on to have a career as an accountant and later an investment advisor for a private company. Both John and his wife Gilberte were long-time residents of Kitsilano and supported many different charities in Vancouver, BC. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

---

### **NEW AWARDS – ANNUAL**

#### **Robert Watson Memorial Bursary in Law**

Bursaries totalling \$3,000 have been made available annually in memory of Robert “Bob” Watson (1948–2021) for second- or third-year J.D. students in the Peter A. Allard School of Law. Robert (B.A. 1971, LL.B. 1974) was born and raised in Nanaimo, BC and articulated at Owen

Bird Law Corp. before being called to the Bar in British Columbia in 1975. In 1984, he was a founding Partner of Watson Goepel LLP and was the firm's first Managing Partner until 2006. Those who worked with Robert commended him for his leadership and mentorship, and believe his hardworking attitude played a pivotal role in the growth and success of Watson Goepel LLP. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

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

### **Endowed Awards**

#### **7338 - Clay Gillespie Rogers Group Financial Bursary**

##### **Rational for Proposed Changes**

The donor approached the Awards team to change the name of the fund and of the bursary due to an organizational name change. The name of the fund has been changed, as approved by the Board of Governors on 1 December 2021.

**Current Award Title:** Clay Gillespie Rogers Group Financial Bursary

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

Bursaries totalling \$5100 have been endowed by Clay Gillespie of Rogers Group Financial to assist undergraduate students in need of financial support while enrolled at UBC. In adjudicating eligibility, consideration may be given to candidates' active participation in campus-related extra-curricular activities, including UBC Athletics Programs.

**Proposed Award Title:** Clay Gillespie ~~Rogers Group Financial~~ **RGF Integrated Wealth Management** Bursary

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

Bursaries totalling ~~\$5100~~ **\$5,800** have been endowed by Clay Gillespie of ~~Rogers Group Financial~~ **RGF Integrated Wealth Management** to assist undergraduate students in need of financial support while enrolled at UBC. In adjudicating eligibility, consideration may be given to candidate's active participation in campus-related extra-curricular activities, including UBC Athletics programs. **The bursaries are adjudicated by Enrolment Services.**

15 March 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

---

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties and encloses those proposals it deems as ready for approval including 17 new courses, 1 new program, 4 revised courses, and 2 revised programs.

The following is recommended to Senate:

***Motion: That the Senate approve the new courses, new program, revised courses, and revised programs brought forward by the Faculties of Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, and Medicine), and Pharmaceutical Sciences.***

Respectfully submitted,

Dr. Claudia Krebs  
Chair, Senate Curriculum Committee



## FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

### *New program*

Master of Business Administration > Climate Career Track

## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### Applied Science

#### *New course*

**CPEN 534 (3)** Trade-offs in Designing Computer Systems

### Arts

#### *New courses*

**ASIA 551 (3-18)** Topics in Asian Religions; **ASIA 552 (3-18)** Topics in Asian Visual and Material Culture; **CRWR 523 (3-6)** Thinking and Writing Through Art; **CRWR 531 (3)** Advanced Comedic Forms; **HIST 525 (3)** Professional Development for Historians; **LING 560 (3)** Managing and Preserving Linguistic Data

#### *Revised program*

Master of Social Work

### Forestry

#### *New course*

**FRST 575 (3)** Indigenous Ecologies

### Medicine

#### *New courses*

**SPPH 548 (3)** Knowledge to Action in Population Health; **SPPH 564 (3)** Advanced Topics in Occupational and Environmental Health

#### *Revised course*

**MEDI 590 (3)** Molecular Regulation of Cell Growth and Differentiation

## FACULTY OF MEDICINE

#### *New courses*

**CAPS 205 (3)** Fundamentals of Physiology in Human Health and Disease I; **CAPS 206 (3)** Fundamentals of Physiology in Human Health and Disease II; **CAPS 305 (3)** Integrated Human Health and Disease; **CAPS 306 (3)** Molecular and Cellular Mechanisms of Human Health and





Disease; **CAPS 310 (3)** Modern Biomedical Research Techniques and their Application; **CAPS 420 (3)** Human Disease Modeling and Therapeutics; **CAPS 427 (3)** Gross Human Anatomy Lab

*Revised courses*

**CAPS 210 (3)** Human Health Literacy; **CAPS 422 (3)** Systems Physiology in Human Health and Disease; **CAPS 424 (3)** Endocrinology and Metabolism in Human Health and Disease

**FACULTY OF PHARMACEUTICAL SCIENCES**

*Revised program*

Bachelor of Pharmaceutical Sciences > Academic Recognition, Promotion, and Continuation

UBC MBA Climate Track – Revised Submission  
Senate Curriculum Committee Submission Cover Page  
February 16, 2023

Re: New UBC MBA Climate Career Track Proposal – Senate Curriculum Committee

The Robert H. Lee Graduate School is pleased to re-submit our proposal for a new Climate Career Track to be offered beginning in September 2023 for the UBC MBA Class of 2025. The Climate Track includes three new pilot courses and 5 existing courses.

This re-submission is in response to feedback received at Senate on February 15th, 2023. Senate's position was that one of the Climate Track Elective courses – BAEN 580A Indigenous Relations & Climate Economy – was better situated as a Climate Track Required course. We have incorporated this feedback.

Included in this proposal are the following documents:

1. Climate Career Track Overview (includes rationale, description, budget information) – REVISED
2. Climate Career Track Overview (includes rationale, description, budget information) – ORIGINAL
3. Climate Career Track Sheet (course planning tool for students/advisors) – REVISED
4. New Course 1 Syllabus: BAPA 580C – Climate Economics and Markets (pilot course does not require approval)
5. New Course 2 Syllabus: BAAC 580A – Climate and ESG Accounting and Reporting (pilot course does not require approval)
6. New Course 3 Syllabus: BAMA 580D – Climate and ESG Communications (pilot course does not require approval)
7. UBC Sustainability HUB Curriculum Consultation Form
8. Curriculum Proposal Form

## UBC MBA Climate Career Track – Revised Submission

### Overview

The Climate Career Track is designed to give UBC MBA graduates the skills to design, support and deliver management-based climate solutions in both private and public sectors. MBA graduates are being asked to help inform companies, non-profits, and government in their strategies around climate. This requires a strong foundation in climate accounting, economics, communications, reporting and innovation. Future managers and leaders are required to understand the current climate impacts on organizations, how to reduce them, and how to report on these efforts. They are also required to seek out the opportunities to innovate and grow an organization in a carbon-constrained world. The business world and global economy are rapidly transforming as trillions of dollars of capital are flowing towards decarbonizing our economy and striving towards a net-zero world by 2050.

To develop the next generation of climate leaders, UBC Sauder is unveiling a new MBA career track for its full-time program: Climate Career Track.

The Climate Career Track is designed for those who are interested in:

- Thriving in Environmental, Social and Governance (ESG) and climate consulting, accounting and finance roles
- Leading in climate innovation and entrepreneurship
- Excelling in climate communications, marketing and reporting functions

### The Need

*Employers:* Employers and industry leaders are sending strong signals that they need graduates who are grounded in rigorous, evidence-based and skills-focused climate curriculum. The Big 4 accounting and consulting firms have all publicly committed to massive increases in the scope and scale of their ESG and climate consulting and audit services. In the world of start-ups, clean tech investment remains a dominant trend, with a huge “climate capital stack” looking to scale climate technologies and solutions. Students need the skills to understand the dominant trends in business, the key climate functions in an organization, and the best practices for scaling ambitions. Climate Track graduates will be prepared to work for organizations both small and large, but we do anticipate that the strongest employer demand will come from the Big 4, engineering firms, financial institutions and the public sector.

*Competition:* Within Canadian business schools, UBC Sauder would be uniquely positioned in offering a Climate track/focus in our MBA program. Other MBA programs offer some climate-oriented and/or sustainability courses, and some offer programs with environment/sustainability framing (ex: MBA in Natural Resources, Energy & Environment at UofA or MBA in Sustainable Innovation at UVIC). Other climate-specific degrees are offered by non-business faculties (ex: Master of Climate Change, Faculty of Environment, University of Waterloo and Master of Arts in Climate Action Leadership, Royal Roads University).

### UBC MBA & Career Track Information

The UBC MBA program comprises 51.5 credits. Of those, career tracks require a total of 6 credits. The Climate Career Track will be offered alongside our current career tracks: Finance, Innovation & Entrepreneurship, Product & Services Management, Technology & Analytics Leadership, and Custom.

### Climate Track Curriculum

The below identifies track required and track elective courses to make up the Climate Career Track.

*Required courses for the Climate Career Track (total 4.5 required credits):*

Course Code & Number	Course Name	New or Existing	Credits	Period	Division/ Group
BAPA 580A	Climate Economics & Markets	New (pilot)	1.5	3	SBE
BAEN 580A	Indigenous Relations & Climate Economy	Existing	1.5	4	SUS
BAAC 580A	Climate & ESG Accounting & Reporting	New (pilot)	1.5	4	AIS

*Elective courses for the Climate Career Track (1.5 credits selected from the below):*

Course Code & Number	Course Name	New or Existing	Credits	Period	Division/ Group
BASC 523	Supply Chain Management	Existing, with new climate content	1.5	4	OpLog
BAEN 580C	Impact Investing	Existing	1.5	6	EI
BAEN 509	Applied Methods in Technology Start-ups at CDL (Climate path)	Existing	1.5	6 & 7	EI
BAMA 580D	Climate & ESG Communications	New (pilot)	1.5	6 or 7	SUS
BAEN 549	Sustainability & Innovation	Existing	1.5	7	EI

The Climate Career Track design and course scheduling allows students to complete all required track courses prior to beginning internships and to complete the required and elective track credits before any optional exchange term, providing flexibility for exchange school choices.

### Student Recruitment

RHL's Recruitment & Admissions (R&A) team will work with MarCom to launch the Climate Career Track in a phased approach. Launching late in cycle, we anticipate minimal net new enrollments for August 2023-entry. We anticipate the courses and new track will be well-received by applicants already in the pipeline, helping to yield applicants with competing offers. We will promote the Climate Career Track through email/online campaigns, recruiting events, etc.

- Phase 1: From December 2022 to February/March 2023. Focus on courses.
- Phase 2: Upon track approval by Senate (expected February/March 2023). Focus on new Track.

### Budgetary Impact

Expense	Amount	Details
Courses	\$0	Three new course sections will be offset by the removal of under-enrolled MBA electives. No net-new course sections.
Track Champion	\$12,000	\$12,000 of first year track development. Subsequently, \$6000 annual expense to compensate Track Champion. Aligned with practice for existing career tracks.
Library	\$0	No additional costs. Can be absorbed by existing budgets.
Marketing	\$70,000	Launch year only. To be absorbed by existing budgets subsequently.
Careers	\$8000	Annual expense to cover two business development trips to Toronto.

## UBC MBA Climate Career Track – Original Submission

### Overview

The Climate Career Track is designed to give UBC MBA graduates the skills to design, support and deliver management-based climate solutions in both private and public sectors. MBA graduates are being asked to help inform companies, non-profits, and government in their strategies around climate. This requires a strong foundation in climate accounting, economics, communications, reporting and innovation. Future managers and leaders are required to understand the current climate impacts on organizations, how to reduce them, and how to report on these efforts. They are also required to seek out the opportunities to innovate and grow an organization in a carbon-constrained world. The business world and global economy are rapidly transforming as trillions of dollars of capital are flowing towards decarbonizing our economy and striving towards a net-zero world by 2050.

To develop the next generation of climate leaders, UBC Sauder is unveiling a new MBA career track for its full-time program: Climate Career Track.

The Climate Career Track is designed for those who are interested in:

- Thriving in Environmental, Social and Governance (ESG) and climate consulting, accounting and finance roles
- Leading in climate innovation and entrepreneurship
- Excelling in climate communications, marketing and reporting functions

### The Need

*Employers:* Employers and industry leaders are sending strong signals that they need graduates who are grounded in rigorous, evidence-based and skills-focused climate curriculum. The Big 4 accounting and consulting firms have all publicly committed to massive increases in the scope and scale of their ESG and climate consulting and audit services. In the world of start-ups, clean tech investment remains a dominant trend, with a huge “climate capital stack” looking to scale climate technologies and solutions. Students need the skills to understand the dominant trends in business, the key climate functions in an organization, and the best practices for scaling ambitions. Climate Track graduates will be prepared to work for organizations both small and large, but we do anticipate that the strongest employer demand will come from the Big 4, engineering firms, financial institutions and the public sector.

*Competition:* Within Canadian business schools, UBC Sauder would be uniquely positioned in offering a Climate track/focus in our MBA program. Other MBA programs offer some climate-oriented and/or sustainability courses, and some offer programs with environment/sustainability framing (ex: MBA in Natural Resources, Energy & Environment at UofA or MBA in Sustainable Innovation at UVIC). Other climate-specific degrees are offered by non-business faculties (ex: Master of Climate Change, Faculty of Environment, University of Waterloo and Master of Arts in Climate Action Leadership, Royal Roads University).

### UBC MBA & Career Track Information

The UBC MBA program comprises 51.5 credits. Of those, career tracks require a total of 6 credits. The Climate Career Track will be offered alongside our current career tracks: Finance, Innovation & Entrepreneurship, Product & Services Management, Technology & Analytics Leadership, and Custom.

### Climate Track Curriculum

The below identifies track required and track elective courses to make up the Climate Career Track.

*Required courses for the Climate Career Track (total 4.5 required credits):*

Course Code & Number	Course Name	New or Existing	Credits	Period	Division/Group
BAPA 580A	Climate Economics & Markets	New (pilot)	1.5	3	SBE
BAEN 549	Sustainability & Innovation	Existing	1.5	4	EI
BAAC 580A	Climate & ESG Accounting & Reporting	New (pilot)	1.5	4	AIS

*Elective courses for the Climate Career Track (1.5 credits selected from the below):*

Course Code & Number	Course Name	New or Existing	Credits	Period	Division/Group
BASC 523	Supply Chain Management	Existing, with new climate content	1.5	4	OpLog
BAEN 580C	Impact Investing	Existing	1.5	6	EI
BAEN 509	Applied Methods in Technology Start-ups at CDL (Climate path)	Existing	1.5	6 & 7	EI
BAMA 580D	Climate & ESG Communications	New (pilot)	1.5	6 or 7	SUS
BAEN 580A	Indigenous Relations & Climate Economy	Existing, with a name change proposed	1.5	7	SUS

The Climate Career Track design and course scheduling allows students to complete all required track courses prior to beginning internships and to complete the required and elective track credits before any optional exchange term, providing flexibility for exchange school choices.

### Student Recruitment

RHL's Recruitment & Admissions (R&A) team will work with MarCom to launch the Climate Career Track in a phased approach. Launching late in cycle, we anticipate minimal net new enrollments for August 2023-entry. We anticipate the courses and new track will be well-received by applicants already in the pipeline, helping to yield applicants with competing offers. We will promote the Climate Career Track through email/online campaigns, recruiting events, etc.

- Phase 1: From December 2022 to February/March 2023. Focus on courses.
- Phase 2: Upon track approval by Senate (expected February/March 2023). Focus on new Track.

### Budgetary Impact

Expense	Amount	Details
Courses	\$0	Three new course sections will be offset by the removal of under-enrolled MBA electives. No net-new course sections.
Track Champion	\$12,000	\$12,000 of first year track development. Subsequently, \$6000 annual expense to compensate Track Champion. Aligned with practice for existing career tracks.
Library	\$0	No additional costs. Can be absorbed by existing budgets.
Marketing	\$70,000	Launch year only. To be absorbed by existing budgets subsequently.
Careers	\$8000	Annual expense to cover two business development trips to Toronto.

## Climate Track Requirements – Class of 2025 (DRAFT)

The Climate Career Track is designed to give UBC MBA graduates the skills to design, support and deliver management-based climate solutions in both private and public sectors. This requires a strong foundation in climate accounting, economics, communications, reporting and innovation.

### UBC MBA Program Requirements – all students must complete the following:

#### Foundation Courses – Required

(total of 15 credits)

BA 515: Fundamentals of Analytics & Tech – 1.5 credits

BAAC 550: Foundations in Accounting I – 1.5 credits

BAAC 551: Foundations in Accounting II – 1.5 credits

BABS 550: Application of Statistics in Management – 1.5 credits

BAEN 550: Fundamentals of Entrepreneurship – 1.5 credits

BAFI 550: Fundamental Finance – 1.5 credits

BAHR 550: Organizational Behaviour – 1.5 credits

BAMA 550: Marketing – 1.5 credits

BAPA 550: Managerial Economics I – 1.5 credits

BASC 550: Operations – 1.5 credits

#### Business Strategy Integration – Required

(total of 9.5 credits)

BA 504 BSI: Foundation – 4.0 credits

BA 507 BSI: Global – 3.0 credits

BA 508 BSI: Capstone – 1.0 credits

BA 512 BSI: Experiential Learning – 1.5 credits

#### Thematic Courses – Required

(total of 6 credits)

BA 560: Ethics and Sustainability – 1.5 credits

BA 580B: The Integrated Global Economy – 1.5 credits

BA 562: Creativity – 1.5 credits

BA 564: Leadership Development – 1.5 credits

### Climate Track Requirements – all Climate students must complete the following:

#### Climate Track Courses - Required

(total of 6 credits)

P3 BAPA 580A Climate Economics and Markets – 1.5 credits

P4 BAEN 580A Indigenous Relations & Climate Economy – 1.5 credits

P4 BAAC 580A Climate & ESG Accounting and Reporting – 1.5 credits

**+ at least one 1.5 credit course from the list of suggested Climate electives below**

#### Suggested Climate Electives (select at least one to complete your track requirements):

P4 BASC 523 Supply Chain Management – 1.5 credits

P6 BAEN 580C Impact Investing – 1.5 credits

P6/P7 BAEN 509 Applied Methods in Technology Start-ups at CDL (Climate Path) – 1.5 credits

P6/P7 BAMA 580D Climate & ESG Communications – 1.5 credits

P7 BAEN 549 Sustainability & Innovation – 1.5 credits

#### 10 MBA Elective Courses

(total of 15 credits)

Choose 10 courses (equivalent to 15 credits) from any available course in the program

## Program Total: 51.5 credits



## Climate Track Requirements – Class of 2025 (DRAFT)

### Period 1

BA 504	BSI: Foundation (cont'd in P2) – 2.0 credits value
BA 560	Ethics and Sustainability – 1.5 credits
BAAC 550	Foundations in Accounting I – 1.5 credits
BABS 550	Application of Statistics in Management – 1.5 credits
BAHR 550	Organizational Behaviour – 1.5 credits
BAPA 550	Managerial Economics I – 1.5 credits
<b>Total credits for P1: 9.5 credits</b>	

### Period 2

BA 504	BSI: Foundation (cont'd from P1) – 2.0 credits value
BA 515	Fundamentals of Analytics & Tech – 1.5 credits
BAEN 550	Fundamentals in Entrepreneurship – 1.5 credits
BAFI 550	Fundamental Finance – 1.5 credits
BAMA 550	Marketing – 1.5 credits
BASC 550	Operations – 1.5 credits
<b>Total credits for P2: 9.5 credits</b>	

### Period 3

Maximum 3 credits of electives (overloading not permitted)

BA 507	BSI: Global – 3.0 credits
BAAC 551	Foundations in Accounting II – 1.5 credits
BAPA 580A	Climate Economics & Markets – 1.5 credits
Elective – 1.5 credits	
Elective – 1.5 credits	
<b>Total credits for P3: 9.0 credits</b>	

### Period 4

Maximum 3 credits electives (overloading permitted)

BAEN 580A	Indigenous Relations & Climate Economy – 1.5 credits
BAAC 580A	Climate and ESG Accounting and Reporting – 1.5 credits
Elective – 1.5 credits	
Elective – 1.5 credits	
<b>Total credits for P4: 6.0 credits</b>	

### Period 5

BA 562	Creativity – 1.5 credits
BA 564	Leadership Development – 1.5 credits
<b>Total credits for P5: 3.0 credits</b>	

### Summer Session

BA 512	BSI: Experiential Learning – 1.5 credits
<b>Total credits for Summer Period: 1.5 credits</b>	

### Period 6

Maximum 6 credits electives (overloading permitted)

Elective – 1.5 credits	
Elective – 1.5 credits	
Elective – 1.5 credits	
Elective – 1.5 credits	
<b>Total credits for P6: 6 credits</b>	

### Period 7

Maximum 4.5 credits electives (overloading permitted)

BA 508	BSI: Capstone – 1.0 credit
BA 580B	The Integrated Global Economy – 1.5 credits
Elective – 1.5 credits	
Elective – 1.5 credits	
Elective – 1.5 credits	
<b>Total credits for P7: 7 credits</b>	

**Program total: 51.5 credits**

### Ensure that you have:

- BAPA 580A Climate Economics & Markets
- BAEN 580A Indigenous Relations & Climate Economy
- BAAC 580A Climate and ESG Accounting and Reporting
- At least one Climate elective
- 10 MBA electives

**Overloading:** students must have a minimum cumulative post-P1 grade average of 80% in order to overload in periods where it's allowed.

- Period 3 and 5 – overloading is not permitted
- Period 4, 6 and 7 – overloading is permitted



## BAPA 580C — Climate Economics and Markets *Draft*

### Course Information

Course Code	2023W2 BAPA 580C 001
Credits	1.5
Class Times	T.B.A.
Classroom Location	T.B.A.
Course Website	<a href="https://canvas.ubc.ca/">https://canvas.ubc.ca/</a>
Instructor	(SBE Faculty)
Office Location	T.B.A.
Office Hours	T.B.A.

### Course Description

Climate change is the defining global challenge of the 21st century. Climate change requires businesses, households, and governments to respond to this challenge through mitigation of carbon emissions and adaptation to a changing environment. Governments are developing a multitude of economic policy interventions to facilitate mitigation and adaptation, and businesses are responding by reducing their carbon footprint but also by developing new solutions. Climate change has also created novel markets for climate solutions through innovation. Renewable energy sources are first among them, as displacing fossil fuels is critical for achieving climate action goals. Decarbonization across the many sectors of the economy poses numerous additional challenges and obstacles—as well as new market opportunities.

This course explores how economic principles shape environmental policy and market solutions for climate change. The first part of the course focuses on government policy on climate change, and the second part of the course focuses on solutions and markets that are developing in response to climate change. The course will answer key questions including:

1. How does climate science inform climate economics and climate policies, and the allocation of resources between climate mitigation and climate adaptation?
2. How do different climate policies compare across different metrics? What are the trade-offs that governments consider when designing environmental policies?
3. How do policy instruments affect businesses? What is their optimal response especially when they are engaged in international trade?
4. What are the economic challenges to developing more renewable energy sources and displacing fossil fuels, and integrating renewable energy sources into our electricity grids while electricity demand is increasing along with the rapid electrifica-

tion of mobility?

5. What are specific climate solutions for different industrial sectors and markets—including electric utilities, oil&gas producers, transportation (cars, planes, ships), and emission-intensive producers such as steel and cement?
6. Which economic forces will shape the course of innovation? Which novel technologies are on the horizon to solve major obstacles (e.g., hydrogen & electricity storage, carbon capture and storage)?
7. How do specific businesses (from small local firms to large multinational corporations) develop strategies and adapt their business models in a world characterized by climate change?

This course is intended to prepare MBA students for a business environment in which climate change considerations are ever present: in responding to government policies or managing climate risk, location choice, supply-chain resilience, and emerging technologies and markets.

## Course Format

This course offers a blend of lectures, in-class discussions, group activities, and case studies of particular companies and climate solutions. It may also feature guest speakers on occasion. Students will do readings outside of classroom time. There will also be a group-based project to be completed outside of class time.

## Learning Objectives

At the end of the course, students will be able to:

- Identify the specific economic effects of climate change on businesses and households, and the heterogeneity of effects across regions and countries.
- Discuss the economic and environmental balance between climate mitigation and climate adaptation.
- Understand principles of economic policy applied to climate change—in particular the differences between voluntary, mandated, and market-based approaches—and describe the different effects of emissions taxes, emission permit trading, subsidies, and hybrid policy instruments.
- Acquire specific economic decision-making tools such as cost-benefit analysis and life-cycle analysis.
- Appreciate the global context of climate change and how international trade poses challenges (carbon leakage) as well as opportunities (new markets).
- Appraise the economic issues concerning electricity generation from renewable energy sources, effects on transmission infrastructure and demand management.
- Understand how the automotive industry will change through the transition to electric vehicles and the related charging infrastructure.
- Learn about climate solutions in emission-intensive industrial sectors (e.g., oil&gas production, steel, cement) as well as households (heating, cooling).
- Engage effectively in rigorous science-based discussions about environmental policy pertaining to climate change.

## Assessments

Component	Weight	Type	Deadline
Essay: Climate Action Company Report	15%	Individual	end of 3rd week
Team Project: In-Class Presentations	30%	Teamwork	end of 5th week
Final Exam	35%	Individual	during 6th week
Participation	20%	Individual	—

### *Essay: Company's Climate Strategy*

Students are required to write an essay about the climate strategy of a business chosen from a set of ten provided below, across different industries. The objective of the essay is to identify the following elements of the firm's climate strategy, and provide brief and succinct assessments of:

1. the 'carbon footprint' of the business (over time, in context);
2. the carbon initiatives that the business has taken so far;
3. the further technological choices for decarbonization (reducing CO<sub>2</sub> emissions);
4. an analysis of the economic challenges of the business implementing carbon solutions, in response to government policies as well as market presence and upstream & downstream effects.

This assignment should be about 3-4 pages long (maximum 2,000 words), not including any tables, figures, or bibliographic citations (as applicable). It should be concise and well-structured. Students can choose from the following list of Canadian companies, focusing on their most CO<sub>2</sub>-intensive plants and locations:

Company (Location)	Plant Activity
Algoma (Sault Ste. Marie, Ontario)	Steel Mill
ArcelorMittal Dofasco (Hamilton, Ontario)	Steel Mill
Irving (Saint John, New Brunswick)	Oil Refining
Lafarge (Richmond, B.C.)	Cement Plant
Nova Chemicals (Joffre, Alberta)	Ethylene/Polyethelene Plant
Port of Vancouver (B.C.)	Marine Cargo Terminal
Rio Tinto Alcan (Kitimat, B.C.)	Aluminium Smelter
SaskPower (Estevan, Saskatchewan)	Coal Power Generation
Suncor (Alberta)	Oil & Bitumen Upgrading
Translink (Metro Vancouver)	Urban Transportation

Essays will be graded on four rubrics, equally weighted:

- Ability to draw on business intelligence (data and sources)
- Exploring all relevant dimensions of the company's climate strategy (scope)
- Ability to apply economic concepts and reasoning (rigour) [for question 4 above]
- Efficacy of communication & writing (style)

### *Team Project: presenting a 'climate solution champion'*

A self-directed team project is part of this course. Depending on class size, students will form 4–7 teams of 3–5 students in order to research and prepare a presentation. Student teams will be assigned randomly through Canvas. Teams will deliver an in-class presentation no longer than 12 minutes each, allowing for a few minutes for follow-up questions.

The objective of the team project is to showcase a particular climate solution that is being pioneered by a business (or a distinct research entity or laboratory) anywhere in the world. Students are asked to choose a business that is at the cutting edge of innovation in a particular technology. This can include near-term innovations (e.g., solid state batteries, methane pyrolysis, direct carbon air capture) or distant innovations (space-based solar power, nuclear fusion). Presentations should address three critical elements:

1. The current state of the innovation (and the path that led there).
2. The technological challenges that remain to be solved.
3. The business case for the technology: in which market the technology could be deployed successfully during the early adoption stage, and how it could gain market share against competing technologies.

Presentations will be assessed as follows:

- Exploring all relevant dimensions of the innovation (scope, 30%)
- Ability to apply economic concepts and reasoning to assess the economic potential of the innovation (rigour, 40%)
- Efficacy of communication & speaking (style, 30%)

### *Final Exam*

A 90-minute final exam will be held during the final week of the module period. The final will be comprised of a true/false quiz with 32 statements grouped into eight blocks (worth 32 points) and a set of two (structured) short-essay questions (each worth 16 points). The final exam has a total of 64 points. One of the two essay questions will be focused on public policy, and the second essay question will be focused on corporate strategy.

### *Participation*

It is important to attend all sessions and fully engage in classroom discussions of the pertinent topics. Please keep your class notes up-to-date. In order to prepare for discussions in class, students must read the assigned articles and cases.

## UBC and RHL Policies

For brevity, UBC and RHL policies about student conduct and other related information are not included in this pilot version of the syllabus.

## Course Schedule

This course schedule is subject to change with class consultation.

Session	Topic
Week 1: From Climate Science to Climate Economics	
1-1	Introduction to the course
1-2	Climate change: effects, pathways, projections
2-1	Climate mitigation and the social cost of carbon
2-2	Climate adaptation in action: businesses, households (case study: Daikin / air-source and geo-exchange heat pumps)
Week 2: Designing Effective Carbon Policies	
3-1	Two Tools: Life-Cycle Analysis and Cost-Benefit Analysis (case study: EV life cycle emissions)
3-2	Climate change policies: the government's tool kit and its trade-offs
4-1	Policies: voluntary approaches (ecolabels) and mandates (standards)
4-2	Market-based policy instruments: carbon taxes, permit trading, subsidies, portfolio standards, and hybrid instruments
Week 3: Considering the Global Context	
5-1	The UN-IPCC and international policy coordination: climate leaders & lag-guards, co-benefits & innovation; developing countries & policy fairness
5-2	Carbon Leakage; Protecting emission-intensive trade-exposed export industries; Carbon Border Adjustment Mechanism and international trade law
6-1	Global energy markets: fossil fuels today and in the future
6-2	Global energy markets: renewable energy sources & innovation economics)
Week 4: Decarbonization, Climate Solutions, and New Markets	
7-1	Going carbon-negative: natural carbon sinks, carbon offset markets (case study: Carbon Engineering)
7-2	Going carbon-negative: carbon capture, utilization, and storage
8-1	Decarbonizing transportation: EVs and Charging Infrastructure (case studies: Tesla v. VW; Chargepoint v. Flo)
8-2	Decarbonizing transportation: aviation and marine shipping
Week 5: Decarbonization, Climate Solutions, and New Markets (continued)	
9-1	Electricity markets; blue, turquoise, and green hydrogen (case study: Fortis BC)
9-2	Decarbonizing heavy industry: steel & cement
10-1	In-class Presentations
10-2	In-class Presentations; course wrap-up

## Learning Materials and Assigned Readings

- Week 1: From Climate Science to Climate Economics
  - UN International Panel on Climate Change: [Summary for Policymakers, 6th Assessment Report: Impacts, Adaptation and Vulnerability](#), 2022. Also: “A new reality”, *The Economist*, 11 August 2021.
  - Armstrong McKay et al.: “Exceeding 1.5°C global warming could trigger multiple climate tipping points”, *Science* **377**, 1171, 9 September 2022.
  - Rennert et al.: “Comprehensive evidence implies a higher social cost of CO<sub>2</sub>,” *Nature* **610**, 687-692, 1 September 2022.
  - “[Special report: Business and climate change](#)”, *The Economist*, 19 September 2020.
  - “[Special report: Climate adaptation](#)”, *The Economist*, 5 November 2022.
- Week 2: Designing Effective Carbon Policies
  - James Archsmith, Alissa Kendall, and David Rapson: “[From Cradle to Junkyard: Assessing the Life Cycle Greenhouse Gas Benefits of Electric Vehicles](#)”, *Research in Transportation Economics* **52**, 72-90.
  - World Bank: [State and Trends of Carbon Pricing 2022](#)
  - Dahlby et al.: [10 Myths about Carbon Pricing in Canada](#), *Canada’s Ecofiscal Commission*, March 2019.
  - Stephen P. Holland, Erin T. Mansur, and Andrew J. Yates: [The Electric Vehicle Transition and the Economics of Banning Gasoline Vehicles](#), *American Economic Journal: Economic Policy* **113** (3), August 2021, 316-344.
- Week 3: Considering the Global Context
  - [Climate Change, Green Recovery, and Trade](#), United Nations Conference on Trade and Development (UNCTAD), 2021.
  - Ramseur et al.: [Border Carbon Adjustments: Background and Recent Developments](#), Congressional Research Service, June 2022.
  - Böhringer et al.: [Potential impacts and challenges of border carbon adjustments](#). *Nature Climate Change*, January 2022.
  - [World Energy Outlook 2022](#), International Energy Agency, October 2022.
- Weeks 4/5: Decarbonization, Climate Solutions, and New Markets
  - Patricia Larkin, Stephen Bird, and Monica Gattinger: [Carbon Capture, Utilization, and Storage](#), University of Ottawa, March 2021.
  - “[Decarbonising Maritime Transport: Pathways to zero-carbon shipping by 2035](#)”, International Transport Forum, 2018.
  - Esqué et al.: “[Decarbonizing the aviation sector: Making net zero aviation possible](#)”, McKinsey & Company, July 2022.
  - “[Technology Quarterly: Conquering CO<sub>2</sub>, Towards zero carbon](#)”, *The Economist*, 1 December 2018. [Video: [What is net zero?](#)]
  - “[Technology Quarterly: The energy transition](#)”, *The Economist*, 25 June 2022.
  - [The future of hydrogen](#), International Energy Agency, June 2019.
  - Hoffmann et al.: “[Decarbonization challenge for steel](#)”, McKinsey & Co., April 2020
  - Czigler et al.: “[Laying the foundation for zero-carbon cement](#),” McKinsey & Co., May 2020.

Required readings are made available as a reading package via Canvas. Specific readings from these sources (particular sections, articles, or chapters) will be assigned and announced prior to each session.



**DRAFT****COURSE INFORMATION**

Course title:	Climate and ESG Accounting and Reporting		
Course code:	BAAC 580A	Credits:	1.5
Session, term, period:	2023W, Period 4	Class location:	TBD
Section(s):		Class times:	TBD
Course duration:	March 11 <sup>th</sup> -April 19 <sup>th</sup> 2024	Pre-requisites:	n/a
Division:	Accounting	Co-requisites:	n/a
Program:	FT MBA		

**INSTRUCTOR INFORMATION**

Instructor:	Jocelyn Li, CPA, MPAcc	
Phone:		Office location:
Email:	Jocelyn.li@sauder.ubc.ca	Office hours:

**COURSE DESCRIPTION**

Environment, social and governance (ESG) accounting, reporting and disclosure has become a business focal point. Boards, leaders, investors, regulators, NGOs, consumers and the broader public are looking to ESG information to understand business risk, enhance enterprise value, examine impact, and make sound operational, strategic and investment decisions.

This course provides a comprehensive overview of ESG accounting and reporting, covering core topics including materiality, popular reporting frameworks and standards, the regulatory environment, target-setting, GHG accounting, and also highlight ESG in industries key to the Canadian context; financial institutions, extractive industries and consumer goods. Throughout the course, we will examine these topics from the internal (management and board), external (investors and regulators) and public perspective.

**COURSE FORMAT**

Classes will be held in person, and 100% attendance is expected. Class time will be a combination of lecture, discussion, cases, and presentations. Guest speakers will also be invited.

**LEARNING OBJECTIVES**

By the end of this course, students will be able to:

1. Define sustainability and materiality, and critically analyze and evaluate ESG metrics, disclosures, and reports
2. Understand the application, differences and challenges of various reporting frameworks, standards, calculation methodologies and guidance in GRI, SASB, CDP and TCFD.
3. Identify and appreciate the evolving global and regional regulatory requirements and their impacts on reporting practices, methodologies, and the role of the accounting skillset
4. Develop an understanding of the reporting context and measurement practices in key industries and material topics salient in Canada, including (1) financial institutions, (2) oil & gas and other extractives, and (3) retail, technology & consumer goods
5. Appreciate the various rating agencies, their methodologies and implications for reporting companies, investors and other stakeholders

6. Unpack and understand the ESG target-setting process, net zero goals and the SBTi in particular
7. Understand the complexity and nuances in GHG emissions data and GHG protocol, and perform basic GHG accounting calculations

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Participation, attendance, and preparedness	20%
Discussion board	10%
Midterm exam	20%
Group project	
Benchmarking report quality (excel)	10%
Examining reporting frameworks & KPI methodologies (memo)	10%
TCFD gap assessment (deck or memo)	10%
Roadmap for improvement (deck)	10%
Final class presentation (in person)	10%
Total	<u>100%</u>

### Details of Assessments

#### Participation, attendance, and preparedness (20%)

Your mark for this portion will be based on your willingness to participate and quality of contributions in the many opportunities presented to you to engage in the subject matter. The material is challenging, therefore, engaging in discussion enhances the learning experience significantly for you and your peers.

The 20% requires you to be present in each class and engaged, managing distractions from cellphones and non-course related web browsing. At times this engagement will manifest itself in a time sensitive, section-specific submission into Canvas, such as in-class quizzes or surveys during your specific class time. 10% of the grade will be assessed by your peers.

#### Discussion board (10%)

Articles, cases, and press releases will be shared weekly (2% x 5 weeks). You will have the option of asking a question, or responding to your peer's questions. Your participation should be insightful, apply course concepts, and encourage further critical thinking and research.

#### Midterm exam (20%)

The exam will contain a combination of quantitative and qualitative problems that must be completed in a specified time period. It may include multiple choice, short answer questions and short cases.

Responses are evaluated on the student's ability to 1) communicate in a professional manner, 2) apply the fundamental concepts and principles correctly, and 3) formulate a reasonable and practical response to the problems. The midterm exam will be delivered in person through Canvas and Respondus Lockdown Browser.



**Group project (50%)**

In groups of 3, students will take the role of an external consultant and deliver on a series of projects, all relating to the same company. Deliverables will have deadlines over the 5 week course, with the final presentation taking place during exam week. The five deliverables are:

1. Benchmarking report quality (excel):
  - Select 5 peers and justify why they are peers
  - Develop a list of 5 parameters/questions to evaluate report quality
  - Define criteria used for assessment
  - Evaluate the peers and the company's performance
2. Examining reporting frameworks and KPI reporting methodologies (memo)
  - Identify the 2-3 reporting frameworks used and why they have been selected
  - Evaluate the effectiveness and alignment of reporting to the frameworks
  - Examine data presented and assess the appropriateness of calculation methodologies
3. TCFD gap assessment (deck or memo)
  - Critically evaluate the company's TCFD disclosures, referencing TCFD reporting guidelines and the 2022 Status report
  - For the scenario analysis component, either evaluate the described methodology relative to peers, or develop an approach/plan for the company
4. Roadmap for improvement (deck)
  - Drawing on the 3 previous parts, identify key strengths, weaknesses, and opportunities
  - Develop recommendations and a roadmap for improvements
  - Provide details on implementation, timing, requirements, and personnel involved
5. Final class presentation (in person)
  - Prepare and present Part 4 to the company's executive team
  - 15 mins + 10 minute Q and A

**LEARNING MATERIALS**

- [Big Shifts, Small Steps: Survey of Sustainability Reporting 2022](#), by KPMG International
- [The Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard](#), by WRI
- [Corporate Value Chain \(Scope 3\) Accounting and Reporting Standard](#), by Greenhouse Gas Protocol
- [A closer look at the GHG Protocol](#), by CPA Canada
- [GRI 1 Foundation](#), by Global Reporting Initiative 2022
- [Task Force on Climate-related Financial Disclosures: 2022 Status Report](#), by TCFD
- [SEC Proposes Rules to Enhance and Standardize Climate-Related Disclosures for Investors, and Proposed Rule](#), by Securities Exchange Commission
- [Understanding the SEC's proposed climate risk disclosure rule](#), by McKinsey & Company
- [The Global GHG Accounting and Reporting Standard for the financial industry](#), Partnership for Carbon Accounting Financials

## COURSE-SPECIFIC POLICIES AND RESOURCES

*Missed or late assignments, and regrading of assessments*

### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

## POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:  
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

**UNIVERSITY POLICIES AND RESOURCES [DO NOT MODIFY THIS PARAGRAPH]**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

*Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

*Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

**COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### COURSE SCHEDULE

Subject to change with class consultation

Class	Date	Topic	Sub topics	Assessments due
1		Sustainability reporting 101	History of ESG reporting, defining ESG, report quality and materiality	
2		GHG emissions accounting	GHG Protocol, Scope 3, offsets, RECs, VPPAs and internal carbon pricing	Discussion board #1
3		Accounting for other climate impacts	Waste, water and biodiversity	Discussion board #2
4		Reporting frameworks and standards	UNSDGs, GRI, TCFD, SASB and TNFD	Group project: Benchmarking
5		Regulatory reporting environment	SEC, CSA, Europe, UK and Hong Kong requirements	Discussion board #3
6		Target setting and net zero	KPI development and methodologies, SBTi, incentive pay and assurance	Group project: reporting frameworks and KPI methodology
7		Overview of rating agencies and how they work	MSCI, Sustainalytics, DJSI, the investor lens	Discussion board #4 <u>60 mins in class</u> <u>midterm</u>
8		Key industries: finance + Guest speaker	Sustainable finance, DEI, PCAF, NZAM, and SLLs	Group project: TCFD gap assessment
9		Key industries: oil, gas and other extractives + Guest speaker	Energy transition, climate change, indigenous partnership, and governance	Discussion board #5
10		Key industries: retail, technology and consumer goods + Guest speaker	Supply chain, human rights, and safety	Group Project: Roadmap for improvement
		Final presentation (15 mins + 10 min Q&A)		

**DRAFT****COURSE INFORMATION**

<b>Course title:</b>	Climate and ESG Communications		
<b>Course code:</b>	BAMA 580D	<b>Credits:</b>	1.5
<b>Session, term, period:</b>	2023W P4	<b>Class location:</b>	TBD
<b>Sections:</b>	001	<b>Class times:</b>	Tues & Thurs
<b>Course duration:</b>	Mar 11 - Apr 12	<b>Program:</b>	MBA

**INSTRUCTOR INFORMATION**

<b>Instructor:</b>	Eric Unmacht, Adjunct Professor – Sustainability and Ethics Group		
<b>Phone:</b>	(604) 362-5938	<b>Office location:</b>	Henry Angus Tower, HAXXX
<b>Email:</b>	eric.unmacht@sauder.ubc.ca	<b>Office hours:</b>	Book at <a href="https://calendly.com/ericunmacht">calendly.com/ericunmacht</a>

**COURSE DESCRIPTION**

This course explores the world of sustainability communications – a sometimes tantalizing area for organizations’ marketing teams in this era of exploding stakeholder interest, but one that can be confusing and risky, given its largely unregulated nature and the contentious environmental and social topics it seeks to address. Using a variety of frameworks, case studies and practical assignments, students will learn how to help companies skillfully navigate this complex landscape. Upon entering the workforce, they will be prepared to lead, shape and inform their company’s sustainability communications efforts so that they achieve the broad social, environmental, and business benefits to which they aspire.

**COURSE FORMAT**

This course will consist of lectures and in-class discussions.

**LEARNING OBJECTIVES**

By the end of this course, students will be able to:

- 1) Identify a company’s unique ESG communications risks and opportunities
- 2) Create a strategy for successfully communicating ESG performance
- 3) Engage critical audiences in communicating ESG performance
- 4) Integrate critical elements into communications to ensure effectiveness
- 5) Leverage ESG communications to create future progress

## ASSESSMENT SUMMARY AND SCHEDULE

Due Date	Topic	Weight
Ongoing	Professionalism and Participation	10%
Ongoing	In-Class Activities & Lecture Responses	20%
September 17	Brief #1: Organizational Deep Dive	10%
September 24	Brief #2: Stakeholder Engagement	10%
October 1	Brief #3: Technical analysis	10%
Exam Week	Final Group Project: ESG communications strategy	40%

## ASSESSMENT DETAILS

### **Professionalism and Participation (10% of Grade)**

Participation is a vital part of the learning experience. Students will need come to each class prepared to discuss assigned readings and respond to the ideas and comments of others. Interactions are expected to be respectful, informative, and well-reasoned. Participation is evaluated on the quality (not quantity) of in-class contributions, interactions with the instructor outside of class, and active engagement with and support of peers during in-class activities.

### **In-Class Activities and Lecture Responses (20% of Grade)**

In some instances, students will be asked to submit responses to discussion questions, complete worksheets, or submit their findings based on assigned activities during class time. These activities will allow students to apply course concepts in real-time and learn from group members and class peers about how to apply and adapt these tools to various sustainability and leadership challenges. These assignments will be due at 11:59PM PDT the day after class.

### **Briefs (30% of Grade; 10% each)**

**Brief #1: ESG Deep Dive.** The purpose of this assignment is to select a company and learn how to do research on its ESG and communications practices since an organization's profile, current performance and future aspirations help to define its communications. There will be constraints – information about your chosen company may not be published – but you will use the Global Reporting Initiative and other key frameworks and standards for guidance on what to research and how to handle missing information. You are encouraged to select a company that you are passionate about since you will stay with this company for the duration of the course.

Write your findings in a one-page, single-spaced brief. It should include a description of the company's activities, value chain and other business relationships. It will also include information on the organization's current ESG goals and performance. In addition to the one-page memo, you are allowed a one-page appendix with a visual that maps your company's activities, value chain and/or business relationships, as well as whatever space is required for references. The best practices of writing a business brief are expected: jargon-free, descriptive headings, professional formatting, and the selective and appropriate use of visual elements.

**Brief #2: Stakeholder Engagement:** The purpose of this assignment is for students to identify and describe their organization's key stakeholders. This means that you know the best practices for stakeholder engagement, have applied them to your unique organizational situation and have interviewed 3-5 different stakeholders on their views of the organization's sustainability performance.

You need to write a one-page, single-spaced brief. It should summarize the approach you took and the stakeholders you identified. It will also include key results from your interviews. In addition to the one-page memo, you are allowed a one-page appendix for elements such as a stakeholder map, as well as whatever space is required for references. The best practices of writing a business brief are expected: jargon-free, descriptive headings, professional formatting, and the selective and appropriate use of visual elements.

**Brief #3: Technical Analysis:** The purpose of this assignment is for students to identify and describe key material aspects for their organization, based on their secondary and primary research, and use that the information to identify opportunities and risks in their organization's current ESG communications.

You need to write a one-page, single-spaced brief. It should summarize the approach taken, as well as the results. The best practices of writing a business memo are expected: jargon-free, descriptive headings, professional formatting, and the selective and appropriate use of visual elements. In addition to the one-page memo, you are allowed a one-page appendix, as well as whatever space is required for references.

### **Final Group Project (40% of Grade)**

In lieu of a final exam, students will complete a major project in groups. Teams will be self-selected by students and should contain between 4 to 6 students. Each group will select a company and prepare a ESG communications strategy. The audience will be the key stakeholders identified, and the content will incorporate key elements, already identified. The strategy should also include channels based on those audiences, and appropriate timing and design incorporating best practices and key standards (e.g. the GRI principles of accuracy, balance, clarity). Groups will be evaluated on the strategy and an in-class presentation. Students are advised to select companies that do not already have a clear ESG strategy or one that they feel needs a drastic overhaul.

As a team, you have three goals:

- To gain the internal resources needed to communicate your sustainability performance;
- To identify the appropriate and relevant content to communicate;
- To communicate in a way that is both credible and engaging to key stakeholders.

While creativity is important this assignment, so is rigour. You have to conduct extensive primary and secondary research, come up with specific and credible strategic recommendations, and stress-test all of your assumptions and proposals.



### COURSE-SPECIFIC POLICIES AND RESOURCES

**Late Assignments:** Late submissions will not be accepted and will receive a zero.

**Regrading Assignments:** Students can appeal an assigned grade within 24 hours of receipt. Any appeal must detail in writing why a grade adjustment is deserved and should cite specific examples.

**Academic Concessions:** If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

##### *In-Person Regulations*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

##### *On-Line Lecture Regulations*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of



sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### **ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE AND ASSIGNED READINGS**

Date	#	Topic, Readings, and Prep
TBD	1	<b>Sustainability Communications 101</b> <a href="#">Full Disclosure: The Perils and Promise of Transparency</a> by Archon Fung, Mary Graham and David Weil (Cambridge University Press) <a href="#">Green Grades: Can Information Save the Earth?</a> by Graham Bullock (MIT Press)
TBD	2	<b>Crafting Meaningful Communications</b> <a href="#">The Increasing Danger of Corporate Greenwashing in the Era of Sustainability</a> by Beau River (Forbes) <a href="#">GRI 1: Foundation 2021</a> (Global Reporting Initiative)
TBD	3	<b>Stakeholder Engagement</b> <a href="#">Stakeholder Engagement in Sustainable Reporting</a> by Fabricio Stocker (Corporate Social Responsibility and Environmental Management Journal) <a href="#">Five Step Approach to Stakeholder Engagement</a> (Business for Social Responsibility)
TBD	4	<b>Communication Channels: Reports, Websites, Product Labels, Ads and Social Media</b> <a href="#">Rethinking the Role of Sustainability Reports</a> by Mike Hower (GreenBiz) <a href="#">Environmental Claims and Greenwashing</a> (Government of Canada Competition Bureau)
TBD	5	<b>Engaging Consumers: Closing the Intention Action Gap</b> <a href="#">The Elusive Green Consumer</a> by Katherine White, David Hardisty and Rishad Habib (Harvard Business Review)
TBD	6	<b>Engaging Civil Society: Building Bridges with Activists</b> <a href="#">Why Partnerships with Nonprofits Are Key to a More Sustainable Future</a> by Jennifer Ronk (Sustainable Brands)
TBD	7	<b>Engaging Employees: Creating Your Most Valuable Champions</b> <a href="#">The Wrong Way to Respond to Employee Activism</a> by Megan Reitz (Harvard Business Review)
TBD	8	<b>Being Bold: Reporting the Good, the Bad and the Ugly</b> <a href="#">Patagonia's Provocative Black Friday Campaign</a> by Uri Naren (Harvard Business Review)
TBD	9	<b>Beyond Publication: Leveraging Your Sustainability Reporting for Progress</b> <a href="#">What's the Purpose of Sustainability Reporting?</a> by Joe Confino (The Guardian)
TBD	10	<b>Course Summary</b>



## THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Curriculum Consultation Request****To:**

Name: Tara Ivanochko	Date: November 7, 2022
Dept./School: EOAS / Sustainability Hub	Faculty: Science

\*Please note: We requested a consultation from the Sustainability Hub rather than individual faculties. The Sustainability Hub has a broad understanding of the different interests at the University, including the individual faculties, and we understand that the Sustainability Hub would be in a position to raise any further or specific consultation necessary.

**From:**

Name: Kate White	Dept./School: UBC Sauder
Faculty: UBC Sauder	Phone 604-827-3711:
E-mail: Katherine.White@sauder.ubc.ca	Fax:

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

MBA Climate Track

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:	November 20 <sup>th</sup> , 2022
-------------------------------	----------------------------------

**Response**

( X ) We support the Proposal. ( ) We have no interest in the proposal.

( ) We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

**Comments (Please type or print):**

**This is a great addition to the Sauder offerings.** I am seeing more Environmental Science students interested in the combined degree/MBA plan – would this be available to them in some way?

This is also advancing the UBC Climate Emergency Task Force Recommendation to increase climate education available at UBC. Seeing this happen from Sauder sends a strong message to the rest of the campus and the broader community of the need to take action now to address the climate crisis.

**Respondent:**

Name: Tara Ivanochko	Dept./School: UBC Sustainability
Faculty: Science / UBC Sustainability Hub	Phone/Fax: 604-827-3179

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (2)

<p><b>Faculty:</b> Commerce and Business Administration</p> <p><b>Department:</b></p> <p><b>Faculty Approval Date:</b></p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> 11/10/2022</p> <p><b>Contact Person:</b> Leo Heba</p> <p><b>Phone:</b> 604-827-1732</p> <p><b>Email:</b> <a href="mailto:leo.heba@sauder.ubc.ca">leo.heba@sauder.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Career Tracks</b></p> <p>Each student in the MBA Program may choose one of the offered career tracks or opt to do a “customized” program of study. Requirements vary between career tracks; however, each consists of a set of 6 credits of required courses available from the Robert H. Lee Graduate School and 15 elective credits. Career Tracks include: <b>Climate; Innovation &amp; Entrepreneurship; Finance; Product &amp; Service Management; Technology &amp; Analytics Leadership.</b></p>	<p><b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267</a></p> <p><b>Present Calendar Entry:</b> No change to the Calendar</p> <p><b>Type of Action:</b> Edit to the following section in the calendar:</p> <p><b>Career Tracks</b></p> <p>Each student in the MBA Program may choose one of the offered career tracks or opt to do a “customized” program of study. Requirements vary between career tracks; however, each consists of a set of 6 credits of required courses available from the Robert H. Lee Graduate School and 15 elective credits. Career Tracks include: Innovation &amp; Entrepreneurship; Finance; Product &amp; Service Management; <del>and</del> Technology &amp; Analytics Leadership.</p> <p><b>Rationale for Proposed Change:</b> “Career Tracks” section now includes the new Climate Career Track, along with the existing tracks.</p> <p>The Climate Career Track is designed to give UBC MBA graduates the skills to design, support and deliver management-based climate solutions in both private and public sectors.</p>



## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty:</b> Applied Science  <b>Department:</b> ECE  <b>Faculty Approval Date:</b> November 3, 2022  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> Sep. 2023</p>	<p><b>Date:</b>  <b>Contact Person:</b> Nick Jaeger  <b>Phone:</b>  <b>Email:</b> nickj@ece.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CPEN 534 (3) Trade-offs in Designing Computer Systems</b>  <b>[3-0-0]</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b>  Regularize EECE 571H course.</p> <p><b>Rationale for Proposed Change:</b>  This course has been presented in 2021-22 W2 and will be presented in 2022-23 W2 as EECE 571H. This proposal is to make new course entry for this course as a 500-level course (grad level).</p> <p>This course explores the evolution of designing large-scale computing systems from the early days of microprocessors to today's geo-distributed public cloud computing systems. In this journey, students are exposed to different system design trade-offs, which in fact reappear in new shapes with the introduction of every new technology. These include trade-offs between cost, performance, security, user satisfaction, and development time. Being able to identify, evaluate, and design around such fundamental trade-offs in various application domains is the goal of this course.</p> <p>This graduate-level course has a relatively broad spectrum, from Computer Architecture to Operating Systems to Distributed Systems. It complements existing relevant courses offered by the ECE and CS departments and will be the first course to cover topics related to the design and operation of cloud computing systems. It is intended to broaden the horizon of graduate students to think outside their immediate research domain</p>

	<p>and consider the implications of their work on higher- and lower-level computing abstractions. Additionally, through focusing on aspects such as cost, deployability, and compatibility, students are reminded of the pragmatic constraints when designing software systems.</p>
--	---

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> History  <b>Faculty Approval Date:</b> Dec. 8, 2022  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023-24</p>	<p><b>Date:</b> 9 August 2022  <b>Contact Person:</b> Bonnie Effros (Course author); Paige Raibmon (Graduate Chair)  <b>Phone:</b>  <b>Email:</b> bonnie.effros@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HIST 525 (3) Professional Development for Historians</b>  Offers essential skills for academic and non-academic paths in the historical profession as well as identifying alternative career possibilities for historians.</p> <p>Restricted to students in the following programs: PhD in History, MA in History.</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=hist">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=hist</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course  <i>Note: A Category 2 proposal for the PhD program update accompanies this proposal.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>In line with recent report of the Canadian Historical Association (<a href="https://cha-shc.ca/uploads/633ee4670fe5b.pdf">https://cha-shc.ca/uploads/633ee4670fe5b.pdf</a>) and the American Historical Association (<a href="https://www.historians.org/ahajobsreport2022">https://www.historians.org/ahajobsreport2022</a>), the Department of History has revised its curriculum for history students to reflect the job market for History PhDs. Due to the constriction of History Departments in North America and the increase in contingent positions, this course will help students prepare for the job market at the same time they consider the myriad possibilities for successful careers outside academia following their graduate studies. This course also plays a key role in proposed curricular changes for doctoral students to help them complete their PhDs in a timely fashion (see accompanying category 2 proposal).</p> <p>Like similar courses in Theatre and Film, Asian Studies, and other graduate programs, and in concert with recommendations of the Canadian Historical Association, this professionalization course is intended to help prepare History graduate students for success on both the academic and non-academic job market. In the past, career preparation for graduate students was offered as a set of informal but mandatory workshops that occurred both within and</p>

	<p>beyond the History Department, as well as by some supervisors. But attendance at these workshops on top of their coursework was too heavy a burden; moreover, many students did not take it seriously and there was no means by which to enforce attendance. Therefore, after a year-long reform process of our graduate program, the History Department decided that a required professionalization course would underline the seriousness of this conversation so that students understand, from the start, the nature of the job market and have sufficient time to acquire skills that will allow them to achieve successful placements in history-adjacent fields such as archives, museums, government, non-profits, and the private sector. The development of such courses is considered a best practice in North American History Departments, and is intended to give our students the best outcome possible from the time they invest in their graduate studies.</p> <p>By taking this class, students will learn about the current structures that govern the discipline of history. The course begins with a focus on academics so that students have the opportunity to practice some basic skills to prepare them for their remaining years in graduate school. Because the class is small, since we accept on average two to three doctoral students a year, supplemented by a few MA students who enroll, instruction is personalized to meet student interest and need. And, midway through the term, the course changes tenor and provides a bridge to the challenges they will encounter once they get closer to the job market. For this purpose, a key element of the course is bringing in a range of recent alumni from our program to speak about how they entered into their current careers. The majority of the speakers are not based in academic departments but in the civil service, archives, libraries, museums, non-profits, and private businesses such as law practices and consulting firms. Each is asked to highlight how they came to their current careers, what they wished they had learned or done in graduate school, and how a history degree and additional training (for instance in GIS or collection management software) and experiences (such</p>
--	---



	<p>as internships or public outreach work) helped them to succeed in their current positions.</p> <p>The reason for the course being graded rather than a pass/fail exercise is to push students to take the course content and assignments seriously. Pass/fail is too blunt an instrument to encourage students to undertake these assignments with purpose rather than doing the bare minimum to pass. The course forms an important experience early in their studies, and helps in cohort-building. It offers both theoretical readings and opportunities to practice a range of critical skills that are necessary to succeed as either professional historians or flourish in one of the diversity of options available to them outside of academia.</p> <p>For the past two years, this proposed course has been taught on a pilot basis under HIST 547a (3-12) d Readings: Special Topics in History. The current syllabus has been adjusted based on student feedback from those pilot years as to what kind of content would be desirable.</p> <p>Because the goal is to create a unified, effective experience for students in the program, HIST 525 will be a required seminar for all incoming doctoral students. The course will also be encouraged among MA students in History, as well as PhD candidates finishing their programs and preparing to go on the job market, because this course offering did not exist when they began the program. Many of our students have convinced themselves that they will beat the odds of the poor job market in history and are thus unprepared when they do not; this seminar will encourage them to be proactive in acquiring skills that will give them success in a history-related field when their ambitions do not pan out. Furthermore, it reduces the burden on individual supervisors to repeatedly provide such training on an ad hoc basis (which of course they will continue to do in other ways), which can also lead to uneven results. The goal is to create a unified, effective experience for students in the program.</p>
--	---

(As a reminder, as a part of its reform, the History Department is seeking to reduce the number of doctoral coursework requirements from 15 credits to 9 credits in the linked-category 2 proposal. Since History doctoral students are only guaranteed four-year funding packages by the UBC Graduate School, and the average time to a doctoral degree in History in Canada is currently more than six years, we must support students by streamlining the program and allowing them to finish their degrees in a more timely fashion. Because our PhD students come to us with a MA degree in hand, they have therefore already taken sufficient subject-based seminars to embark on their dissertations. Following a lengthy reform process in 2020-21 including extended consultation with our PhD students, members of the History Department voted to reduce initial coursework and move students to comprehensive exams in their second rather than third year. This will allow them to embark on the research and writing phase of their dissertations sooner and will put them in a better position to finish their projects before their funding runs out. The professionalization seminar – Hist 525 – is a key component of our program.)

Because this class has already been taught, there should be no impact on the overall graduate curriculum and no new demands on departmental resources or the library. There are no prerequisites and all readings are in English.

☐

**Not available for Cr/D/F grading  
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐

**Pass/Fail or**

☐

**Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<b>Faculty:</b> Medicine <b>Department:</b> Population & Public Health <b>Faculty Approval Date:</b> Nov 8/22 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2023	<b>Date:</b> August 31, 2022 <b>Contact Person:</b> Lisa McCune <b>Phone:</b> 604-505-4511 <b>Email:</b> lisa.m@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>SPPH 564 (3) Advanced Topics in Occupational and Environmental Health</b>  <b>Prerequisites:</b> All of SPPH 502, SPPH 535. <b>Corequisite:</b> SPPH 522.  <b>Note:</b> SPPH 567 or an equivalent statistics or quantitative course is recommended.	<b>URL:</b>  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create new course (change from a 'select topics' course (581D) to a numbered course)  <b>Rationale for Proposed Change:</b>  The Occupational and Environmental Hygiene Program undertook an internal review of the comprehensive exam for the MSc OEH program-project stream. Since 2018, this course has replaced the comprehensive exam.  Course objectives of Advanced Topics in Occupational and Environmental Health are to integrate and synthesize key OEH competencies in preparation for graduation, practice and certification and to cover topical and emerging content not covered in foundational or elective courses.  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date:</b> Jan. 19, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> October 19, 2022  <b>Contact Person:</b> Bruce Rusk (course author); Adheesh Sathaye (Curriculum Chair); Sheryl Lim (curriculum support)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:bruce.rusk@ubc.ca">bruce.rusk@ubc.ca</a>;  <a href="mailto:Adheesh.Sathaye@ubc.ca">Adheesh.Sathaye@ubc.ca</a>;  <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIA 551 (3-18) Topics in Asian Religions</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA">https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 11, 2022 curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p><b>Rationale for Proposed Change:</b>  This proposed new special topics course will enable the Asian Studies graduate program to more easily offer a range of courses on topics related to Asian religions, one of the areas in which many of its graduate students specialize.</p> <p>Currently, the graduate offerings include several 500-level courses on specific religious traditions within all or part of Asia. Some offer opportunities to address issues that cut across national and regional boundaries, but still do not cover the range of topics that our graduate students and faculty are interested in. In some cases in recent years, seminars on themes related to religion have been taught under special topics course codes that did not reflect this focus because none was available. These have included modernization and Buddhist clerical education, the application of religious studies research methods to the study of Asian religions, and Buddhism, Modernity, and the Nation-State. All of these would fit this new course code well. Adding this special topics</p>

	<p>course in religion will enable faculty to offer such seminars on a flexible basis, while still clearly indicating on a student's record that their coursework had a religious studies emphasis.</p> <p>Topics for this new course will vary from year to year, reflecting the diversity of approaches used and religious traditions studied by our faculty. Regardless of topic, the class will emphasize fundamental learning outcomes in the study of religion, including the development of research skills such as critical reading of scriptural texts and textual traditions, the analysis of religious practice in socio-historical context, and literature reviews within relevant subfields of religious studies; of critical thinking skills including comparative study of religious traditions; and of academic writing skills. Some instances will feature specific approaches applied to the study of Asian religions, such as ritual studies, the anthropology of religion, scriptural hermeneutics and philology, the sociology of religion, the psychology of religion, the archaeology of religious sites and artefacts, collective and individual biography, or the study of religion in popular culture.</p> <p>Each course offering will be 3 credits and because this is a "topics" course that could be offered in multiple terms with different themes, it is appropriate for a student to take it multiple times. Students may take this course potentially as many as six times, as this number aligns with the total of six terms of required coursework for both an MA and PhD in the Department. Therefore, a variable credit range of 3-18 will ensure that no student is prevented from taking an instance of the course by exceeding this upper limit. The credit range of 3-18 is common among ASIA graduate courses; the credit range will align with several other ASIA 5XX courses.</p> <p>The addition of this course to the calendar will not change the Asian Studies MA or PhD curriculum, and does not impact any degree requirements for our programs. Rather, it will mainly clarify the course offerings and make more visible on a student's transcript the nature</p>
--	--

	<p>of the courses they have completed. It may also help signal to graduate students outside of Asian Studies that such courses are being offered.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
--	--

<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date:</b> Jan. 19, 2021  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> October 19, 2022  <b>Contact Person:</b> Bruce Rusk (course author); Adheesh Sathaye (Curriculum Chair); Sheryl Lim (curriculum support)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:bruce.rusk@ubc.ca">bruce.rusk@ubc.ca</a>;  <a href="mailto:Adheesh.Sathaye@ubc.ca">Adheesh.Sathaye@ubc.ca</a>;  <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIA 552 (3-18)</b>  <b>Topics in Asian Visual and Material Culture</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA">https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ASIA</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 11, 2022 curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p><b>Rationale for Proposed Change:</b>  This proposed new special topics course will enable the Asian Studies graduate program to more easily offer courses on topics related to the visual and/or material cultures of one or more parts of Asia. In recent years, the Department has welcomed new hires in Japanese popular culture, Chinese popular culture, and socio-cultural anthropology (museum studies). Visual and material studies has become an important and growing area of research for many faculty and graduate students in the program, but the current graduate-level course listings do not fully reflect this focus.</p> <p>Courses on relevant themes such as manga and anime, South Asian film, video games, and Japanese film have recently been taught under special topic courses that do not fully reflect the subjects properly on students' academic records. Since a growing number of our graduate students work on thesis topics that fall under the umbrella of "visual and material culture" (for example, visual aspects of Japanese manga and video games; stones and</p>

	<p>incense in pre-modern Chinese culture), clearly indicating such offerings to them and having them appear on their academic record will help clarify their academic focus.</p> <p>Topics for this new course will vary from year to year, and may cover one or more regions within Asia and one or more aspects of visual or material culture. Recently-taught topics that could use this code would include Japanese video games and the material culture of late imperial China. Regardless of topic, the class will emphasize fundamental learning outcomes in the study of visual and material culture, including the development of research skills based on engagement with visuality or material objects, critical thinking, and academic writing.</p> <p>Each course offering will be 3 credits and because this is a “topics” course that could be offered in multiple terms with different themes, it is appropriate for a student to take it multiple times. Students may take this course potentially as many as six times, as this number aligns with the total of six terms of required coursework for both an MA and PhD in the Department. Therefore a variable credit range of 3–18 will ensure that no student is prevented from taking an instance of the course by exceeding this upper limit. The credit range of 3-18 is common among ASIA graduate courses; the credit range will align with several other ASIA 5XX courses.</p> <p>The addition of this course to the calendar will not change the Asian Studies MA or PhD curriculum, and does not impact any degree requirements for our programs. Rather, it will mainly clarify the course offerings and make more visible on a student’s transcript the nature of the courses they have completed. It may also help signal to graduate students outside of Asian Studies that such courses are being offered.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b> (undergraduate courses only)</p>
--	---



	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
--	--

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Creative Writing  <b>Faculty Approval Date:</b> Jan. 19, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> August 25, 2022  <b>Contact Person:</b> Sheryda Warrener (Course author); Annabel Lyon (School Director)  <b>Phone:</b> 778.898.9281  <b>Email:</b> <a href="mailto:s.warrener@ubc.ca">s.warrener@ubc.ca</a> and <a href="mailto:Annabel.lyon@ubc.ca">Annabel.lyon@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 523 (3-6) Thinking and Writing Through Art</b></p> <p>Interdisciplinary perspectives on non-traditional forms of writing. Emphasis on poets working at the intersection of writing and art practices and rigorous experimentation in hybrid works.</p> <p><i>Restricted to MFA students in Creative Writing and MFA students in Visual Art.</i></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>  The combination of image and text as a poetic form is becoming increasingly popular in mainstream publishing; it's now essential for creative writers to experiment with visual-textual methods and modes, and to locate themselves within a broader, interconnected web of art-making. In our field, these combinations are referred to as "interdisciplinary" work.</p> <p>Visual art provides an abundance of approaches, forms, and strategies to stimulate the writer's imagination and inspire new shapes for thought. A high degree of engagement in thinking through and about art inspires high-level cognitive movements such as the ability to identify connections and patterns in new work and the work of others; to consider different viewpoints and perspectives; and to wrestle with complexity and ambiguity.</p> <p>By setting aside a number of spots for graduate students enrolled in the MFA in Visual Art from the Department of Art History and Visual Art &amp; Theory (AHVA), both creative writing and art students will have the opportunity to engage in cross-</p>

	<p>disciplinary conversation and collaboration. The aim is to create “undisciplined” spaces so that transcending disciplinary boundaries altogether becomes possible.</p> <p>This course is proposed to be 3-6 variable credit. Each offering will be 3 credits and students will be allowed to take two versions up to a total of 6 credits.</p> <p><i>Estimated enrolment of 12 and no teaching assistants.</i></p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>          The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>
--	---

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> School of Creative Writing  <b>Faculty Approval Date:</b> Jan. 19, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> June 6, 2022  <b>Contact Person:</b> Dina Del Bucchia (Course author); Annabel Lyon (Director)  <b>Phone:</b> 778-837-3462  <b>Email:</b> <a href="mailto:dina.delbucchia@ubc.ca">dina.delbucchia@ubc.ca</a>; <a href="mailto:annabel.lyon@ubc.ca">annabel.lyon@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 531 (3) Advanced Comedic Forms</b>  Restricted to students in the MFA program in Creative Writing.</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>  In looking at the landscape of writing work, comedy writing is one of the most dominant forms. The film and television industry provide many jobs to writers who excel at writing comedically. Offering a graduate level course will fulfill student demand for a more advanced offering in this area of study and practice, which can expand the career options for students with creative writing degrees. These options include writing for film, television and new media. As well, students will be able to produce publishable comedic work in magazines, or audio mediums. This course will allow students to pursue higher level writing and analysis of comedic writing, and further any previous exposure to critical analysis of comedy as a genre and a creative form, as well as write publishable and producible comedic work.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>

	<p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
--	---

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Linguistics  <b>Faculty Approval Date:</b> Jan. 19, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> October 4th, 2022  <b>Contact Person:</b> Strang Burton  (Curriculum Chair); Carla Hudson Kam  (Head)  <b>Phone:</b> 778-871-4073  <b>Email:</b> <a href="mailto:strang.burton@ubc.ca">strang.burton@ubc.ca</a>;  <a href="mailto:carla.hudsonkam@ubc.ca">carla.hudsonkam@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LING 560 (3) Managing and Preserving Linguistic Data</b></p> <p>Theory and practice of research data management and preservation with an emphasis on linguistic and language data.</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=LING">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=LING</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b></p> <p>All graduate students in the Linguistics Department are involved in the production and use of research data, and it is important that they acquire the skills necessary for the effective management and preservation of the data generated; this course will therefore provide valuable training for all students, no matter what their area of specialization within linguistics. Properly managed and archived data provides many benefits including: ease of analysis, prevention of errors, effective validation/replication of results, and long-term facilitation of data sharing. Research-data management skills are also rapidly becoming required skill for academics and researchers working with languages and linguistics, as funding agencies (including for example the Canadian Tri-Agencies) increasingly tie research funding to data-management requirements.</p> <p>Ensuring linguists have skills and knowledge in this area is also important because digital data, while ubiquitous, is also remarkably fragile, whereas training in effective data management and archiving increases the life of data.</p> <p>This is a matter of particular importance for the many UBC-trained linguistics researchers who will work at stages of their careers with data related to understudied and endangered</p>

	<p>languages; it is essential that academic training in linguistics includes giving students a deep understanding of the nuances and complexities that exist for the storage and management of Indigenous data, including language data management, in a way that respects the United Nations Declaration on the Rights of Indigenous Peoples (article 31), including the fact that :<i>“Indigenous peoples have the right to maintain, control, protect, and develop their cultural heritage, traditional knowledge and traditional cultural expressions...[and] also have the right to maintain, control, protect, and develop their intellectual property over such cultural, heritage, traditional cultural expressions.”</i></p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>          The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>      <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
--	--

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> School of Social Work  <b>Faculty Approval Date:</b> Jan. 19, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> November 1, 2022  <b>Contact Person:</b> Christine Graham (Program Advisor); Christiana Bratiotis (MSW Program Chair)  <b>Phone:</b> 2-4119  <b>Email:</b> <a href="mailto:christine.graham@ubc.ca">christine.graham@ubc.ca</a>; <a href="mailto:christiana.bratiotis@ubc.ca">christiana.bratiotis@ubc.ca</a></p>
<p><b>Calendar Navigation:</b> <a href="#">Homepage</a> <a href="#">Faculties, Colleges, and Schools</a> <a href="#">The Faculty of Graduate and Postdoctoral Studies</a> <a href="#">Degree Programs</a> <a href="#">Social Work</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Social Work</b></p> <p>[...]</p> <p><b>Members</b></p> <p>[...]</p> <p><b>Program Overview</b></p> <p>[...]</p> <p><b>Doctor of Philosophy</b></p> <p>[...]</p> <p><b>Master of Social Work</b></p> <p>Students with a B.S.W. can apply for entry into the one-year, 30-credit M.S.W. <b>The degree must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies.</b></p> <p><b>Admission Requirements</b></p> <p>General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.). Other factors considered are: competitive academic standing (GPA), study</p>	<p><b>URL:</b> <a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1229#11153">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1229#11153</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Social Work</b></p> <p>[...]</p> <p><b>Members</b></p> <p>[...]</p> <p><b>Program Overview</b></p> <p>[...]</p> <p><b>Doctor of Philosophy</b></p> <p>[...]</p> <p><b>Master of Social Work</b></p> <p><del>There are two entry points into the M.S.W.</del> Students with a B.S.W. can apply for entry into the one-year, 30-credit M.S.W. <del>Students with a baccalaureate degree other than a B.S.W. can apply for entry into the two-year, 60-credit M.S.W. program.</del></p> <p><b>Admission Requirements</b></p> <p>General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) <del>degree or equivalent and at least 3 credits of coursework in statistics.</del> Other</p>



<p>plan, professional social work experience, and letters of reference.</p> <p><b>Program Requirements</b></p> <ul style="list-style-type: none"> <li>• The <b>program</b> of study requires the completion of 24 credits of coursework, plus a 6-credit practicum.</li> <li>• Students must take the course on social justice (SOWK 550), a minimum of 6 credits in research methods, and a practicum.</li> <li>• Students must take an integrative seminar course (SOWK 559), and have the option of also writing a thesis - SOWK 549.</li> <li>• Students elect one of the following fields of practice for the remainder of the credits: children and families, health and social care, or international/social development.</li> <li>• A maximum of 6 credits of courses may be taken outside of the School.</li> <li>• Part-time study is available.</li> </ul>	<p>factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference.</p> <p><del>General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities or closely related professional field. Applicants are required to have completed at least 3 credits of coursework in both statistics and research methodology. For example, SOWK 320 Introduction to Social Work Research would meet the research methodology prerequisite. Other factors considered are: competitive academic standing (GPA), study plan, social service experience, and letters of reference.</del></p> <p><b>Program Requirements</b></p> <ul style="list-style-type: none"> <li><del>• Students with a B.S.W. can directly enter the second year of the program.</del></li> <li>• The <del>first year</del> of study requires the completion of 24 credits of coursework, plus a 6-credit practicum.</li> <li><del>• The second year requires completion of 30 credits.</del></li> <li>• Students must take the course on social justice (SOWK 550), a minimum of 6 credits in research methods, and a practicum.</li> <li>• Students must take an integrative seminar course (SOWK 559), and have the option of also writing a thesis - SOWK 549.</li> <li>• Students elect one of the following fields of practice for the remainder of the credits: children and families, health and social care, or international/social development.</li> <li>• A maximum of 6 credits of courses may be taken outside of the School.</li> <li>• Part-time study is available.</li> </ul> <p><b>Type of Action:</b></p>
---	---

	<p>(1) Remove the two-year MSW program option (i.e., the entry point for students without a BSW degree).</p> <p>(2) Revise the one-year MSW admission requirements to strictly a BSW degree, and to remove the statistics requirement.</p> <p><b>Rationale for Proposed Change:</b></p> <p>(1) In the past, the School of Social Work offered two routes to an MSW degree – a one-year program for applicants with a Bachelor of Social Work (BSW) degree and a two-year program for applicants with non-social work degrees, but relevant social service experience. The School refers to the two-year program as “Foundation MSW”. The School wishes to remove the two-year Foundation option and offer only the one-year option. The School’s limited resources and necessity to prioritize other programs have made it impossible to offer the Foundation option for several years. The School has now made the decision to discontinue the program permanently. The last cohort of Foundation MSW students was admitted in September 2017 and the final remaining Foundation MSW students graduated in November 2019.</p> <p>In the Admission Requirements language for the one-year MSW degree, the wording “a Bachelor of Social Work (B.S.W.) or equivalent” was intended to apply to international social work degrees that may use different terminology (e.g., “social care”). The wording caused applicants with degrees in different fields, such as Sociology or Psychology, to think they could apply to the one-year MSW degree. The School has not admitted non-BSW applicants to the one-year MSW for at least 15 years. We wish to make this change in the Calendar to simply clarify the School’s intentions and align with current practice of the program.</p> <p>(2) Many MSW programs in Canada no longer require a separate Statistics course since all accredited BSW and MSW programs have required courses in Research Methods that</p>
--	---

	<p>includes exposure to quantitative methodology. This is considered sufficient for MSW-level professional practice. In practice, the statistics requirement has not been enforced for approximately seven years, thus we wish to remove it from the Calendar.</p>
--	--



## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  <b>Faculty Approval Date:</b> Nov. 3, 2022  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Aug 22, 2022  <b>Contact Person:</b> Jennifer Grenz  <b>Phone:</b> 778.926.8358  <b>Email:</b> Jennifer.grenz@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FRST 575 (3) Indigenous Ecologies</b></p> <p><b>Application of Indigenous worldviews and knowledges to ecology. Colonial history of modern ecology, foundations and examples of Indigenous ecologies, restoration applying multiple worldviews, and Indigenized, culturally appropriate ecological research and decision-making processes.</b></p> <p><b>Prerequisites: A second-year or higher ecology course.</b></p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b>          As Indigenous knowledges are increasingly sought to inform ecological research and restoration activities, Indigenous knowledges are vulnerable to misuse, misunderstanding, and misapplication. Communities are also experiencing a new form of extraction as funding agencies incentivize the inclusion of Indigenous knowledges in ecological research and restoration. It is critical that while universities do important EDI work, that this is supported by training students to be good allies. This course will help provide such training as students will learn important historical and cultural context not ordinarily part of ecological coursework presented from the dominant, Western scientific worldview. It provides opportunity to learn from an Indigenous Scholar and Indigenous communities to both decolonize and Indigenize ecological research and restoration practices in culturally appropriate ways. This course is part of the Faculty of Forestry's effort to increase Indigenous course content in response to the implementation of the Indigenous Strategic Plan. This course supports the following goals of the ISP: Goal 2 (Advocating for truth), Goal 3 (Moving Research Forward), Goal 4 (Indigenizing Curriculum), and Goal 5 (Enriching our spaces).</p>



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Medicine  <b>Faculty Approval Date:</b> Nov 8, 2022  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> October 11, 2022  <b>Contact Person:</b> Dr. Steven Pelech  <b>Phone:</b> 604-218-2019  <b>Email:</b> spelech@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>MEDI 590 (3) Molecular Regulation of Cell Growth and Differentiation</p> <p><b>Receptors, kinases, phosphatases, G proteins, adapters, transcription factors and other regulatory proteins involved in eukaryotic cell activation, growth and differentiation; defective cell signalling in human diseases; methods to track actions of toxins and drugs in experimental model systems.</b> <i>This course is not eligible for Credit/D/Fail grading.</i>  <i>Prerequisite: A third year or higher Biochemistry course.</i></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=MEDI">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=MEDI</a></p> <p><b>Present Calendar Entry:</b></p> <p>MEDI 590 (3) Molecular Regulation of Cell Growth and Differentiation</p> <p><del>Cytokines and signal transduction mechanisms in the growth and differentiation of germ-line, haemopoietic and other eukaryotic cells; actions of oncogene and tumor-suppressor gene products; molecular concepts derived from experimental model systems; molecular strategies of cytokine therapy. This course is not eligible for Credit/D/Fail grading. Prerequisite: One of MICB-302, BIOC-402, BIOC-403. Permission of course-coordinator is also acceptable.</del></p> <p><b>Type of Action:</b>  Revision of course description and pre-requisite.</p> <p><b>Rationale for Proposed Change:</b></p> <p>The description of this course has not been updated for 25 years, and the revised version provides a better description of the current course content, which itself remains largely the same scope as originally proposed. The pre-requisite requirement has been expanded to include any third-year Biochemistry course from another institution, since many of our graduate</p>



students have undertaken their undergraduate training elsewhere.

☐

**Not available for Cr/D/F grading**  
(undergraduate courses only)

**Rationale for not being available for Cr/D/F:**

☐ Pass/Fail or ☐ Honours/Pass/Fail grading

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Medicine <b>Department:</b> Population & Public Health <b>Faculty Approval Date:</b> Nov 8/22 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2023	<b>Date:</b> August 31, 2022 <b>Contact Person:</b> Lisa McCune <b>Phone:</b> 604-505-4511 <b>Email:</b> lisa.m@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>SPPH 548 (3) Knowledge to Action in Population Health</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create new course (change from a 'special topics' course (581N) to a permanently numbered course)  <b>Rationale for Proposed Change:</b>  The course addresses twelve foundational competencies of MPH programs, as defined by the Council on Education for Public Health (CEPH). E.g., interpret results of data analysis and policies for their impact on public health and health equity; propose strategies to identify stakeholders and build coalitions and partnership for influencing public health outcomes; communicate audience-appropriate public health content, both in writing and through oral presentation.  The focus is on developing skills to enact systems change and meet granting agencies' requirements for knowledge translation activities within research projects.  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 205 (3)</b>  <b>Fundamentals of Physiology in Human Health and Disease I</b></p> <p>The principles of physiological regulation of neuromuscular, cardiovascular and blood systems in the human body with practical applications in health and disease. [3-0-0]</p> <p>Credit will only be granted for one of CAPS 301 or CAPS 205</p> <p>Prerequisites: BIOL 112, CHEM 123, MATH 101, and 100-level PHYS beyond PHYS 100.</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and required course for the newly proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 206, it provides the foundations of human physiology required for the rest of both the Honours and Major program of study.</p> <div style="margin-top: 20px;"> <input type="checkbox"/> <p style="margin-top: 5px;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> </div> <p style="text-align: center; margin-top: 5px;"><b>Pass/Fail or Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> </div>



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 206 (3)</b>  <b>Fundamentals of Physiology in Human Health and Disease II</b></p> <p>The principles of physiological regulation of respiratory, renal, gastrointestinal, endocrine and reproductive systems in the human body with practical applications in health and disease. [3-0-0]</p> <p>Credit will only be granted for one of CAPS 301 or CAPS 206</p> <p>Prerequisites: BIOL 112, CHEM 123, MATH 101, and PHYS 100-level beyond PHYS 100</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and required course for the newly proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 205, it provides the foundations of human physiology required for the rest of both the Honours and Major program of study.</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <p style="text-align: center;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p style="text-align: center;"><b>Pass/Fail or Honours/Pass/Fail grading</b>  (Choose one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



## Course Outline

### Category: (1)

<p><b>Faculty:</b> Science <b>Department:</b> Cellular and Physiological Sciences <b>Faculty Approval Date:</b> Jan 17 2023 <b>Effective Session (W or S):</b> S <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> June 29<sup>th</sup>, 2022 <b>Contact Person:</b> Carol-Ann Courneya <b>Phone:</b> 778 989 5103 <b>Email:</b> courneya@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CAPS 210 (3) <b>Human Health Literacy</b></p> <p><b>An on-line course teaching students to research and understand relevant health diagnoses.</b> Not <b>for</b> students <b>with</b> Biology 12, Anatomy and Physiology 12, or <b>enrolled</b> in the Faculties of Science, Land and Food Systems, Pharmaceutical Sciences, <b>Applied Science</b> or School of Kinesiology. [3-0-<b>0</b>]</p>	<p><b>Present Calendar Entry:</b></p> <p>CAPS 210 (3) <del>Exploring the Human Body: How does the body work?</del></p> <p><del>Basic functional anatomy and physiology of the human body.</del> Not <del>open to</del> students <del>who have credit for</del> Biology 12, Anatomy and Physiology 12, <del>or any first year BIOL course or are</del> in the Faculties of Science, Land and Food Systems, Pharmaceutical Sciences, or School of Kinesiology. [3-0-<del>1</del>]</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"><li>1) Course name change (to: Human Health Literacy) and description change.</li><li>2) <u>Some</u> changes to overarching learning outcomes</li><li>3) Assessment Strategy</li></ol> <p><b>Rationale for Proposed Change:</b></p> <p>There were two limitations to the original proposal for CAPS 210 (Original name: “Exploring the Human Body”):</p> <p>A) The original course was designed to be “information driven”. This was originally planned to be content-intensive information delivered on Canvas, along with supplementary links to websites and online videos. This was to be accompanied by an assessment structure that was entirely MCQ-focused. On reflection, and considering that this was to be an elective course offered to students with little science background, we</p>



suggest a pedagogical shift from information delivery to applied learning. *The changed course format will consist of a series of nine system modules (e.g. respiratory, renal, cardiovascular etc.) Each module will prompt the students to research and understand three diagnosis/health scenarios. For example, in the cardiovascular module a diagnosis scenario could be heart murmur, and in the immunology module a health scenario could be researching mRNA vaccines to treat COVID. Supporting relevant anatomy and physiology, as well as trustworthy health information links will be offered on the CAPS 210 Canvas page.*

B) The original course was to be team-taught by 11 independent faculty members. While coordinated team teaching can be very successful, there are challenges to coordinating 11 independent faculty, all of whom have additional heavy course/research responsibilities, to work together on an elective course. *The changed course will therefore be coordinated centrally by a single faculty member (CA Courneya), and module scenarios and supporting materials will be developed by nine module co-authors.*

#### **Type of Action Rationale:**

##### ***1) Name Change:***

The original name for this course was “Exploring the Human Body”. Sadly, the original course director, Dr. Susie Clee, died before the course could be fully developed, and thus CAPS 210 has not as yet been run. The new proposed title “**Human Health Literacy**” better matches the shift in pedagogy and assessment.

##### ***2) Some changes to original overarching learning outcomes***

At the end of the course, students will understand and be able to research and explain:



- the anatomy (structure) and physiology (functions) of nine major systems;
- the mechanisms by which each of the nine systems carries out its role;
- how the physiological systems are controlled;
- the consequence of disruption of some of these processes.
- each of the diagnoses discussed in the course using language appropriate for an educated lay audience

### ***3) Assessment Strategy***

The focus of the Assessment strategy will be shifted from memorization to applied learning. Weekly short vocabulary quizzes along with brief written reports will constitute 63% of the grade. Final assessment will be a selection of novel diagnoses/health scenarios for the students to research and submit reports.

☐ **Not available for Cr/D/F grading.**

(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F):**

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail**

**grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 305 (3)</b>  <b>Integrated Human Health and Disease</b></p> <p>An integrated study of advanced physiological processes and the consequences of dysregulation in disease pathophysiology.  [3-0-0]</p> <p><b>Prerequisites:</b> CAPS 205 or CAPS 206</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and required course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 306, it builds upon the foundations in CAPS 205 and 206 for a more scaffolded experience and increasing depth of understanding.</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 10px auto;"></div> <p style="text-align: center;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <input type="checkbox"/>  <b>Pass/Fail or</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)       </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Honours/Pass/Fail grading</b> </div> </div>

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 306 (3)</b>  <b>Molecular and Cellular Mechanisms of Human Health and Disease</b></p> <p>A study of the molecular and cellular mechanisms of human health, disease and therapeutics. [3-0-0]</p> <p>Prerequisites: BIOL 234 and one of CAPS 205 or CAPS 206 or BIOL 200</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and required course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 305, it builds upon the foundations in CAPS 205 and 206 for a more scaffolded experience and increasing depth of understanding</p> <div style="margin-top: 20px;"> <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> <div style="margin-top: 20px;"> <b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. </div> <div style="margin-top: 20px;"> <input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </div>

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 310 (3)</b>  <b>Modern Biomedical Research</b>  <b>Techniques and their Application</b></p> <p>Core and advanced biomedical research techniques which have impacted our current understanding of health and disease.  [3-0-0]</p> <p>Prerequisites: MATH 101, BIOL 112, BIOL 121, PHYS 100-level beyond PHYS 100 and one of BIOL 234 or BIOL 335 or BIOL 338</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and required course for the newproposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program.  Students learn the principles, operations and limitations of the rapidly advancing field of laboratory technologies; material that is essentialfor interpreting the scientific literature, public-domain datasets and also for designing experiments in the modern research environment.</p> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 10px auto;"></div> <p style="text-align: center;"><b>Not available for Cr/D/F grading</b>  <b>(undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>  The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> </div> <p style="text-align: center;"><b>Pass/Fail or                      Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 420 (3)</b>  <b>Human Disease Modeling and Therapeutics</b></p> <p>Focusing primarily on stem cells and in vitro organoids as disease models, topics cover regenerative medicine, aging, tissue regeneration and repair, novel genetic diseases and therapy development.  <b>[3-0-0]</b></p> <p><b>Prerequisites:</b> CAPS 306 and CAPS 310</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new and constrained elective course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's specialization, for students interested in the ever changing area of disease modeling and therapeutics.</p> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 10px 0;"></div> <p style="text-align: center;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <input type="checkbox"/>  <b>Pass/Fail or</b> </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Honours/Pass/Fail grading</b> </div> </div> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CAPS 422 (3)</p> <p><b>Systems Physiology in Human Health and Disease</b></p> <p><b>Major discoveries and current advancements that are revolutionizing our understanding of the physiological, compensatory responses of the human body to extreme conditions.</b> [3-0-0]</p> <p><b>Prerequisites</b>  <b>CAPS 305 and CAPS 306 and CAPS 310, (or CAPS 301)</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b></p> <p>CAPS 422 (3)</p> <p><del><b>Mammalian Cardiovascular and Respiratory Physiology</b></del> The control and integration of cardio-pulmonary function in mammals. Intended for Honours students in Cellular, Anatomical and Physiological Sciences or other life sciences. [3-0-0]</p> <p><del><i>Prerequisite: A cumulative average of 75% over at least 90 credits attempted in the first three years of a student's program and a minimum mark of 75% in CAPS 301 or PHYL 301 or its equivalent. Permission of the course director is also required.</i></del></p> <p><b>Type of Action:</b>  Title change and updating of description and addition of a prerequisite.</p> <p><b>Rationale for Proposed Change:</b></p> <p>This is an optional course in the proposed CAPS Major specialization. It is no longer intended only for the Honours students, so that language has to be removed.</p> <p>The prerequisites have to be changed to allow students who do not take CAPS 301 in to the course. Additionally, there will be no grade minimum required for entry.</p>

	<p>The new course title and description is more specific. It clarifies that the focus is, as it always has been, on human health and disease and how the human body responds to physiological stressors.</p> <p>The change in title and description removes the ambiguity that may have led some students to believe the course was dealing with mammalian systems more broadly. The previous mammalian reference in the title was primarily because model organisms are used to represent human systems in landmark experiments that are discussed in class. Specifying the focus on the human system is accurate and aligns with the branding of the CAPS specializations as focused on human health and disease.</p>
--	---

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>(40 word limit.)</b></p> <p>CAPS 424 (3)  <b>Endocrinology and Metabolism in Human Health and Disease</b></p> <p><b>Major discoveries and current advancements that are revolutionizing our understanding of the biology, disease states and therapeutic approaches for metabolic and reproductive disorders, stress and endocrine disorders including diabetes.</b>  [3-0-0]</p> <p><b>Prerequisites</b>  <b>CAPS 305 and CAPS 306 and CAPS 310, (or CAPS 301)</b></p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  CAPS 424 (3)  <del><b>Mammalian Endocrinology</b></del>  <del>Hormonal control of homeostatic, metabolic and reproductive function. Intended for Honours students in Cellular, Anatomical and Physiological Sciences or other life sciences.</del>  [3-0-0]  <del><b>Prerequisite:</b> A cumulative average of 75% over at least 90 credits attempted in the first three years of a student's program and a minimum mark of 75% in CAPS 301 or PHYL 301.</del>  <del>Permission of the course director is also required.</del></p> <p><b>Type of Action:</b>  Title change and updating of description and addition of a prerequisite.</p> <p><b>Rationale for Proposed Change:</b></p> <p>This is an optional course in the proposed CAPS Major specialization. It is no longer intended only for the Honours students, so that language has to be removed.</p> <p>The prerequisites have to be changed to allow students who do not take CAPS 301 into the course. Additionally, there will be no grade minimum required for entry.</p> <p>The new course description is more specific. It clarifies that the focus is, as it always has been, on</p>

human health and disease and how the human body responds to physiological stressors. The change in title and description removes the ambiguity that may have led some students to believe the course was dealing with mammalian hormonal systems more broadly. The previous mammalian reference in the title was primarily because model organisms are used to represent human systems in landmark experiments that are discussed in class. Specifying the focus on the human system is accurate and aligns with the branding of the CAPS specializations as focused on human health and disease.

☐

**Not available for Cr/D/F grading  
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

## UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p><b>Faculty:</b> Medicine  <b>Department:</b> Cellular &amp; Physiological Sciences  <b>Faculty Approval Dates:</b> Jan 17 2023  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> Oct 21 2022  <b>Contact Person:</b> Barry Mason  <b>Phone:</b> 604-822-7253  <b>Email:</b> barry.mason@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CAPS 427 (3)</b>  <b>Gross Human Anatomy Lab</b></p> <p>A clinical and surgical exploration of the body's structure and function in normal and select pathological conditions.  [1-4-0]</p> <p>Prerequisites: CAPS 391</p>	<p><b>URL:</b>  <a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS">https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</a></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This is a new elective course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) specialization, for students interested in a surgical exploration of the human body.</p> <p>Work outside of the laboratory includes selecting a research topic, presenting a preliminary literature review and rationale for the project. The method of approach must be presented and defended; this includes how the dissection will proceed, what measurements will be made, what landmarks will be used to guide the dissections and how the data will be analysed. At the end of the project the results must be written in the form of a research manuscript. In addition the students must prepare a poster and powerpoint presentation which they will present to the class; both must be in a form suitable for a scientific conference.</p> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 10px auto;"></div> <p style="text-align: center;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b>  <small>(Check the box if the course is NOT eligible for Cr/D/F grading)</small></p>

	<p>and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
--	---

## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty:</b> Pharmaceutical Sciences  <b>Department:</b> n/a  <b>Faculty Approval Date:</b> 24 Nov 2022  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2023</p>	<p><b>Date:</b> 06 January 2023  <b>Contact Person:</b> Abby Collier  <b>Phone:</b> (604) 827 2380  <b>Email:</b> abby.collier@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  Homepage &gt; Faculties, Colleges, and Schools  &gt; The Faculty of Pharmaceutical Sciences &gt;  Bachelor of Pharmaceutical Sciences &gt;  Academic Recognition, Promotion, and  Continuation</p> <p><b><u>Academic Recognition, Promotion, and Continuation</u></b></p> <p><b>Dean's List</b></p> <p>Dean's List designation recognizes exceptional academic achievement in the Faculty of Pharmaceutical Sciences.</p> <p>Students who <b>achieve a sessional average of 85% or higher in the previous</b> Winter Session will receive the notation "Dean's List" on their permanent record, <b>if they carried a course load of at least 27 percentage-graded credits.</b></p> <p><b>Scholarships and Awards</b> ...</p> <p><b>Class Standing at Graduation</b> ...</p> <p><b>Promotion Requirements</b> ...</p> <p><b>Continuation Requirements</b> ...</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1672">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1672</a></p> <p><b>Present Calendar Entry:</b>  Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Pharmaceutical Sciences &gt; Bachelor of Pharmaceutical Sciences &gt; Academic Recognition, Promotion, and Continuation</p> <p><b><u>Academic Recognition, Promotion, and Continuation</u></b></p> <p><b>Dean's List</b></p> <p>Dean's List designation recognizes exceptional academic achievement in the Faculty of Pharmaceutical Sciences.</p> <p>Students who <del>complete at least 27 percentage-graded credits in a</del> Winter Session, <del>and who achieve an average of 85% or higher on at least 27 of these credits,</del> will receive the notation "Dean's List" on their permanent record.</p> <p><b>Scholarships and Awards</b> ...</p> <p><b>Class Standing at Graduation</b> ...</p> <p><b>Promotion Requirements</b> ...</p> <p><b>Continuation Requirements</b> ...</p> <p><b>Type of Action:</b>  Edit the "Dean's List" section of the Academic Recognition, Promotion, and Continuation BPSc Calendar page.</p>

	<p><b>Rationale for Proposed Change:</b></p> <p>The current statement reads that students who achieve an average of 85% or higher on at least 27 credits will receive the “Dean’s List” notation on their permanent records. The new edits made to this statement are intended to refine the statement for clarity purposes. The updated statement now reads that students who achieve a sessional average of 85% or higher in the previous Winter Session, where they passed and carried a course load of at least 27 credits, will receive the “Dean’s List” notation.</p>
<p><b>Proposed Calendar Entry:</b> Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Pharmaceutical Sciences &gt; Bachelor of Pharmaceutical Sciences &gt; Academic Recognition, Promotion, and Continuation</p> <p><b><u>Academic Recognition, Promotion, and Continuation</u></b></p> <p><b>Dean's List</b> ...</p> <p><b>Scholarships and Awards</b> ...</p> <p><b>Class Standing at Graduation</b> ...</p> <p><b>Promotion Requirements</b> Students are reminded that they are subject to the University’s <a href="#">Advancement Regulations</a>. In order to progress from one year-level standing to the next, a student must successfully complete the required courses as outlined in the <a href="#">Degree Requirements</a> table<sup>1</sup>. These may include transfer credit as well as credit earned through exchange. <b>The Year One and Year Three elective credits are required for graduation, but they are not considered in year level promotion<sup>2</sup>. Electives do contribute to a student’s sessional average.</b> Year-level standing impacts a student’s eligibility for specializations and courses, and is one of the factors considered when registration dates are</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1672">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1672</a></p> <p><b>Present Calendar Entry:</b> Homepage &gt; Faculties, Colleges, and Schools &gt; The Faculty of Pharmaceutical Sciences &gt; Bachelor of Pharmaceutical Sciences &gt; Academic Recognition, Promotion, and Continuation</p> <p><b><u>Academic Recognition, Promotion, and Continuation</u></b></p> <p><b>Dean's List</b> ...</p> <p><b>Scholarships and Awards</b> ...</p> <p><b>Class Standing at Graduation</b> ...</p> <p><b>Promotion Requirements</b> Students are reminded that they are subject to the University’s <a href="#">Advancement Regulations</a>. In order to progress from one year-level standing to the next, a student must successfully complete the required courses as outlined in the <a href="#">Degree Requirements</a> table<sup>1</sup>. These may include transfer credit as well as credit earned through exchange.</p> <p>Year-level standing impacts a student’s eligibility for specializations and courses, and is one of the factors considered when registration dates are set. Promotion is evaluated annually upon completion of the Winter <b>Session.</b></p>



set. Promotion is evaluated annually upon completion of the Winter **and the Summer Sessions**.

**As per the University's Maximum Allowable Transfer Credit policy, no more than 60 transfer credits will be applied to requirements in the degree program. Generally, transfer credit is limited to Year One and Year Two of the program, transfer credit for Year Three and Year Four require approval from the Faculty.**

<sup>1</sup>Promotion into Year **Two** and Year **Three** of the program will be granted to a student who has completed all other necessary program requirements but has not obtained credit for the Year **One** and Year **Two** (100-/200-level) required chemistry courses as a direct result of the COVID-19 pandemic impact on these courses. A student must complete these required chemistry courses to be granted promotion into Year **Four** of the program. This policy only applies to a student who was admitted into Year **One** of the B.P.Sc. program in the 2020/2021 academic year.

<sup>2</sup>**Students must successfully complete all Year One, Two, and Three prescribed and elective credits before Year Four in order to be eligible for Honours.**

***Promotion to Year Two***

**Promotion to Year Two requires successful completion of all required courses listed under the "Year One – Mandatory Courses" section of the Degree Requirements table.**

**Students must meet the minimum requirements for promotion to Year Two within a maximum of 48 credits of coursework attempted (i.e., passed or failed), including advance and transfer credit that have been applied to the degree requirements, by the end of the Summer Session of their third academic year in the B.P.Sc. program, regardless of registration. If a student cannot be promoted to Year Two by the end of the Summer Session of their third academic year and they have**

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

exceeded 48 attempted credits, they may be required to discontinue from the Faculty.

Students admitted with advance or transfer credit that puts them at risk of exceeding this limit must consult an Academic Advisor.

*Promotion to Year Three*

Promotion to Year Three requires successful completion of all required courses listed under the “Year Two – Mandatory Courses” section of the Degree Requirements table.

Students must meet the minimum requirements for promotion to Year Three within a maximum of 78 credits of coursework attempted (i.e., passed or failed), including advance and transfer credit that have been applied to the degree requirements or they may be required to discontinue from the Faculty.

Students admitted with advance or transfer credit that puts them at risk of exceeding this limit must consult an Academic Advisor.

*Promotion to Year Four*

Promotion to any of the Year Four options requires successful completion of all required courses listed under the “Year Three – Mandatory Courses” section of the Degree Requirements table.

Students must meet the minimum requirements for promotion to Year Four within a maximum of 108 credits of coursework attempted (i.e., passed or failed), including advance and transfer credit that has been applied to the degree requirements, or they may be required to discontinue from the Faculty.

Students must meet all the graduation requirements for the degree within a maximum of 180 credits of coursework attempted. Those who do not will be required to discontinue from the Faculty.

**Students admitted with advance or transfer credit that puts them at risk of exceeding this limit must consult an Academic Advisor.**

**The maximum allowable credits listed under the Promotion Requirements section apply to students who enter the program in and after the 2023/2024 Winter Session.**

### **Continuation Requirements**

Continuation, or a student's eligibility to continue registering in their degree program, is evaluated annually upon completion of the Winter and Summer Session.<sup>1</sup> Continued registration eligibility is granted based on the Sessional Average for the Sessions, as well as a review of previous Sessional Standings and specific continuation requirements. There are three sessional standings: Good Standing, Academic Probation, and Failed Standing.

**In compliance with the University's "Advancement Regulations", no student may repeat a course more than once.**

**Therefore, students** who fail in two attempts at any single required course of the B.P.Sc. program will be required to discontinue from the **B.P.Sc. program** and the Faculty of Pharmaceutical Sciences, regardless of their Sessional Standing and Continuation Status. These attempts may be from the same or different Sessions.

The continuation requirements are determined through sessional evaluation, with new standing based on prior standing, sessional average, and success in courses. Continuation is evaluated as follows:

Sessional Average & Course Success	Standing Upon Entering Session	Standing Upon Entering Session	Standing Upon Entering Session
	Good Standing	Academic Probation (ACPR)	Failed Standing, permitted to continue
	<b>New Standing</b>	<b>New Standing</b>	<b>New Standing</b>
55% or higher	Good Standing <sup>1</sup>	Good standing	Good standing

### **Continuation Requirements**

Continuation, or a student's eligibility to continue registering in their degree program, is evaluated annually upon completion of the Winter and Summer Session.<sup>1</sup> Continued registration eligibility is granted based on the Sessional Average for the Sessions, as well as a review of previous Sessional Standings and specific continuation requirements. There are three sessional standings: Good Standing, Academic Probation, and Failed Standing.

**Students** who fail in two attempts at any single required course of the B.P.Sc. program will be required to discontinue from the **B.P.Sc. Program** and the Faculty of Pharmaceutical Sciences, regardless of their Sessional Standing and Continuation Status. These attempts may be from the same or different Sessions.

The continuation requirements are determined through sessional evaluation, with new standing based on prior standing, sessional average, and success in courses.

Continuation is evaluated as follows:

Sessional Average & Course Success	Standing Upon Entering Session	Standing Upon Entering Session	Standing Upon Entering Session
	Good Standing	Academic Probation (ACPR)	Failed Standing, permitted to continue
	<b>New Standing</b>	<b>New Standing</b>	<b>New Standing</b>
55% or higher and passed all courses	Good Standing <sup>1</sup>	Good standing if enrolled in 12 or more credits; otherwise, ACPR	Good standing if enrolled in 12 or more credits; otherwise, ACPR <sup>2,4</sup>
At least 50% but	Good Standing	ACPR <sup>2,4</sup>	ACPR <sup>2,4</sup>

and passed all courses		if enrolled in 12 or more credits; otherwise, ACPR	if enrolled in 12 or more credits; otherwise, ACPR <sup>2,4</sup>	less than 55% and passed all courses				
At least 50% but less than 55% and passed all courses	Good Standing	ACPR <sup>2,4</sup>	ACPR <sup>2,4</sup>	55% or higher and failed one or more courses	Good standing, if no Failed standing on record; otherwise, ACPR	ACPR <sup>4</sup>	ACPR <sup>2,4</sup>	
55% or higher and failed one or more courses	Good standing, if no Failed standing on record; otherwise, ACPR	ACPR <sup>4</sup>	ACPR <sup>2,4</sup>	At least 50%, but less than 55% and failed one or more courses	ACPR if no Failed standing on record; otherwise, Failed, required to withdraw <sup>5</sup>	Failed, required to discontinue or withdraw <sup>3,5,8</sup>	Failed, required to withdraw <sup>5</sup>	
At least 50%, but less than 55% and failed one or more courses	ACPR if no Failed standing on record; otherwise, Failed, required to withdraw <sup>5</sup>	Failed, required to discontinue or withdraw <sup>3,5,8</sup>	Failed, required to withdraw <sup>5</sup>	Below 50%, enrolled in 12 or more credits (Winter) or 6 or more (Summer)	Failed, required to discontinue or withdraw <sup>3,6,8</sup>	Failed, required to discontinue or withdraw <sup>3,6,8</sup>	Failed, required to withdraw <sup>6</sup>	
Below 50%, enrolled in 12 or more credits (Winter) or 6 or more (Summer)	Failed, required to discontinue or withdraw <sup>3,6,8</sup>	Failed, required to discontinue or withdraw <sup>3,6,8</sup>	Failed, required to withdraw <sup>6</sup>	Below 50%, enrolled in 12 or more credits (Winter) or 6 or more (Summer)	Failed, required to discontinue or withdraw <sup>7</sup>	Failed, required to discontinue or withdraw <sup>3,7,8</sup>	Failed, required to withdraw <sup>7</sup>	
Below 50%, enrolled in 12 or more credits (Winter) or 6 or more (Summer)	Failed, required to discontinue or withdraw <sup>7</sup>	Failed, required to discontinue or withdraw <sup>3,7,8</sup>	Failed, required to withdraw <sup>7</sup>	<sup>1</sup> Students who attain a sessional average of 55% or more will be assigned a Good Standing and will be eligible to continue their studies. Those who do exceptionally well may also receive recognition; see Dean's List above.				
				<sup>2</sup> Failed Standing remains on record and may affect future academic standing.				
				<sup>3</sup> If student has a previous Failed standing, the requirement is to withdraw from UBC.				
<sup>1</sup> Students who attain a sessional average of 55% or more will be assigned a Good Standing and will be eligible to continue their studies. Those who do exceptionally well may also receive recognition; see Dean's List above.				<sup>4</sup> Continuation of students on Academic Probation (ACPR) will also be reviewed at the end of Winter Session Term 1. Upon review, if the student has a GPA of 55% or higher and has passed all courses, they will be able to continue in Good Standing.				
<sup>2</sup> Failed Standing remains on record and may affect future academic standing.								

<p><sup>3</sup> If student has a previous Failed standing, the requirement is to withdraw from UBC.</p>	<p><sup>5</sup> Students who attain a sessional average between 50% and 55% and failed one or more courses will be placed on Academic Probation (ACPR). This standing will be noted on their academic record. Students will be eligible to continue their studies unless they have previously received 'Failed' or 'ACPR' standing in the Faculty of Pharmaceutical Sciences, in which case they will be assigned a Failed Standing and be required to discontinue from the <b>BPSc</b> Program and Faculty or withdraw from the University. A student who is on ACPR is restricted to taking no more than 12 credits in each term of the Winter and Summer Sessions.</p>	
<p><sup>4</sup> Continuation of students on Academic Probation (ACPR) will also be reviewed at the end of Winter Session Term 1. Upon review, if the student has a GPA of 55% or higher and has passed all courses, they will be able to continue in Good Standing.</p>	<p><sup>6</sup> Students who attain a sessional average of less than 50% in 12 or more credits (Winter Session) or 6 or more credits (Summer Session) will be assigned a Failed Standing and required to discontinue from the <b>BPSc</b> Program and Faculty or withdraw from the University.</p>	
<p><sup>5</sup> Students who attain a sessional average between 50% and 55% and failed one or more courses will be placed on Academic Probation (ACPR). This standing will be noted on their academic record. Students will be eligible to continue their studies unless they have previously received 'Failed' or 'ACPR' standing in the Faculty of Pharmaceutical Sciences, in which case they will be assigned a Failed Standing and be required to discontinue from the <b>B.P.Sc.</b> Program and Faculty or withdraw from the University. A student who is on ACPR is restricted to taking no more than 12 credits in each term of the Winter and Summer Sessions.</p>	<p><sup>7</sup> Students who attain a sessional average of less than 50% in fewer than 12 credits (Winter Session) or 6 credits (Summer Session) and <del>the student has entered the Session in Good Standing; then they will be permitted to continue, otherwise they will be an assignment</del> a Failed Standing and be required to discontinue <del>for the BPSc Program and</del> Faculty or withdraw from the University.</p>	
<p><sup>6</sup> Students who attain a sessional average of less than 50% in 12 or more credits (Winter Session) or 6 or more credits (Summer Session) will be assigned a Failed Standing and required to discontinue from the <b>B.P.Sc.</b> Program and Faculty or withdraw from the University.</p>	<p><sup>8</sup> For information on readmission after receiving "Fail" standing and being required to withdraw from the Faculty, see <a href="#">Readmission</a>.</p>	
<p><sup>7</sup> Students who attain a sessional average of less than 50% in fewer than 12 credits (Winter Session), or 6 credits (Summer Session), and <b>who have also entered the Session in Good Standing, will be permitted to continue the program in Good Standing. Otherwise, under the conditions listed in the table above, they will be assigned</b> a Failed Standing and be required to discontinue <b>from the</b> Faculty or withdraw from the University, <b>as per the <a href="#">Advancement Regulations</a>.</b></p>	<p><b>Type of Action:</b> Edit the "Academic Recognition, Promotion, and Continuation" section of the BPSc Academic Calendar section.</p>	
<p><sup>8</sup> For information on readmission after receiving "Fail" standing and being required to withdraw from the Faculty, see <a href="#">Readmission</a>.</p>	<p><b>Rationale for Proposed Change:</b> The current Calendar section doesn't outline the maximum number of credits students are eligible to attempt before being required to discontinue from the Faculty. Setting a maximum number of credits is important to ensure students are progressing through the program towards graduation in a steady state. If a student is unable to be promoted into the next year level within an appropriate number of attempted credits or timeline, they will be asked to discontinue from the Faculty. The wording of some sentences were also edited under the "Continuation</p>	

	Requirements” section for clarity purposes and to fix typos.
--	--

15 March 2023

To: Vancouver Senate

From: Senate Nominating Committee

Re: Draft Conflict of Interest Guidelines

---

The attached document– *Conflict of Interest Guidelines for the Okanagan and Vancouver Senates*– is a draft policy addressing conflicts of interest on the part of members of Senate and of Senate committees. Ensuring that conflicts of interest are disclosed and appropriately managed is a fundamental aspect of good governance and is important for maintaining confidence and trust in UBC and its decision-making bodies.

The draft policy builds upon and substantially reworks a previously proposed Senate *Code of Conduct* which was presented for comment in 2019 and did not move forward at that time. The policy is no longer a code of conduct, but rather a set of guidelines intended to provide a clear, transparent process for identifying and managing conflicts of interest that arise with respect to Senate business and responsibilities.

The *Conflict of Interest Guidelines* are envisioned as a future Council of Senates policy which will apply equally to the Senates of both campuses. The draft *Guidelines* have been reviewed by the Nominating and Agenda Committees of both the Vancouver and Okanagan Senates, with feedback received on both campuses incorporated into the draft. The draft is now being presented in parallel to each of the full Senates for further comment. If the draft *Guidelines*, amended where appropriate based on feedback from the Senates, are found to be acceptable to both Senates, a motion will be brought at a subsequent Senate meeting to refer the *Guidelines* to the Council of Senates for consideration.

Pursuant to section 23(f) of the Senate's *Rules and Procedures*, a motion to refer business to the Council of Senates may be considered by the Vancouver Senate only when notice of motion has been made at a previous meeting of Senate. Please take this as notice of the Nominating Committee's intention to bring such a motion when appropriate.

Your feedback on the draft will be welcomed.

For the Committee,

Paul Harrison, Chair

## **DRAFT: CONFLICT OF INTEREST GUIDELINES FOR THE OKANAGAN AND VANCOUVER SENATES**

### **1. Introduction and Purpose**

The academic governance of the *University* is vested with the Senates and the Council of Senates. The powers and duties of the Senates are set out in the *University Act*.

It is expected and assumed that *members* of the Senates and of Senate committees will perform their duties to the Senates in good faith and in the best interests of the *University*. These *Guidelines* clarify what is expected of *members* with respect to identifying, reporting and managing conflicts of interest that arise in connection with the business of the Senates and their committees.

### **2. Application**

The *Guidelines* apply to all *members* of the following:

- Okanagan Senate and its committees
- Vancouver Senate and its committees

### **3. Definitions**

For the purposes of these *Guidelines*, the following definitions are used throughout:

*Guidelines* shall mean these Conflict of Interest Guidelines, as amended, supplemented, revised or restated from time to time.

*Member* shall mean a *member*, either elected or ex officio, of the Okanagan Senate, the Vancouver Senate, or a committee established by either the Okanagan Senate or Vancouver Senate.

*Okanagan Senate* shall mean the Senate of the Okanagan Campus of the *University*.

*Private interest* shall mean anything of personal benefit to the *member* or a person with whom the *member* has a close personal relationship, and shall include benefits of a financial or professional nature which fall outside the scope of the *member's* role at the *University*, as well as private duties owed to outside parties.

*Secretary* shall mean the Registrar, as outlined in the *University Act*.

*Vancouver Senate* shall mean the Senate of the Vancouver Campus of the *University*.

*University* shall mean the University of British Columbia.



*University Act* shall mean the law titled as such in the Province of British Columbia with the citation Revised Statutes of British Columbia 1996, chapter 468 and its successor legislation.

## 4. Conflict of Interest

### 4.1. Definition

A conflict of interest arises when the *private interest* of a *member* conflicts with the objective exercise or proper discharge of the *member's* duties to the Senate, including the duty to act with honesty, integrity and good faith in support of the *University's* fundamental academic mission.

It is important to note that the existence of a conflict of interest neither requires nor implies wrongdoing on the part of the *member*. The core matter of a conflict is the incompatibility between the pursuit of a *member's private interest* and the performance of that *member's* duties to the *University*.

These *Guidelines* are applicable to both **actual** and **perceived** conflicts of interest. An **actual conflict of interest** has the meaning set out in the preceding paragraphs. A **perceived conflict of interest** refers to a situation where a reasonable, well-informed and impartial observer would tend to believe that a conflict of interest exists. As an institution which strives to maintain public confidence and trust by embracing the highest ethical standards, the *University* must address both actual and perceived conflicts of interest as equally significant matters.

### 4.2. Examples of Conflict of Interest

The existence of a conflict of interest is often obvious and immediately recognizable, but some situations will give rise to ambiguity and uncertainty. To assist those with responsibilities under these *Guidelines* in recognizing conflicts of interest, the following are examples of situations that are likely to entail a conflict:

- a. where a *member's* personal and/or professional dealings with one or more parties involved in the Senate's or Senate Committee's deliberations are such that the *member's* ability to discharge their duties in an objective and impartial manner may reasonably be called into question;
- b. where a *member* participates in the Senate's or a Senate Committee's deliberations on a matter that directly impacts the *member's private interest*;
- c. where a *member* accepts a private gift that would not have been offered if not for their role as a *member*;
- d. where a *member* by virtue of their role as a *member* gains access to confidential information pertaining to the *member's private interest*;
- e. where a *member* is called to sit in judgment of a matter involving a person with whom the *member* has a close personal relationship.

## 5. Dealing with Conflict of Interest

The Nominating Committee Chair, and the Nominating Committee of each Senate are responsible for interpreting and applying these *Guidelines* on behalf of the respective Senate.

### 5.1. Duty to Avoid or Manage

*Members* are responsible for recognizing conflicts of interest and avoiding or managing conflicts of interest in a manner that is consistent with the *member's* duty to act in the best interest of the *University* and in accordance with requirements set out in these *Guidelines*.

### 5.2. Duty to Disclose

All *members* have an ongoing duty to disclose both actual and perceived conflicts of interest as soon as they arise and, whenever possible, before the Senate or Senate Committees deal with the matter at issue.

In cases where a *member's* appointment to a particular Senate Committee can reasonably be expected to give rise to actual or perceived conflicts of interest, the *member* has a duty to disclose the circumstances prior to appointment to that Committee.

*Members* should make their disclosure to the *Secretary* and the Nominating Committee Chair.

In the event the Chair of the Nominating Committee has a possible conflict pertaining to the *member* or the contents of the *member's* disclosure, the Chair shall inform the *Secretary* and be recused from any further involvement in the matter. In such cases the responsibilities of the Chair shall be assumed by the Vice-Chair of the Nominating Committee.

### 5.3. Submitting a Conflict of Interest Disclosure Statement

The *Secretary* shall provide a standard form Conflict of Interest Disclosure Statement (Disclosure Statement) for use by *members* in disclosing conflicts pursuant to these *Guidelines*.

Every *member* who is a Convocation Senator must complete a Disclosure Statement upon their initial appointment and update the Disclosure Statement at any time they become aware of new or additional relevant information, or as required by changed circumstances.

All other *members* may submit a Disclosure Statement or updated Disclosure Statement at any time and as required under Section 5.2.

Disclosure Statements are filed with the *Secretary*, who will retain the records at the Office

of the Senate and provide copies to the Chair of the Nominating Committee.

#### **5.4. Reporting an Undisclosed Conflict of Interest**

It is the responsibility of *members* who are aware of an unreported actual or perceived conflict of interest on the part of a fellow *member* to raise the matter for clarification, first individually with the *member* in question and, if unresolved, in writing to the *Secretary* and Nominating Committee Chair.

Repeatedly raising questions of possible conflicts of interest that are without merit shall be considered contrary to the spirit and intent of these *Guidelines*. The Nominating Chair shall take reasonable steps to ensure that *members* do not persist in raising meritless inquiries.

#### **5.5. Conflicts Related to Senate and Senate Committee Agenda Items**

The *Secretary* will assist *members* in identifying conflicts of interest by reviewing the subject matter of the Senate or Senate committee agendas for possible conflicts of interest for individual *members*. If the *Secretary* has reason to believe that an agenda item could result in a conflict of interest for a *member*, the *Secretary* will alert the *member* in writing, copying the Chair of the Nominating Committee, and provide the *member* an opportunity to submit a disclosure pursuant to Section 5.3.

Where a *member* has a conflict of interest in respect of an agenda item, the *member*:

- a. shall abstain from any discussions or votes concerning such matter that may occur during a Senate or Senate Committee meeting;
- b. shall be counted in the quorum for a meeting at which the *member* attends, notwithstanding that the *member* is absented while any matter is considered in respect of which a conflict of interest exists for that *member*.

If a *member* declares a conflict of interest, a summary of the disclosure will be recorded in the minutes of the meeting, as well as any restrictions on the *member's* participation.

Where a conflict of interest is discovered after consideration of a matter, the conflict must be brought to the attention of the Nominating Committee through the *Secretary*, and appropriately recorded at the first opportunity. If the Nominating Committee determines that the *member's* involvement has, or could be perceived to have, influenced the decision, the Senate or Senate committee must re-examine the matter and may rescind, vary or confirm its decision.

#### **5.6. Responding to a Conflict of Interest Disclosure Statement or Report**

When the *Secretary* and Nominating Committee Chair become aware of a conflict on the part of a *member*, whether as a result of that *member's* Disclosure Statement or a report submitted pursuant to Section 5.4, the following steps will be taken.

- a. In straight-forward cases, the Nominating Committee Chair will review the circumstances and provide the *member* with advice on whether an actual or perceived conflict exists and, if so, the steps required to manage the conflict. In all such cases, the Nominating Committee Chair will inform the Nominating Committee of the issue raised and how it was managed.
- b. In cases where it is not clear whether there is a conflict or how it should be managed, the Nominating Committee Chair will refer the matter to the Nominating Committee, which will review the circumstances and determine by majority vote if a conflict exists and, if so, the steps required to manage the conflict. If the *member* is a member of the Nominating Committee, the *member* shall be absent from the discussion and shall not vote on the issue.
- c. The Nominating Committee will advise the Senate *in camera* of each case under subsection (b) and how the conflict has been addressed.

*Members* must comply with any direction provided by the Nominating Committee Chair or the Nominating Committee to undertake a specified action to manage a conflict of interest.

## **5.7. Confidentiality**

Except where disclosure of such information is authorized or required by law or these *Guidelines*, any information disclosed by any person pursuant to these *Guidelines* will be held in confidence and will only be available to those persons who need to have access to the information in order to carry out their roles under these *Guidelines*, for the purposes of these *Guidelines*.

## **6. Failure to Comply**

Where the Nominating Committee determines that a *member* has failed to comply with these *Guidelines*, the Committee shall consider the extent to which these *Guidelines* have been breached and the need for redress and decide on an appropriate course of action, which may include:

- issuing an oral or written reprimand to the *member*;
- requesting the *member* to take appropriate corrective action;
- requesting that the Senate pass a motion of reprimand or censure.

## **7. Reporting Responsibility**

### **7.1. Nominating Committee**

The Nominating Committee has specific responsibilities set out in these *Guidelines*, which include the interpretation and application of provisions regarding conflicts of

interest and to receive information provided by the *Secretary* or Nominating Committee Chair in respect of conflicts of interest. The Nominating Committee is responsible for reporting to the Senate regularly on the handling of conflict of interest issues, as well as providing an annual report as set out below in section 7.2, Annual Reporting.

## **7.2. Annual Reporting**

The Agenda Committee is responsible for reviewing these *Guidelines* from time to time and recommending to Senate any changes, as necessary.

The Nominating Committee must provide to Senate an annual anonymized summary of conflict of interest disclosures and the actions taken in response.

15 March 2023

To: Vancouver Senate

From: Research and Scholarship Committee

Re: Disestablishment of the Drug Research Institute

---

The Senate Research and Scholarship Committee has reviewed the attached proposal from the Faculty of Pharmaceutical Sciences for the disestablishment of the Drug Research Institute (DRI). The DRI was originally established with the approval of the Vancouver Senate in 2007. As explained in the attached memorandum, the DRI was intended to serve as an academic research facility within the Centre for Drug Research and Development (CDRD). In view of subsequent developments, the mandate of the DRI as originally conceived is no longer relevant and it is therefore prudent for the DRI to be formally disestablished. The Committee understands that the DRI is presently dormant, with no staff or faculty members appointed and no academic or other activity.

Having reviewed and discussed the proposal, the Committee recommends the following:

*Motion: That Senate approve and recommend to the Board of Governors for approval the disestablishment of the Drug Research Institute.*

Respectfully submitted,

Dr. Guy Faulkner, Chair  
Senate Research and Scholarship Committee

Date: February 17th, 2023

To: UBC Vancouver Senate

From: Michael Coughtrie, Dean, Faculty of Pharmaceutical Sciences  
Gail Murphy, Vice-President Research and Innovation

**Re: Dissolution of the UBC Vancouver Senate recognized Drug Research Institute**

---

**RECOMMENDATION:**

That the UBC Vancouver Senate approve and recommend to the Board of Governors the dissolution of the Drug Research Institute (DRI).

**BACKGROUND:**

The Centre for Drug Research and Development (CDRD), incorporated as a not-for-profit company in March of 2007, was a joint initiative of six BC academic and healthcare institutions, including UBC. The founding mission of the CDRD was to be a global leader in translating academic discoveries into new medicines.

The establishment of the Drug Research Institute (DRI) was approved by the UBC Vancouver Senate, effective May 1st 2007, as a core academic research facility within CDRD. DRI was meant to advance drug discovery research by UBC researchers by providing them access to specialized equipment and CDRD scientists.

UBC subsequently entered into a CDRD Affiliation Agreement (June 30th, 2008) and DRI Operating Agreement (September 12th, 2011) in order to collaboratively advance UBC drug discovery with CDRD.

CDRD evolved in a different direction than originally envisioned. Since 2018, there have not been any research projects between UBC and CDRD. In 2019, CDRD undertook a legal reorganization and is now known as adMare BioInnovations. The founding academic and healthcare membership resigned their positions at that time. As a result, both the DRI Operating Agreement and the CDRD Affiliation Agreement are no longer relevant. With the agreement of adMare, as well as the other academic and healthcare institutions previously involved with CDRD, UBC is moving to withdraw from and terminate both agreements.

**REQUEST:**

In parallel to the withdrawal and termination by UBC of the CDRD Affiliation Agreement and the DRI Operating Agreement it is requested that the UBC Vancouver Senate remove the Drug Research Institute from its list of approved Centres and Institutes.



February 17, 2023

To: UBC Vancouver Senate  
c/o Amandeep Breen, Acting Director, Senate and Curriculum Services

From: Gage Averill  
Provost and Vice-President Academic, UBC Vancouver

Re: Establishment of the Fred Kaiser Chair in Power Conversion and Sustainability

**Recommendation:**

I recommend that Senate approve the establishment of the Fred Kaiser Chair in Power Conversion and Sustainability within the Faculty of Applied Science.

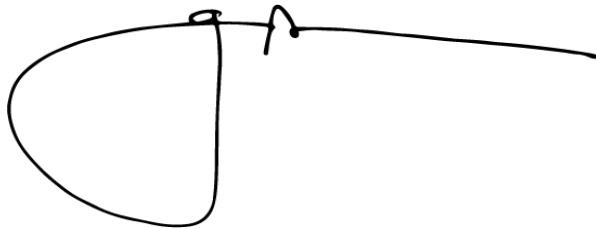
**Rationale:**

The purpose of the funding, from the Fred Kaiser Foundation for Higher Education, will support research and education in power conversion, generation and efficiency at the University by creating a Chair in power conversion and sustainability. The funds will be used to provide flexible support for a research program in connection with the recruitment of a world-renowned researcher on par with the caliber of the University's Canada Excellence Research Chairs. The new Chair will enhance the vital research within Applied Science's established programs in energy systems.

**Funding Summary:**

\$10,000,000 endowment

Sincerely,

A handwritten signature in black ink, consisting of a large, stylized loop followed by a horizontal line extending to the right.

Gage Averill  
Provost and Vice-President Academic  
UBC Vancouver



## Memorandum

Date:	February 16, 2023
To:	Dr. Gage Averill, Provost and Vice President Academic
cc:	Steve Wilton, Head, Department of Electrical and Computer Engineering Aaron Griffith, Director, Finance & Resources, Faculty of Applied Science Hillary Gosselin, Associate Vice-President, Development Debbie Woo, Senior Director, Development & Alumni Engagement, Faculty of Applied Science Leanne Bernaerdt, Associate Director, Stewardship
From:	James Olson, Dean, Faculty of Applied Science
Subject:	Establishment of the Fred Kaiser Chair in Power Conversion and Sustainability

Dear Dr. Averill,

In my capacity as Dean of the Faculty of Applied Science, I agree with the establishment of the donor funded endowed Fred Kaiser Chair in Power Conversion and Sustainability. I would ask that per the University Honorifics and Naming Policies you please approve the creation of this Chair on UBC's Vancouver campus.

### Rationale:

The Fred Kaiser Chair in Power Conversion and Sustainability will support research and education in power conversion and sustainability. The next generation of power engineers face the challenge of providing energy systems that are renewable, scalable, and easy to deploy. In response to this need, Fred Kaiser has committed a \$10,000,000 gift to UBC through the Kaiser Foundation for Higher Education.

Advances in power conversion, generation and efficiency are fundamental for the continuous development of society to minimize the impact on the environment and public health and are a key milestone towards a cleaner, more sustainable and equitable future. This Chair will advance the Department of Electrical and Computer Engineering's goal to provide greater impact in renewable and sustainable energy sources for the planet. It also supports Applied Science's vision to innovate new technologies and solutions for thriving and resilient cities and communities.

### About the Donor:

An entrepreneur, philanthropist and international leader in the creation of revolutionary power supplies used all around the world, Fred Kaiser's career has played a distinct role in accelerating the high-tech economy of British Columbia. In 1975, he co-founded Alpha Technologies to design power solutions that could improve network reliability and transform the telecom sector. Fred brings his passion for advancing innovation and technology to his philanthropy through the Kaiser Foundation for Higher Education, which

has supported UBC for over two decades. Support includes a lead gift toward the Fred Kaiser Building, the term Fred Kaiser Professorship in Power Conversion and Sustainability, in-kind donations to labs in electrical engineering and the Fred Kaiser Alternative Energies Endowment.

**Funding Summary:**

\$10,000,000 endowment to be fulfilled over a five-year period starting March 2023.

**Attachments:**

- Gift Agreement
- Endowment Trust Agreement
- Financial Plan
- Memorandum from Director, Finance & Resources, Faculty of Applied Science
- Memorandum from Dean to Provost re: Chair

Sincerely,

A handwritten signature in black ink, appearing to read "James Olson". The signature is fluid and cursive, with the first name "James" written in a larger, more prominent script than the last name "Olson".

James Olson  
Dean, Faculty of Applied Science

**UBC**  
**campus**  
**vision**  
2050



# Draft 30-Year Vision Engagement

UBC Vancouver Senate – Mar. 15



THE UNIVERSITY OF BRITISH COLUMBIA  
Campus + Community Planning

[campusvision2050.ubc.ca](http://campusvision2050.ubc.ca)





# Agenda

1. CV2050 Overview and Timeline
2. Draft 30-Year Vision Summary
3. Next Steps





# About Campus Vision 2050

# Planning Process





# Engagement Overview

## *January – Feb / March 2023*

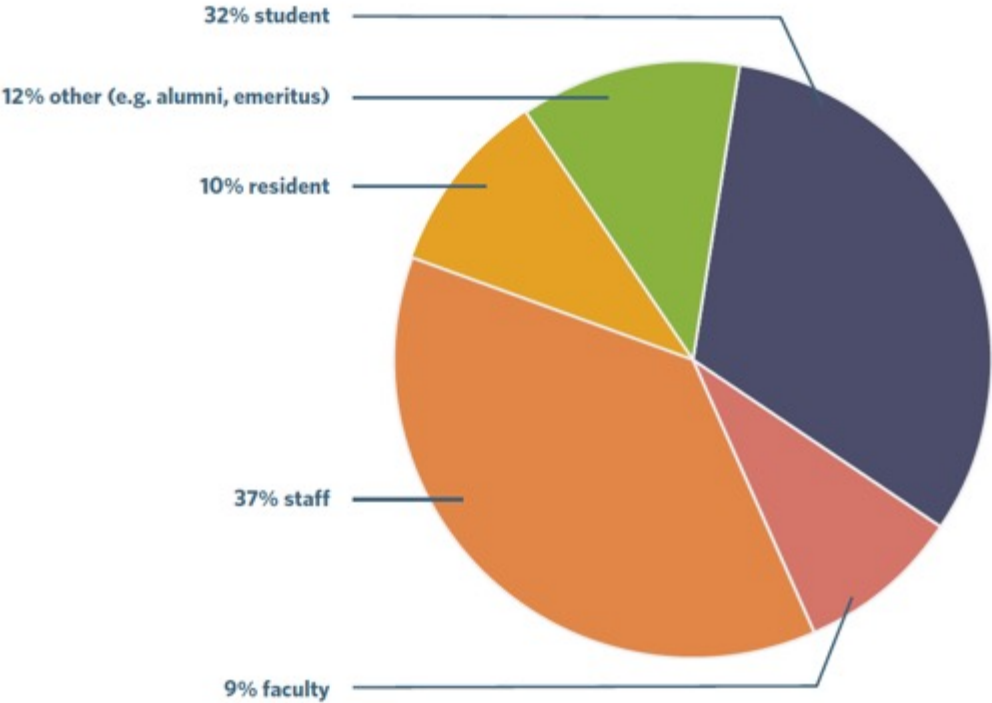
1. **Draft 30-Year Vision:** High-level plan for how the physical campus will change and grow over the next 30 years, featuring Six Big Ideas;
2. **Key Land Use Plan Recommendations:** Policies needed to realize the goals of the 30-Year Vision; and
3. **Draft Housing Action Plan Updates:** Principles and policies to improve housing choice and affordability for the community.

**Feedback will inform the final 30-Year Vision, Housing Action Plan, and Land Use Plan updates, which will be presented to the Board of Governors in June, 2023.**

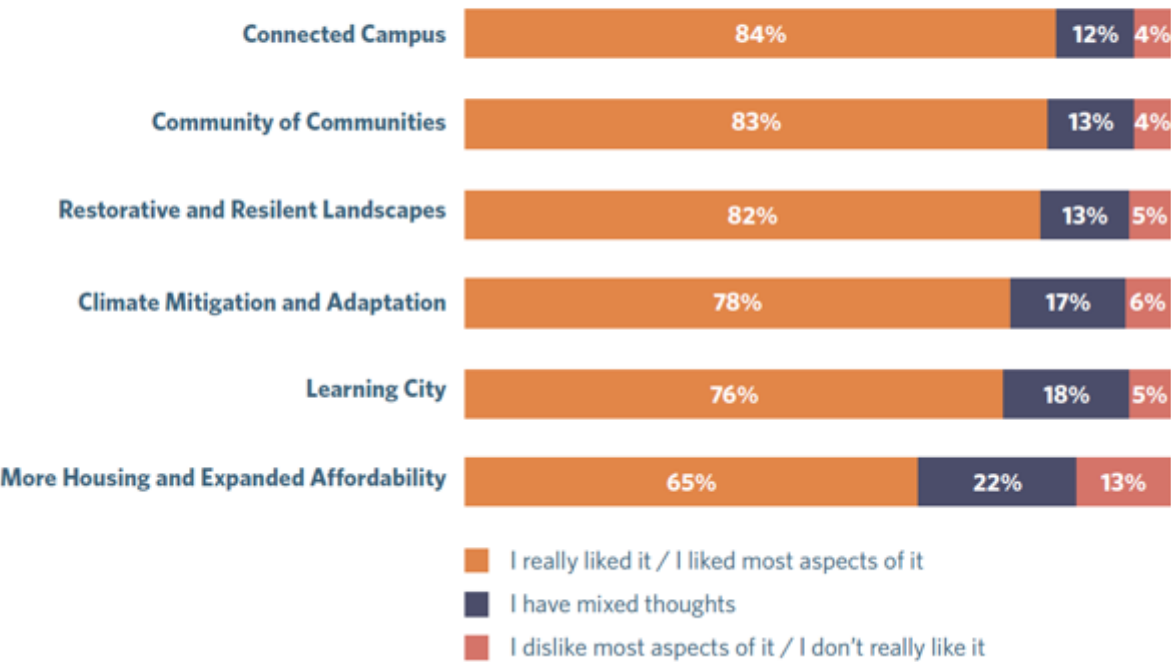


# Draft Engagement Survey Snapshot

Demographic Breakdown



Support for the Big Ideas



# Overview of Community Feedback to Date

- **An average of 78% of survey respondents really like or like most aspects of the 30-Year Vision**
- Most people support the Big Ideas and believe they will help meet the needs of the community in the future
- Some are skeptical that UBC can achieve all six Big Ideas at once
- Tension between some of the major drivers of the Vision particularly advancing housing affordability/supply and supporting livability, climate action and ecology
- Many are excited and are eager to see progress being made faster than the 30-year timeline of the Vision
- Broad consensus that housing affordability is a challenge UBC should be taking a leadership role in, though less agreement on the proposed approach for UBC to deliver more housing
- Community almost uniformly supports:
  - SkyTrain connection and improved intra-campus mobility strategies
  - Flexible teaching, learning, research and community spaces that can meet a variety of needs
  - More amenities tailored to the diverse needs of various communities

# Engagement with Musqueam

UBC and Musqueam have co-developed a process for Musqueam engagement in Campus Vision 2050.

## How is Musqueam shaping Campus Vision 2050?

To-date, Musqueam engagement shaped the Terms of Reference, including the Guiding Principles as well as the big ideas by incorporating learnings from current projects like the Gateway Building and the Peninsula Coordination Workshop.

The draft 30-year Vision is now being reviewed with Musqueam staff to ensure the range of interests and concerns are being addressed.

- Musqueam engagement to date has included:
  - Bi-lateral meetings with staff and leadership as well as Chief and Council updates
  - Campus Vision 2050 Community Advisory Committee, which include Musqueam representatives
  - Musqueam community-wide engagement: sessions with community members and staff, a community dinner and a survey
- There has been a range of interests and concerns being expressed, including
  - Desire for greater Musqueam presence on campus,
  - Stronger commitments to Indigenous ways of learning and caring for the land and
  - Clear ways to manage the impacts of growth on local services and ecology
  - Strong desire to deepen the overall relationship with UBC
- Engagement with Musqueam is ongoing and UBC will continue to work closely with Musqueam to understand their interests and identify ways to address them

# Draft 30-Year Vision



# Guiding Principles



## Support UBC's Academic Mission

The Vision supports the university's pursuit of excellence in research, teaching, learning and community engagement to foster global citizenship and advance a sustainable and just society. It responds to the evolving role the university has in confronting the challenges of today while being adaptive and resilient in the face of future change and uncertainty.

## Strengthen UBC's Relationship with Musqueam and Support Campus Indigenous Communities

UBC and Musqueam Indian Band are working together to develop a more meaningful, reciprocal, mutually beneficial and enduring relationship to benefit both communities now and for future generations. The Vision supports this work and the goals and actions of the UBC Indigenous Strategic Plan, while honouring and celebrating Musqueam on whose territory the campus is situated.

## Confront the Affordability Crisis

Unaffordable housing and food insecurity are detrimental to the well-being of the community and ultimately the future success of the university. The Vision supports daily life on campus being more affordable, convenient and supportive and enables new ways to provide affordable housing and food options as part of a complete community.

## Make Campus More Inclusive, Accessible and Welcoming

Everyone deserves to feel welcomed and supported in their daily activities on campus and in the neighbourhoods. The Vision supports equitable, diverse and inclusive spaces that will help achieve the best learning, working and living environments for all, as well as a strong sense of community and belonging.

## Take Bold Action to Address Climate Change and Enhance Campus Ecology

Climate change and unsustainable land use threaten human and ecological wellbeing and biodiversity, disproportionately impacting marginalized and underprivileged people. The Vision supports UBC's systemic, collective action to combat climate change, including reinforcing and aligning with Climate Action Plan 2030, and protect and enrich campus ecology and biodiversity.

## Strengthen Connectivity

UBC suffers from limited connectivity with the broader region—socially, economically and ecologically—and getting to, from and around the 400-hectare campus can be difficult for many. The Vision strengthens connections within campus and to the broader region.

## Ensure the Campus Lands Benefit the UBC Community Today and for Generations to Come

The campus lands provide the space for world-class teaching, learning and research and support the community today and for generations to come. The Vision ensures the campus lands continue to serve these purposes, and support livable and sustainable communities that will continue to make UBC an exceptional place to learn, teach, live, work and play.





# Program Summary

**Current Core Academic Space:**  
13.2 Million sq. ft.

**Total Floor Space:**  
up to  
**16.3**  
Million sq. ft.  
(an additional 3.1 million sq. ft.).

**Current Research Partnership Space:**  
2.5 Million sq. ft.

**Total Floor Space:**  
up to  
**3.5**  
Million sq. ft.  
(an additional 1 million sq. ft.).

**Current Student Housing Space:**  
14,000 Beds

**Total:**  
**17,300 Beds**  
(an additional 3,300 new and 1,000 replacement beds by mid-2030s, plus additional future capacity)

**Current Neighbourhood Housing Space:**  
8.34 Million sq. ft.

**Total Space:**  
**16.48**  
Million sq. ft.  
(an additional 8.14 million sq. ft.).



# Big Ideas



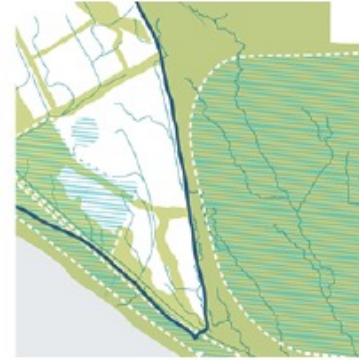
Big Idea:  
**The Learning  
City**



Big Idea:  
**More Housing  
and Expanded  
Affordability  
for UBC**



Big Idea:  
**A Community  
of Communities**



Big Idea:  
**Restorative  
and Resilient  
Landscapes**



Big Idea:  
**Connected  
Campus**



Big Idea:  
**Climate  
Mitigation and  
Adaptation**





# Big Idea: The Learning City



View, looking southeast, of the new SkyTrain station at the intersection of University Boulevard and the East Mall Learning Corridor. New and renovated academic buildings are concentrated within a short distance of the station, with flexible spaces that invite transformative research, knowledge exchange and interdisciplinary learning. Transparent ground floors will feature amenities and services and showcase learning activities inside.



# Big Idea: The Learning City

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.



## KEY STRATEGIES

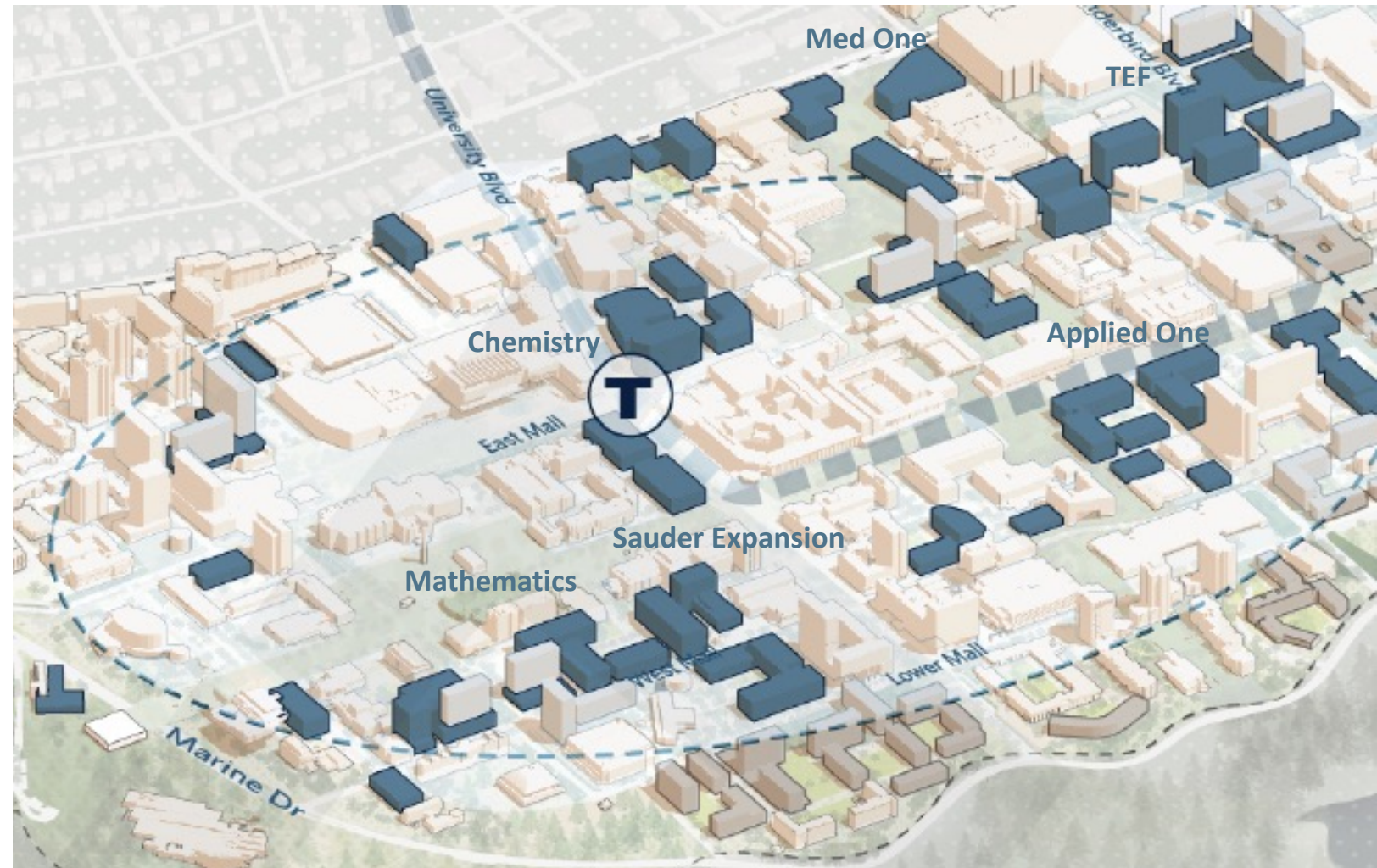
- Concentrating academic growth in the campus core
- More Learning Hubs that mix housing, academic space and amenities
- Learning Corridors lined with active ground floors that connect Learning Hubs and centres of activity
- Learning Everywhere:
  - Academic Land-based Research
  - Musqueam and Indigenous Traditional Knowledge Exchange
  - Research Partnerships



# Big Idea: The Learning City

## Key Strategies

- New and renovated academic buildings in proximity future rapid transit, along East Mall and West Mall.
- Supporting near-term capital priorities: Chemistry, Medicine One, Applied One, Mathematics.
- Supporting research excellence and transformative learning.
- Address deteriorating and seismically vulnerable facilities, and advancing UBC's climate action goals.





# Big Idea: More Housing and Expanded Affordability for UBC

A vibrant residential street in the Acadia Neighbourhood highlights a diversity of housing types and tenures, including stacked townhouses, affordable mid-rise rental apartments and higher density options. A pocket park and a narrow street lined with local retail contribute to a lively public realm.





# Big Idea: More Housing and Expanded Affordability for UBC

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.



## KEY STRATEGIES

- Double neighbourhood housing with a broad range of housing types, tenures, unit-types and sizes
- Significantly increase rental housing to accommodate below-market faculty-staff rental
- Provide at least 3,300 new student housing beds by mid-2030s, and longer-term capacity
- Create sites to pilot innovative home ownership options
- Concentrate housing within walking distance of amenities and transit
- Continue to prioritize housing access for the vulnerable and traditionally marginalized, including Indigenous students
- Support fast, reliable and affordable transit to off-campus housing via SkyTrain

## LEGEND

- EXISTING STUDENT HOUSING
- NEW STUDENT HOUSING
- EXISTING NEIGHBOURHOOD HOUSING
- NEW NEIGHBOURHOOD HOUSING (MID-RISE)
- NEW NEIGHBOURHOOD HOUSING (TOWER)



# Big Idea: More Housing and Expanded Affordability for UBC

## Student Housing

**Near term** (Next 10 years):

- ~3,300 new and ~1,000 replacement beds

**Long term** (Years 10-30):

- sites for even more student housing in the future



Arts & Culture District Learning Hub



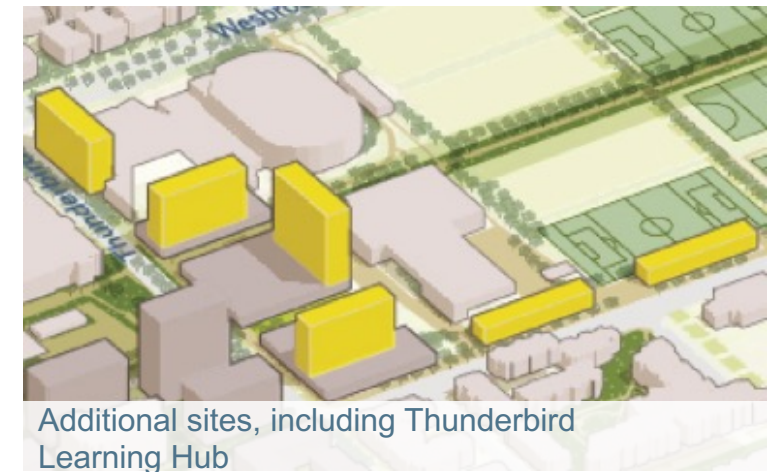
Place Vanier Residence Redevelopment



Ritsumeikan House & Lower Mall Research Stn



Totem Park Residence Expansion



Additional sites, including Thunderbird Learning Hub



# Big Idea: More Housing and Expanded Affordability for UBC

## Neighbourhood Housing

- Predominantly 6 storey

### Wesbrook Place South

- ~1,300 units / 1.3 million sq. ft. of new housing
- Tower heights: 22 to 39 storeys

### Stadium Neighbourhood

- ~1,600 units / 1.63 million sq. ft. of new housing
- Tower heights: 20 to 28 storeys

### Hawthorn Place North

- ~600 units / 590,000 sq. ft. of new housing

### Acadia

- ~3,600 units / 3.6 million sq. ft. of new housing
- Tower heights: 18 to 35 storeys



# HAP Principles

The HAP includes updated principles to guide UBC's housing choice and affordability policies. These updated principles build on the past decade of HAP experience, Campus Vision 2050, community engagement, and Board of Governors' direction, and reflect the balance and tradeoffs required for HAP initiatives.

- Maximize housing choice to support UBC's people, academic mission, and communities.
- Deepen affordability by focusing resources on the most affordable housing choices.
- Provide housing choices to meet different community needs.
- Prioritize housing for those who need it most.
- Use the campus as a test bed for innovation and partnerships.
- Balance financial needs to address affordability.



# HAP Policies

The HAP focuses on the balance between improving affordability, expanding housing choice, and delivering financially sustainable housing initiatives. The HAP policies focus in four areas:

## 1. More Rental Choice

Growing on-campus non-market rental housing for faculty and staff, and market rental housing for students and other campus employees, along with additional policies to improve affordability for lower income groups and through regional housing choices.

- Explore beyond 30% rental

## 2. Attainable Ownership

Increasing resources to support faculty home ownership, along with innovative initiatives and advocacy to expand on-campus ownership opportunities.

## 3. Student Housing Opportunities

Committing to at least 3,300 new student housing beds by mid-2030s (along with replacing approximately 1,000 beds to enable this growth), along with affordability and advocacy commitments to enable future growth.

## 4. Coordinated Implementation

Program changes to improve access for IBPOC groups and people with disabilities, along with ensuring regular Housing Action Plan reviews to adjust UBC's approach over time.



# Big Idea: A Community of Communities

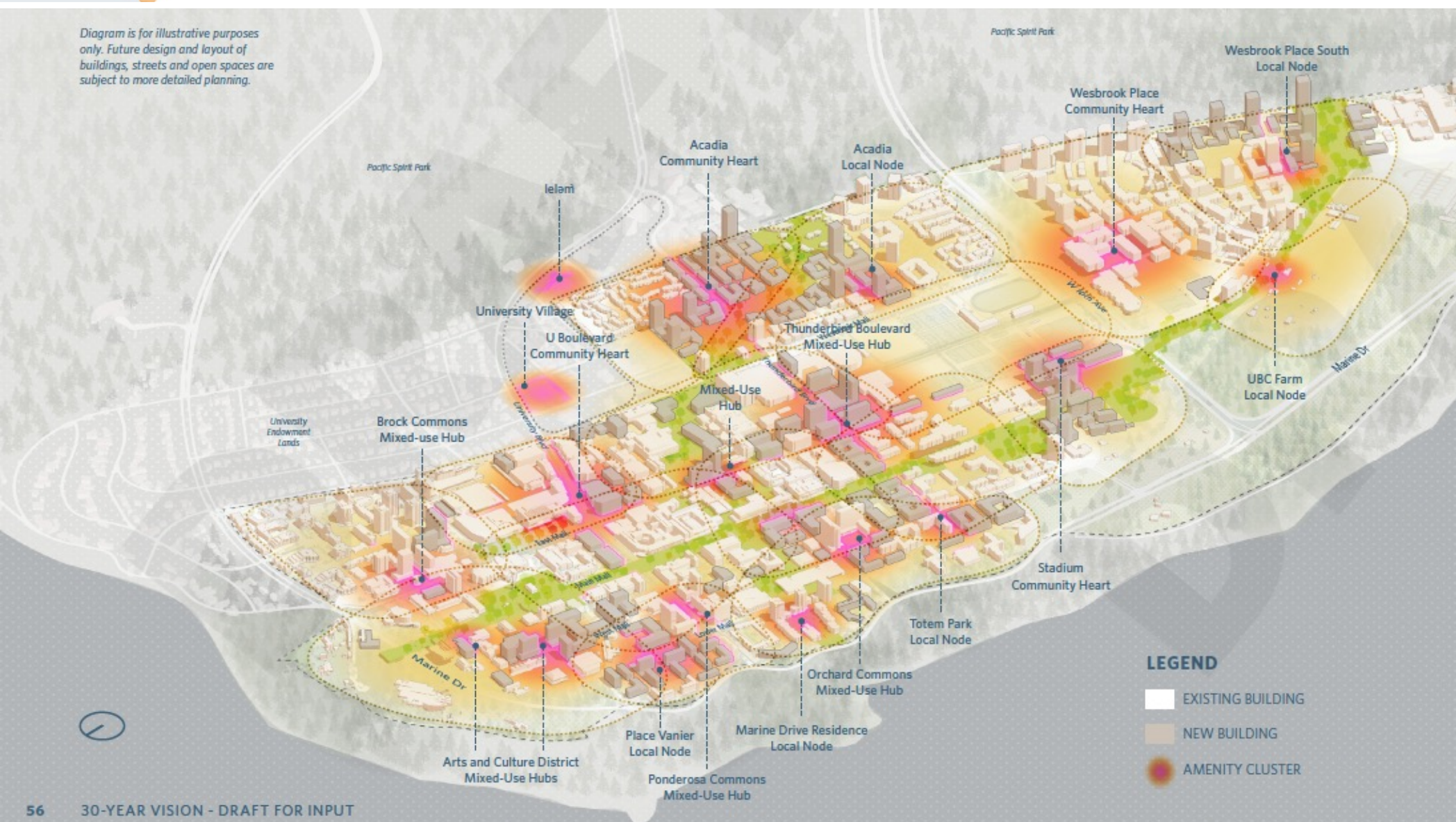






# Big Idea: A Community of Communities

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.



## KEY STRATEGIES

A hierarchy of community amenities will support local needs and reinforce neighbourhood vitality and identity

- **Community Hearts**  
Major anchors of amenities and services serving the campus-wide population
- **Mixed-Use Hubs**  
Smaller clusters of amenities within and around mixed-use housing and academic hubs
- **Local Nodes**  
Individual buildings or student housing nodes within proximity to mixed-use hubs or community hearts

## LEGEND

- EXISTING BUILDING
- NEW BUILDING
- AMENITY CLUSTER



# Big Idea: A Community of Communities

## UBC Childcare

- Additional child care centres will be delivered beyond the current UBC Child Care Expansion Plan targets to keep pace with a growing community.

## Accessibility for All

- UBC is committed to ensuring that everyone feels welcomed and supported in their daily activities on campus and in the neighbourhoods.


## Schools and Community Facilities

- Planning for a future primary school in Wesbrook Place will be coordinated with Vancouver School Board and the Government of BC.





# Big Idea: Restorative and Resilient Landscapes



Main Mall will be re-imagined to express the cultural values of Musqueam and enhance biodiversity and ecological resilience. At its north end, a new Flag Pole Plaza will feature Musqueam artwork and story telling. Beyond, a potential landscape connector over Northwest Marine Drive provides a new open space opportunity with expansive views over the Georgia Strait and increases access to the northernmost parts of the campus.



# Big Idea: Restorative and Resilient Landscapes

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.

## KEY STRATEGIES

- Protect and enhance existing high-value ecological areas (e.g., UBC Farm forested area) and habitat for wildlife
- Working with Musqueam, identify areas of campus with significant cultural value and create campus gateways and landscapes with a strong Musqueam welcome and presence
- Create substantial new green spaces for social, recreational, research and ecological benefit
- Create and protect ecological and mobility corridors, including a new east-west diagonal connector
- Extend surrounding forests into the campus to support species movement and increase biodiversity
- Introduce abundant Indigenous plants traditionally harvested by Musqueam, and work with Musqueam to plan and steward these landscapes including removal of invasive species.
- Provide equitable access to a system of human-scaled landscapes that nurture social wellbeing and create a sense of place

## LEGEND

- PRIMARY GREEN CORRIDOR
- SECONDARY GREEN CORRIDOR
- MUSQUEAM PLACES OF SIGNIFICANCE
- UBC GATEWAY WITH MUSQUEAM WELCOME





# Big Idea: Restorative and Resilient Landscapes

## Public Realm Categories

- Ecologically-focused Open Spaces
- Productive/Research Landscape
- Recreation Fields
- Community-focused Open Spaces
- Plazas, Pedestrian Areas and Streets







# Big Idea: Connected Campus

Thunderbird Boulevard will be transformed into a vibrant mixed-use “main street” connecting the new Acadia Neighbourhood with other mixed-use areas to the east and west. Here, buildings with ground-floor retail and commercial use spill out onto sidewalks, and separated cycle paths and generous sidewalks with a raised crossing and transit priority make it easy and enjoyable to get around. The new diagonal connector park features a variety of open spaces, enhanced biodiversity and preserved mature trees. Multi-use paths connect the campus to Heron Trail in Pacific Spirit Regional Park.





# Big Idea: Connected Campus

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.



## KEY STRATEGIES

- Enable the extension of SkyTrain to campus with a central station on University Boulevard and a south campus station to serve Wesbrook Place, Stadium Neighbourhood and Hawthorn Place
- Expand the pedestrian priority zone in the campus core while preserving access for essential services and accessible parking users
- Create a safe, legible and efficient cycling and micro mobility network to accommodate users of all ages and abilities
- Build a network of zero-emission local transit/shuttle routes that integrate with regional services, including SkyTrain
- Design roadways and intersections to prioritize safety, manage congestion and maintain access

## LEGEND

- |                                 |                            |
|---------------------------------|----------------------------|
| FUTURE SKYTRAIN STATIONS        | COMPLETE STREETS (PRIMARY) |
| FUTURE SKYTRAIN LINE            | COMPLETE STREETS (LOCAL)   |
| NEW ON-CAMPUS TRANSIT           | PEDESTRIAN PRIORITY        |
| ACTIVE TRANSPORTATION CORRIDORS |                            |



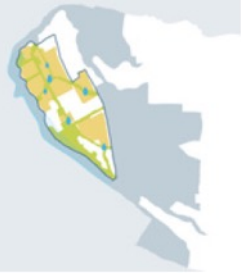
# Big Idea: Connected Campus

## Prioritizing Sustainable Modes of Transportation

1. Walking and Rolling
2. Cycling and Micromobility
3. Public Transit
4. Carpool/Shared Vehicles, Deliveries and Service Vehicles
5. Ride-hailing and Taxi
6. Single Occupancy Vehicles







# Big Idea: Climate Mitigation and Adaptation





# Big Idea: Climate Mitigation and Adaptation

Diagram is for illustrative purposes only. Future design and layout of buildings, streets and open spaces are subject to more detailed planning.



## KEY STRATEGIES

- Support implementation of UBC's Climate Action Plan 2030 and its goal of achieving a 100 per cent reduction in operational greenhouse gas emissions
- Update the Neighbourhood Climate Action Plan to address operational greenhouse gas emissions in neighbourhoods
- Convert the academic and neighbourhood district energy systems to a low carbon energy source
- Support green mobility including access to rapid transit
- Site and design buildings and open spaces to mitigate the impacts of extreme temperatures and optimize human comfort
- Move and store rainwater runoff from impermeable landscapes to avoid cliff erosion
- Maintain and enhance urban biodiversity
- Support natural hydrology with integrated rainwater management and green infrastructure

## LEGEND

- |                         |                             |
|-------------------------|-----------------------------|
| DISTRICT ENERGY SYSTEM  | FUTURE ACADEMIC             |
| CLIFF EROSION MGMT ZONE | FUTURE MID-RISE RESIDENTIAL |
| RAINWATER MANAGEMENT    | FUTURE TALLER RESIDENTIAL   |

## HIGH PERFORMANCE BUILDINGS:



# Big Idea: Climate Mitigation and Adaptation

## Climate Mitigation

- Support implementation of UBC's Climate Action Plan 2030 (CAP2030), goal of achieving a 100 per cent reduction in operational greenhouse gas emissions.
- Update Neighbourhood Climate Action Plan, including a transition to a low carbon neighbourhood district energy source.

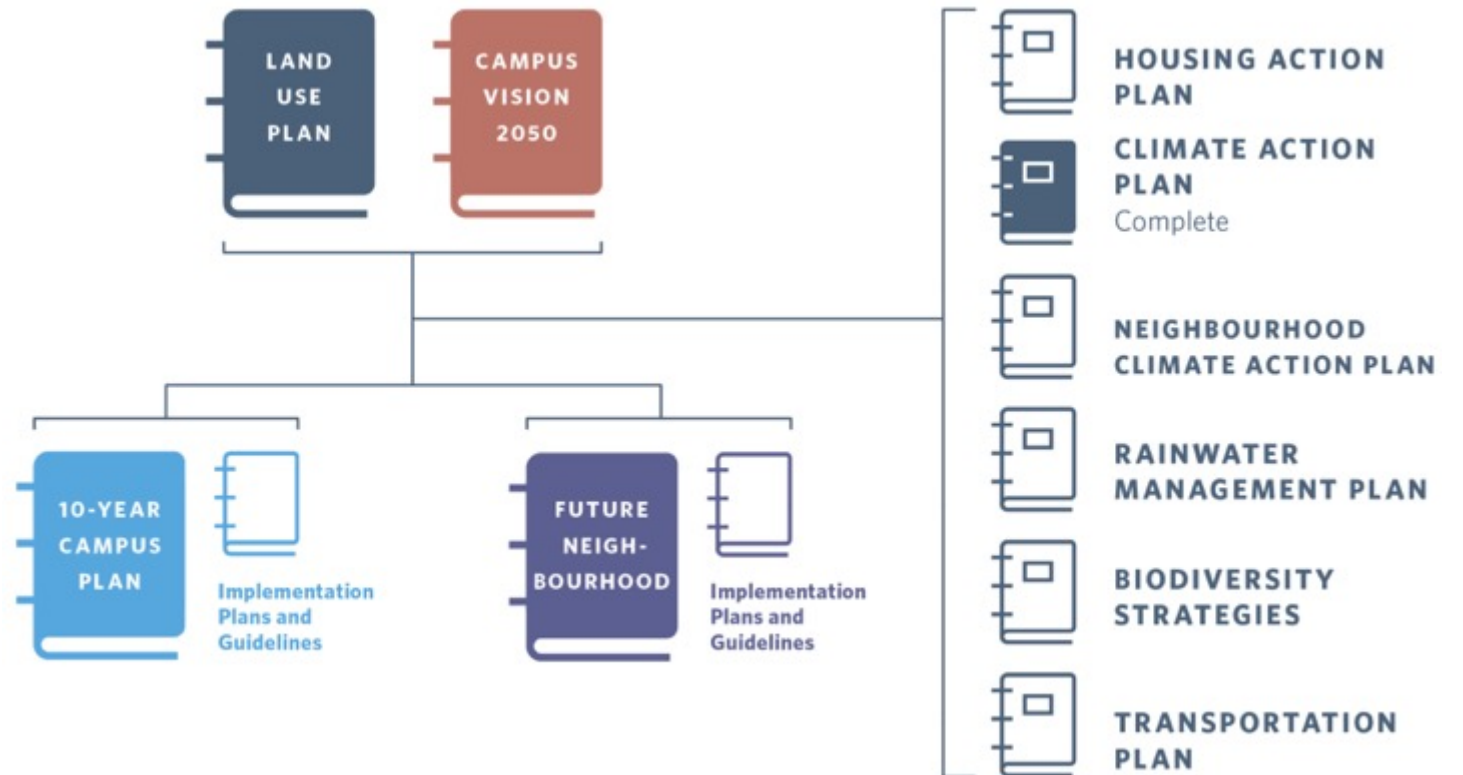
## Climate Adaptation

- Update UBC's rainwater management plan to support climate resiliency in the face of more frequent and high intensity storms and droughts.
- Implement a range of infrastructure strategies to mitigate the impacts that campus development has on the natural hydrological cycle.



# Parallel Plans and Policies

The Vision supports the academic mission, values and priorities of the university by providing a long term, aspirational framework for physical growth and change on the campus. Implementing the Vision will involve many UBC policies and plans aligned with its priorities.

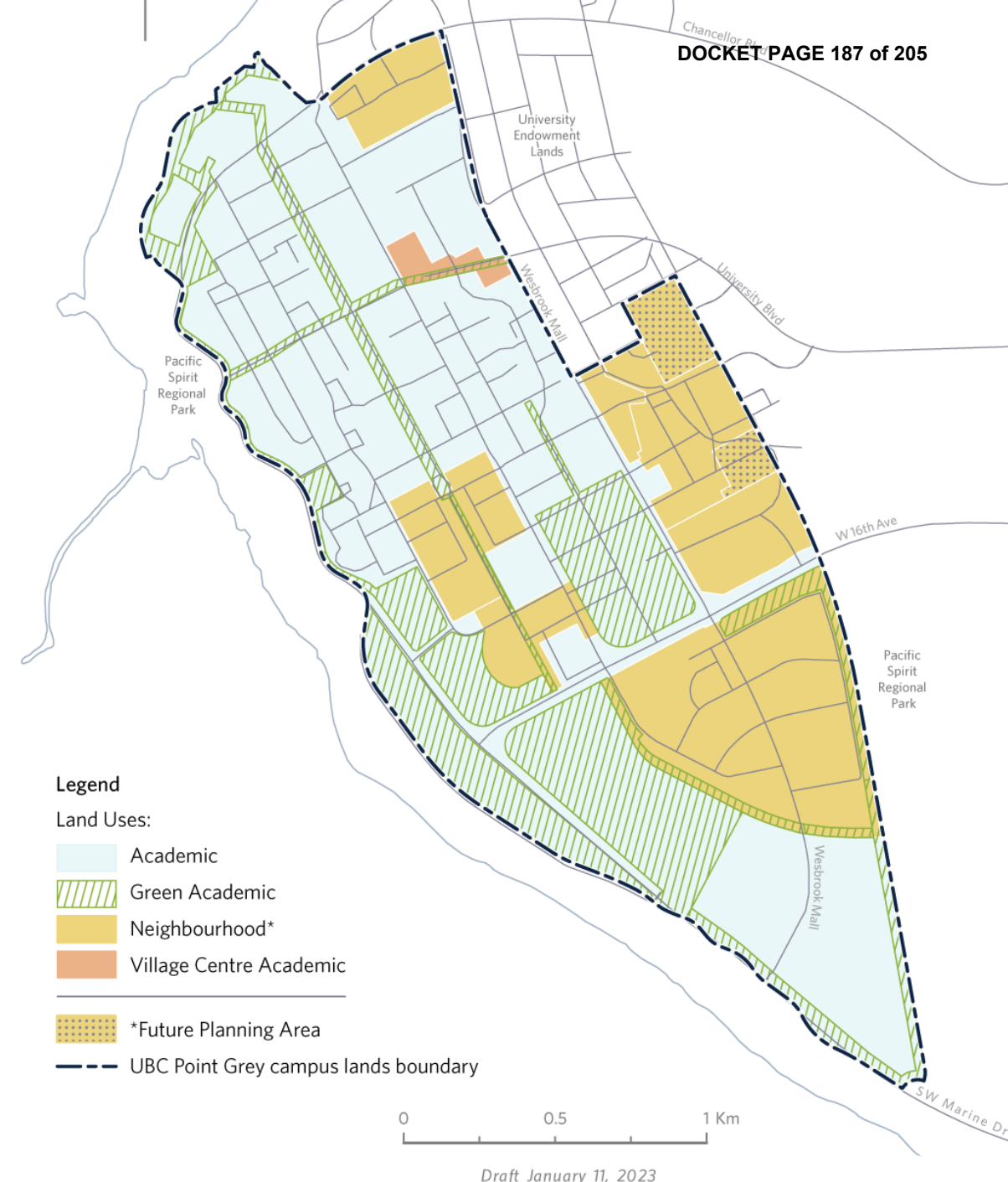




# Key Land Use Plan Recommendations

*To implement Campus Vision 2050:*

- Updates needed to support the 30-Year Vision priorities, including climate action, reconciliation and affordability.
- Updated land use boundaries, growth distributions, and maximum building heights by area.
- Increased student and rental housing targets
- Open space, community space, retail, and childcare targets.
- Process commitments for future neighbourhood plans, and regional and Musqueam engagement



# Next Steps

## Continue Targeted Engagement

- Revise draft 30-Year Vision, HAP and LUP to reflect feedback and clarify targets for affordable housing, climate action, and open space, and managing the impacts of growth

## June Board of Governors

- Present draft 30-Year Vision, draft HAP and draft LUP amendments for approval-in-principle and refer the LUP to a public hearing

## Fall 2023

- Land Use Plan public hearing
- Report to Board of Governors on results of public hearing and submit LUP to province gov. for adoption

## 2024

- Following provincial adoption of LUP, commence engagement on 10-Year Campus Plan and future Neighbourhood Plans



<https://campusvision2050.ubc.ca/get-involved>

Room 110, Ponderosa Annex F  
 2008 Lower Mall  
 Vancouver, BC Canada V6T 1Z2  
[www.emerituscollege.ubc.ca](http://www.emerituscollege.ubc.ca)

Direct line 604 827 6359  
 Email [office@emerituscollege.ubc.ca](mailto:office@emerituscollege.ubc.ca)

15 February 2023

**To:** Madeleine Zammar, Engagement, UBC Campus and Community Planning

**CC:** Interim President and Vice-Chancellor Deborah Buszard, Provost and Vice-President Academic Gage Averill, Vice-Provost and Associate Vice-President Moura Quayle, Associate Vice-President Michael White, Director, Planning and Design Gerry McGeough, Acting Associate Registrar Amandeep Breen, UBC Board of Governors Secretariat, Associate Vice-President, Enrolment Services and Registrar Rella Ng, UBC Properties Trust, Principal of the UBC Emeritus College, Anne Junker, Interim Director of the Peter Wall Institute for Advanced Studies, Vanessa Andreotti

**From:** All members of the Emeritus College Cohort (ECC),  
 PWIAS Catalyst Program, Climate and Nature Emergency

**RE: Input to UBC Campus 2050 Draft Vision Plan**

We write as members of the UBC Emeritus College Cohort, PWIAS Catalyst Program "Climate and Nature Emergency" to provide input to the UBC Campus Vision 2050 planning process.

We note that the series of UBC Climate Action Plans: 2010, 2020 and 2030, that have already been released, are comprehensive and representative of such plans released by universities worldwide. We also note that the draft UBC Campus Vision 2050 explicitly addresses Climate Mitigation and Adaptation as the last of the "BIG IDEA(s)" listed. It is gratifying to see Climate Change identified as one of the big challenges to be addressed in contemplating the future.

In our view, however, the Climate Mitigation and Adaptation strategies in the vision are inadequate because they focus almost exclusively on achieving the GHG emissions reductions as mandated by the various UBC Climate Action Plans. This narrow focus on GHG emissions reduction is framed in ways that undergird a "business pretty much as usual" commitment to growth and ignores the now common understanding that already unavoidable climate changes will result in deep and wide-ranging disruptions to just about every aspect of global society over the coming decades. These include, but are not limited to: changes in financial markets and availability of funds for physical infrastructure development; changes in mobility of students and faculty related to restrictions in international travel; and changes in energy sources.

Further, deliberations on the Climate and Nature Emergency among the elders who comprise the Emeritus College cohort (all of whom have engaged with these issues through distinguished academic careers) have repeatedly driven home the point that "the crisis" we face is multifaceted – or that there are many concerns beyond GHG emissions and the long-continuing consequences of their accumulation. Among these issues we list: the limits to growth; social and

environmental justice; and the destabilizing effects of the SARS-CoV-2 pandemic. The world as we know it is unsustainable; we are in a state of overshoot, consuming more resources than Earth can regenerate and polluting beyond nature's assimilative capacity. This will force a series of major adaptations, and almost certainly lead to reduced standards of living in Canada and other countries of the so-called Global North. Prevailing economic systems, dependent on continuing economic growth, are likely to be challenged and much remediated, both in response to overshoot and a growing clamour for justice. More or less radical constraints on consumption, and significant processes of wealth redistribution, vertically (within societies) and geographically (among and within nations), will mean more austere (as in spartan) material circumstances for many. Coupled with the long tail of pandemic-induced adjustments (from the embrace of "remote work," to the reinforcement of work-life balance concerns) and the facilitating effects of rapidly evolving communications technology, all of this suggests the probability of a coming storm of transformation in individual aspirations and the ways in which lives are lived.

These disruptions will have direct consequences for UBC, yet they are conspicuously absent from the Vision 2050 planning document. We recognize that introducing them compounds uncertainty and makes planning extremely difficult. Still we believe, in 2023, that a 30-year vision assuming "business as usual" ignores the real changes in global society that are bound to confront us, and would urge the development of a framework of indicators and processes measuring environmental and socio-economic impacts attributable to UBC Vancouver campus that would be monitored throughout the period to 2050.

We are aware of a concurrent initiative to envisage possible futures for UBC as an academic institution (rather than as a physical site). Preliminary as this may be, possibilities being considered in the academic visioning process do attempt to recognize some of the concerns identified above, and as they do so, they will probably bring into play arrangements that fit poorly with the Campus 2050 vision plan. We urge you to ensure that the UBC Campus Vision 2050 is robust in relation to the disruptions that are surely coming. And we would welcome the opportunity to offer further input as the planning process unfolds.

Respectfully submitted,

Jo-ann Archibald, Educational Studies  
 Hadi Dowlatabadi, Institute for Resources, Environment and Sustainability  
 Penny Gurstein, School of Community and Regional Planning  
 Ralph Matthews, Sociology  
 William Rees, School of Community and Regional Planning  
 Olav Slaymaker, Geography  
 Douw Steyn, Earth, Ocean and Atmospheric Sciences  
 Frank Tester, Social Work and Community Development  
 Graeme Wynn, Geography



# ACADEMIC FUTURES

UBC VANCOUVER SENATE

MARCH 15, 2023







## BACKGROUND

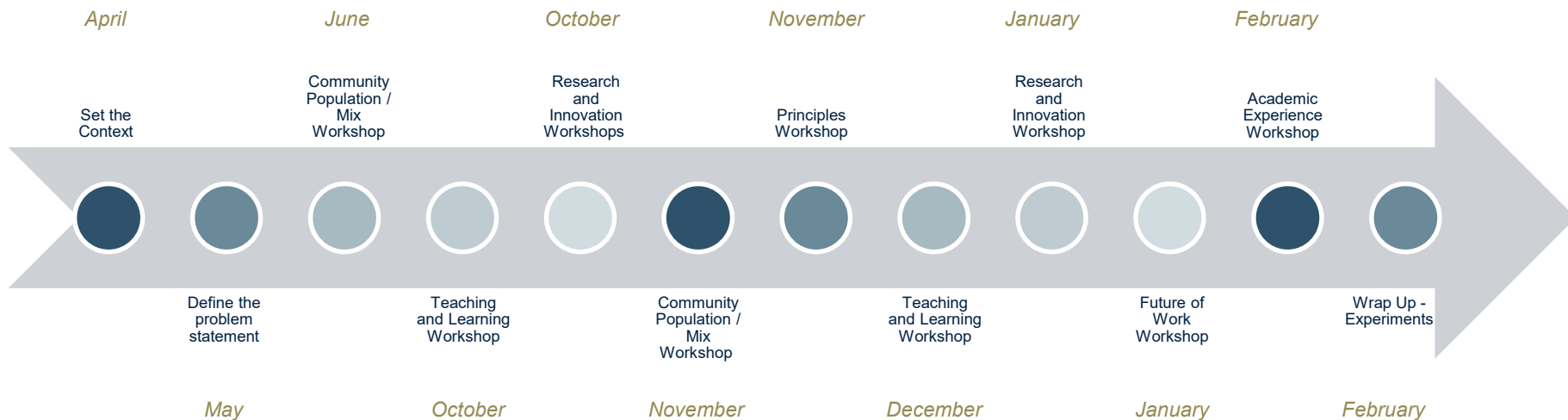
Campus Vision 2050 is underway – with its main focus in imagining the physical infrastructure needs of the campus in 30 years. To complement the CV2050 process, an Academic Futures project was launched in late Spring to consider the academic implications in teaching, learning and research for the future. As the world continues to change, how do we develop a flexible and adaptable framework to guide our academic aspirations over the next 30 years? Questions abound:

- ☐ What kinds of growth and change?
- ☐ How do we adapt to the changing modes of thinking and operation?
- ☐ What kinds of spaces will be required (revise existing and/or build new) for transformed teaching/learning and research?
- ☐ How do we creatively change to meet the innovative pedagogical and research requirements?
- ☐ How does technology enable our learning and research environment?
- ☐ How do we take advantage of our growing regional presence?

The Academic Futures process is tackling these questions with a view to developing a high-level framework to provide a transformative academic vision for Campus Vision 2050.



# CO-DESIGN GROUP PROCESS AND TIMELINE



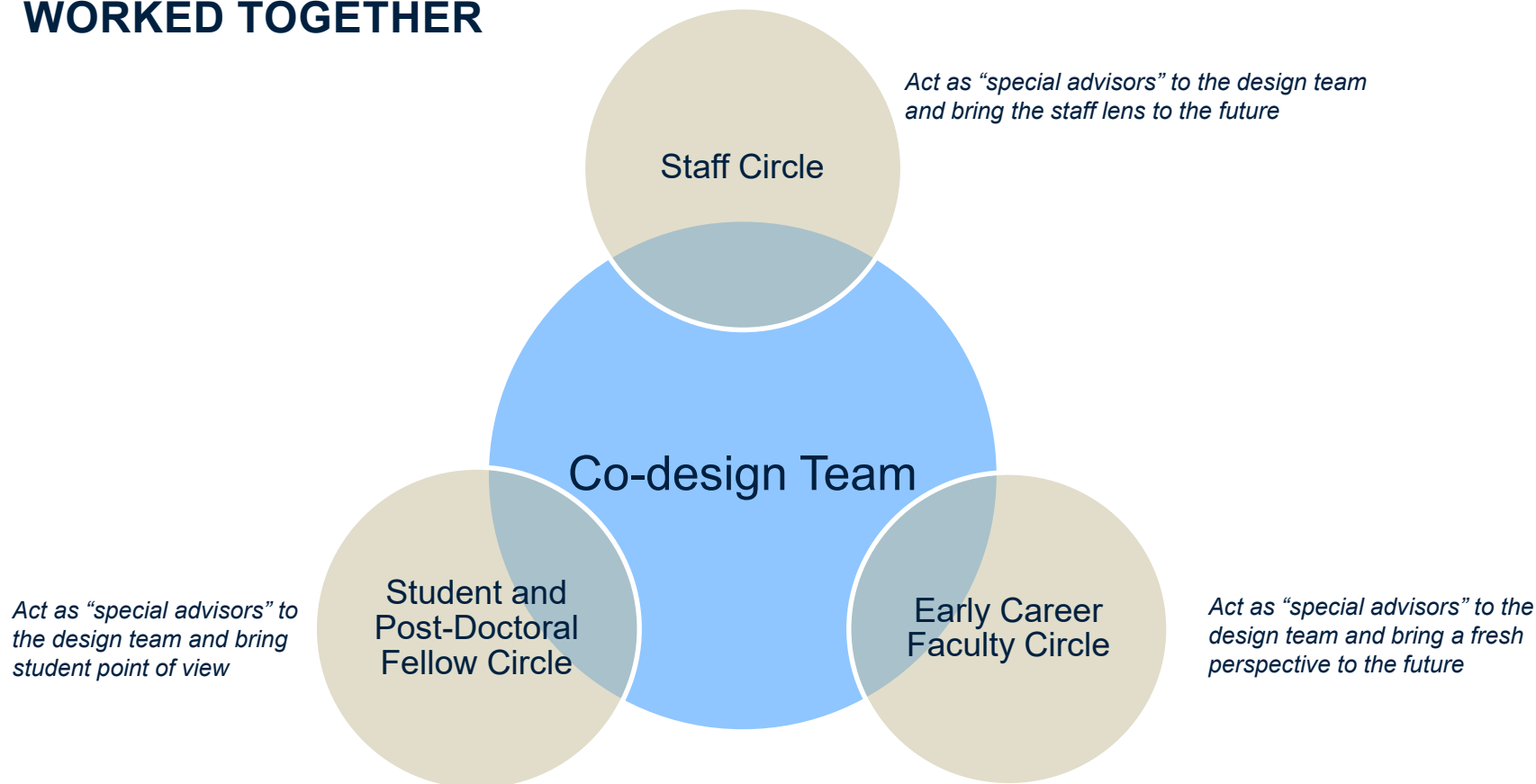


# GOVERNANCE

Academic Futures Co-design Team				
To lead the discussion and design of the academic futures				
Composition	<ul style="list-style-type: none"> <li>Gage Averill, Provost and VPA</li> <li>Meigan Aronson, Dean, Science</li> <li>James Olson, Dean, APSC</li> <li>Rickey Yada, Dean, LFS</li> <li>Joseph Anthony, Associate Dean, Health Professions, Medicine</li> <li>Joey Hoegg, Senior Associate Dean, Students, Sauder</li> <li>David Gramling, Head of Department of Central, Eastern, and Northern European Studies, Arts</li> <li>Nicholas Coops, Head <i>pro tem</i>, Department of Forest Resources Management, Forestry</li> <li>Rachel Fernandez, AVP VPRI</li> <li>Moura Quayle, Vice-Provost and AVP, Academic Affairs</li> <li>Arig al Shaibah, AVP, Equity and Inclusion</li> <li>Bhushan Gopaluni, Vice-Provost and AVP Enrolment and Academic Facilities, <i>pro tem</i></li> <li>Simon Bates, Vice-Provost and AVP Teaching and Learning, <i>pro tem</i></li> <li>David Shorthouse, Executive Director, Academic Portfolio Initiatives</li> <li>Rumee Ahmed, Vice-Provost International <i>pro tem</i></li> <li>Susan Porter, Dean and Vice-Provost, G&amp;PS</li> </ul>			
	<ul style="list-style-type: none"> <li>Susan Parker, University Librarian</li> <li>Bob Helsley, Associate Provost, UBC at Surrey</li> <li>Jennifer Burns, AVP IT, CIO</li> <li>Leona Sparrow, Director of Treaty, Lands and Resources, Musqueam</li> <li>Margaret Moss, Director, First Nations House of Learning</li> <li>Eduardo Jovel, Director, Indigenous Research Partnerships</li> <li>Joanne Proft / Michael White (Campus Vision 2050 rep)</li> <li>Naznin Virji-Babul, Senior Advisor to the Provost, Women and Gender-Diverse Faculty</li> <li>Patrick Pennefather, Assistant Professor at UBC Theatre and Film, Arts</li> <li>Mehwish Anwer, PDF - Wellington Lab, Department of Pathology and Laboratory Medicine, Medicine</li> <li>Marcus John, PDF, Sustainable Nano Biocomposites Lab, Department of Wood Science, Forestry</li> <li>Jody Swift, Director, Strategic Initiatives, APSC</li> <li>Teresa Syrnnyk, Acting Director, Facilities Planning</li> <li>Laia Shpeller, Student Senate Caucus Co-Chair, Senate Academic Building Needs Committee (SABNC) Chair</li> <li>Dana Turdy, AMS VPA / Anisha Sandhu, Interim AMS VPA &amp; UA</li> <li>Tara Ivanochko, Climate Hub</li> </ul>			
Early Career Faculty Circle		Student and Post-doctoral Fellow Circle		Staff Circle
Composition	<ul style="list-style-type: none"> <li>Patrick Pennefather</li> <li>Lisa Nathan</li> <li>Mahsa Jessri</li> <li>Andres Varhola</li> <li>Anna Blakney</li> <li>Nozomu Yachie</li> <li>Adam Rysanek</li> </ul>	<ul style="list-style-type: none"> <li>Eshana Bhangu</li> <li>Dana Turdy / Anisha Sandhu</li> <li>Nicholas Ramuladi</li> <li>Parker Li</li> <li>Simangele Mabena</li> <li>Marcus Johns</li> <li>Ania Bogoslowski</li> <li>Angela Low</li> <li>Jessica Schaub</li> <li>Mehwish Anwer</li> </ul>	<ul style="list-style-type: none"> <li>Sabah Haque</li> <li>Christian Kyle</li> <li>Kamil Kanji</li> </ul>	<ul style="list-style-type: none"> <li>Afsaneh Sharif</li> <li>Sarah Dupont</li> <li>Lerato Chondoma</li> <li>Elsie Achugbue</li> <li>Jody Swift</li> <li>Ray McNichol</li> <li>Julian Dierkes</li> <li>Gerald Vanderwoude</li> <li>Jeremy Schmidt</li> <li>Martina Valkovicova</li> </ul>

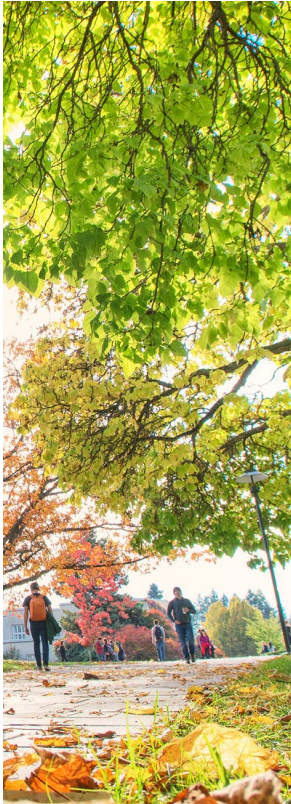


## HOW THE VARIOUS GROUPS WORKED TOGETHER





## PROBLEM STATEMENT



*How might we “co-steward” the academic future of UBC Vancouver campus to continue to be **distinctive and transformative** in the next 10 to 30 years.*



## DRAFT PRINCIPLES

### **DRAFT Academic Futures GUIDING PRINCIPLES: 2-5-10-30-50 years**

(to guide the thinking, discussions as well as decisions for the Academic Futures process)

#### **Our commitments to academic transformation:**

*In all aspects of advancing our academic mission, UBC believes in diverse perspectives and communities. We aim to understand and safeguard what Indigenous peoples and other historically marginalized people value most in education and research. As we seek to transform our intentions into actions, the following principles outline where our commitments lie in 2023:*





## DRAFT PRINCIPLES CONTINUED



**RESEARCH AND SCHOLARSHIP**, that is responsible and relevant. UBC researchers are dedicated to addressing problems through their interdisciplinary excellence and experience and **focusing together to build a sustainable future for the planet** and all its inhabitants.

**TEACHING AND LEARNING** that is **challenging yet supportive**. UBC is an institution of learning: teaching, mentoring and supervising learners is at the core of our mandate. UBC educators strive to foster a safe and inspiring environment for learners, through which they develop both deep disciplinary knowledge and a broader range of competencies and capabilities.

**RESPECT**, for land, for community, for knowledge, for academic freedom. In all its relationships, UBC respects the contexts that diverse community groups bring. We respect the contributions of ancestors and acknowledge the long-term impacts of today's decisions on future generations.

**LEADERSHIP**, to be purposeful, candid, and responsive. As we seek to improve governance and decision-making, UBC leaders will endeavour to listen, learn, and act on inconvenient truths and complex realities on our campus and beyond.



## DRAFT PRINCIPLES CONTINUED



**OPPORTUNITIES**, that are local, global, and meaningful. UBC educates global citizens, champions access, and offers distinctive pathways for learning, growth and self-determination, especially for historically marginalized communities. **Our academic offerings and facilities are designed to lead to betterment for all.**

**OPENNESS** to traditional and innovative ideas. UBC promotes an environment of creativity, flexibility and curiosity to solve the complex crises of today and tomorrow, through time-tested relations of trust with the communities most affected.

**COURAGE**, for fullhearted, sincere, and thoughtful actions. In this fast-changing and unpredictable environment around us, we aim **to be bold yet humble, and explore varying perspectives, ideas, experiences, and risks.**

**COLLABORATIONS** that are **reciprocal, collegial and joyful**. At UBC, we will connect across disciplines and experiences, building and honouring communities while sharing knowledge and excitement to develop a culture of kinship, dialogue, and trust locally and globally.

## EMERGING THEMES THAT WILL LIKELY INFLUENCE OUR FUTURES...



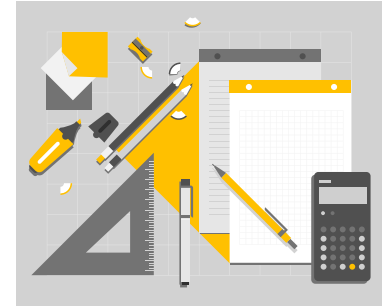
- **Hybrid / multi-access learning** is here to stay.
- Learners are expecting increasingly **holistic, personalized, accessible, and flexible** learning experiences and pathways.
- **Learners will be broader in terms of demographics** and enter the higher education ecosystem for different purposes with different needs.
- Higher education learning will be **life-long and continuous**, as opposed to “one-time”.
- **Technology innovation and disruptions will continue to accelerate**, fueled by advancements in artificial intelligence (AI), automation, and internet of things (IoT).
- **Research** will continue to be **influenced by funding bodies** and **competition** will only increase.
- **Research collaborations** within and outside the university will **continue to grow**.
- **Knowledge exchange** with communities and addressing the “challenges of tomorrow” is equally important as knowledge creation.



## SOME EXPERIMENTS FOR THOUGHT...

Through the workshop discussions, some **preliminary** experiment ideas have surfaced:

- A potential “subscription” pilot at a Faculty with an industry partner to meet increasing industry demand for part-time, short-term, flexible and quick non-credit programs.
- Potentially broaden “Science One / Arts One / Land One” programs into a “UBC One” joint first year program
- Develop province-wide cross-university modules around specific problems e.g., how to survive heat domes, how to build resilient communities to wildfires.
- Consider redesigning some co-op programs such that they occur simultaneously to learning, with tailored “co-op” courses that reflect the classroom learnings.
- Build a purpose-build master’s program for a cohort that is community-based. e.g. a cohort-based Masters of Research in Municipal Policy.
- Create a collaborative PhD at a national and international scale e.g., the EU model
- Expand the partnership of Extended Learning with a Faculty to increase offerings to part-time returning learners.
- Explore creating a University generalist pathways - general programs for yrs1-2 and specialized/ custom in yrs3-4 for learners who do not know what they want to pursue.





## WHAT'S NEXT?

- We have discussed these ideas with the Senate Research and Scholarship Committee, the Senate Curriculum Committee, and Senate Teaching & Learning Committee. We are scheduled to discuss with the Senate Student Caucus (March 13).
- We have been to the Committee of Deans and are going to Associate Deans and Heads & Directors in March.
- We want to hear from you any comments / suggestions about the principles, themes and experiments that we should consider.



15 March 2023

**To:** Vancouver Senate

**From:** Rella Ng, Registrar

**Re:** 2023-2026 Triennial Election Results

---

Set out below is the second set of election results for the 2023-2026 triennium.

### **Joint Faculties Representatives to Senate**

Further to the third call for nominations for faculty members of the Vancouver Campus to fill the remaining two (2) positions for representatives of the Joint Faculties on the Vancouver Senate issued on 16 January 2023, six (6) valid nominations were received, one (1) of which was subsequently withdrawn. Elections were held from 14 to 28 February 2023. Pursuant to Section 16 of the *University Act*, the following faculty members are elected as representatives of the Joint Faculties on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

- **Andre Ivanov, Professor, Faculty of Applied Science**
- **Catherine D. Rawn, Professor of Teaching, Faculty of Arts**

### **Faculty-Specific Representatives to Senate**

Further to the call for nominations for faculty members of the Vancouver Campus to fill the two (2) positions for representatives of each of the Faculties on the Vancouver Campus on the Vancouver Senate issued on 13 February 2023, eight (8) valid nominations were received, one (1) of which was subsequently withdrawn. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Campus on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

#### *Faculty of Applied Science*

- **Sathish Gopalakrishnan, Associate Professor**

#### *Faculty of Commerce and Business Administration*

- **Adlai Fisher, Professor**
- **Kin Lo, Associate Professor**

#### *Faculty of Dentistry*

- **Nancy Ford, Associate Professor**





*Faculty of Forestry*

- **Chunping Dai, Associate Professor**

*Faculty of Graduate and Postdoctoral Studies*

- **Steven Pelech, Professor**

*Faculty of Science*

- **Karen Smith, Lecturer**

A second call for nominations for the remaining positions will be issued in March 2023.

**Professional Librarian Representative to Senate**

Further to the call for nominations for a professional librarian of the Vancouver Campus to fill the one (1) position for a representative of librarians on the Vancouver Campus on the Vancouver Senate issued on 13 February 2023, one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following librarian is acclaimed as elected as representative of librarians on the Vancouver Campus on the Vancouver Senate for a term beginning on 1 September 2023 and ending 31 August 2026 and thereafter until a successor is elected:

- **George Tsiakos, Head, Law Library**

**Convocation Representatives to Senate**

Further to the call for nominations for Convocation members to fill the twelve (12) positions for representatives of the Convocation on the Vancouver Senate issued on 13 February 2023, ten (10) valid nominations were received. Therefore, pursuant to Section 15 of the *University Act*, the following Convocation members are acclaimed as elected as representatives of the Convocation on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

- **Francis R. Andrew**
- **Lawrence Burr**
- **Andrea Dulay**
- **John Gilbert**
- **Paul Harrison**
- **Rob Kim**
- **Stewart McGillivray**
- **Jenny Phelps**
- **Mitchell Prost**
- **Austin Uzama**

A second call for nominations for the remaining positions will be issued in March 2023.