



Vancouver Senate

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

**WEDNESDAY, 13 DECEMBER 2023**

**6:00 P.M.**

**LSC 1003 AND VIA ZOOM**

1. Call to Order and Territorial Acknowledgement – Dr Benoit-Antoine Bacon  
(information)
2. Minutes of the Meeting of 15 November 2023 – Dr Benoit-Antoine Bacon (approval)  
(docket pages 3-19)
3. Business Arising from the Minutes – Dr Benoit-Antoine Bacon  
Memorandum on the Student Assistance Program (information) (docket page 20)
4. Remarks from the Chair and Related Questions – Dr Benoit-Antoine Bacon (information)
5. Admissions Committee – Dr Joanne Fox  
Bachelor of Kinesiology – Admission Requirements (approval) (docket pages 21-25)
6. Awards Committee – Dr Lawrence Burr  
New and Changed Awards (approval) (docket pages 26-30)
7. Curriculum Committee – Dr Catherine Rawn  
Curriculum Proposals from the Faculties of Arts,  
Graduate and Postdoctoral Studies, and Land & Food Systems (approval) (docket pages  
31-67)
8. Nominating Committee – Dr Paul Harrison
  - a) President's Advisory Committee for the Selection of a Deputy Provost (approval)  
(docket page 68)
  - b) Appointments and Elections to the Council of Senates (approval) (docket page  
68)
  - c) Committee Actions in Response to the Indigenous Strategic Plan (information)  
(docket page 69)



9. Research & Scholarship Committee – Dr Wendy Norman

New Policy V-5: Research Centres & Institutes (approval) (docket pages 70-79)

10. Report from the President – Dr Benoit-Antoine Bacon

Annual Report of the Vice-President, Research and Innovation – with Vice-President  
Gail Murphy (information) (docket pages 80-96)

11. Report from the Provost – Dr Gage Averill

2022-2023 Annual Report on External Reviews – with Vice-Provost Moura Quayle  
(information) (docket pages 97-121)

12. Other Business

13. IN CAMERA – Tributes Committee – Leah Shpeller

Candidates for Honorary Degrees (approval) (circulated separately)



# VANCOUVER SENATE

## MINUTES OF 15 NOVEMBER 2023

**DRAFT**

### Attendance

**Present:** B.-A. Bacon (Chair), M. Adshade, J. Al Rahmani, G. Averill, E. Baniassad, S. Bredin, B. Britton, L. Burr, I. Caguait, J. Cool, C. Crowston, C. Dai, P. Englezos, K. Feng, A. Fisher, N. Ford, B. Forster, S. Forwell, J. Fox, J. Gilbert, B. Goold, S. Gopalakrishnan, S. Grayston, J. Greenman, J. Hare, P. Harrison, K. Hassib, C. Hendricks, M. Ho, A. Ivanov, E. Jenkins, X. Xiang, K. Kanji, D. Kelleher, S. Kenston, R. Kim, R. Kozak, F. Lalji, D. Li, K. Lo, L. Lynd, M. MacLachlan, C. Marshall, G. Markman, S. McGillivray, C. Menzies, A. Mitchell, W. Norman, J. Olson, C. Overall, S. Parker, S. Pelech, J. Phelps, N. Pindell, S. Porter, I. Price, M. Prost, D. Qi, C. Rawn, S. Razia, K. Rogers, S. Rout, L. Shpeller, S. Singh, K. Smith, R. Spencer, J. Stewart, G. Tsiakos, A. Uzama, H. von Bergmann.

**Regrets:** S. Point, H. Amin, F. Andrew, M. Aronson, B. Bhandar, D. Dahl, A. d'Entremont, K. Doering, A. Dulay, A. Esteves, G. Faulkner, C. Godwin, J. Greenman, E. Jenkins, S. Lavalee, A. Mitchell, A. Pratap-Singh, I. Price, R. Topping, G. Turcotte, A. Wang, R. Yada.

**Clerk:** C. Eaton

### Call to Order

The Chair of Senate, Professor Benoit-Antoine Bacon called the third meeting of the Senate for the 2023-2026 triennium and the 2023/2024 academic year to order at 6:02 pm

### Senate Membership

#### NEW MEMBER OF SENATE

The Registrar, Ms Rella Ng, introduced the following new member to Senate:

#### *Ex Officio Member*

Dr Benoit-Antoine Bacon, President and Vice-Chancellor, to replace Dr Deborah Buszard (end of term).



## Minutes of Previous Meeting

Jenny Phelps  
Mathew Ho

*That the minutes of the meeting of 18 October  
2023 be approved as presented.*

Approved

## Remarks from the Chair

The President said how pleased he was to join UBC and expressed his appreciation for the warm welcome he had received so far. Dr Bacon acknowledged that he was joining UBC at a difficult time around the world, including wars in Ukraine and in Israel and Gaza. He expressed his sympathy to those affected by these conflicts.

Dr Bacon said that he looked forward to convocations across UBC on its future, and expressed his thanks to those involved in the governance of the University. He assured the Senate that he would chair its meetings with diligence and would endeavour to attend every meeting he could.

The President said that his first impressions of UBC were extremely positive. He noted the incredible scope of UBC — the talent on the ground, the quality of the programs, the research strengths across so many important fields, the great student experience, and the deep commitments to reconciliation, to sustainability, to inclusion and to building a better future for all — this encompasses what it means to be a thriving world-class institution in the 21st century. Dr Bacon went on to say that when he considered the largest challenges that our world faces: the climate crisis, issues in health and wellness, social justice and living together in a diverse, ever-changing world, he felt that the way forward could only be forged here and in great universities around the world – through research and scholarship in both the arts and the sciences, and through our students going out into the world and making a difference. The president opined that UBC was uniquely positioned to shape the next century in Canada and globally, and that this university has many strengths, covering virtually every aspect of human endeavour.

In closing, Dr Bacon reminded Senators of the senate external review being undertaken and encouraged everyone to participate in the surveys and panels being undertaken, and that next week was a time of celebration of our university: our Autumn congregation ceremonies, the first of which included his formal installation as President and Vice-Chancellor.

Senator Marshall noted Dr Bacon's commitment to mental health and said that it was unfortunate that just as he arrived, UBC had cancelled the Student Assistance Program. He noted that this was replaced by a provincial program that did not provide the same degree of assistance to students. He asked if the President supported this decision and if not, if he would restore the program.

The President said that as he was new he did not know the details of this program but he would look into the matter.



Senator Singh said that inflation has presented great financial and mental health challenges for many students, particularly international students. He noted that food security was a particular concern.

The President said that mental health and socio-economic circumstances were closely linked.

Senator Overall asked the President for his view on the housing crisis and in particular the challenges faced by post-doctoral fellows and research associates given the funding from Tricouncil agencies have not increased in many years. The Senate suggested that people will not come to Vancouver and will not stay due to the costs of housing. He noted that UBC has a massive land reserve and suggested that without better use of UBC's endowment land to support UBC people instead of market construction, our standing in the world would suffer.

Dr Bacon said that the failure to increase Tricouncil funding has been an issue for almost twenty years. It was well past the time where this funding needed to be increased. He noted that housing was an issue across the county and was a particular challenge in Vancouver. He said It was true that UBC had assets that could help address some of that situation but he did not yet know to what extent that was feasible.

## Correspondence

Senator Kanji addressed the letter he and his fellow students had sent to the Senate regarding their priorities for this triennium. He noted that this was the second time they had done so.

Susan Forwell  
Mathew Ho

*That the correspondence from the senators be forwarded to the Senate Nominating Committee for consideration and reference to other committees of Senate as they see fit, and that a copy be sent to the Senate external reviewers for their consideration.*

Approved

## Candidates for Degrees

Susan Porter  
HsingChi von Bergmann

*That the candidates for the degree as recommended by the faculty, be granted the degrees for which they were recommended,*



*effective November 2023 or, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.*

Approved

### Admission Committee

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

### BACHELOR OF INDIGINOUS LAND STEWARDSDHOP – APPLICATION PROCESS

Joanne Fox  
Rob Kozak

*That Senate approve the application process for applicants to the Bachelor of Indigenous Land Stewardship program, effective for entry to the 2024 Winter Session and thereafter.*

Senator Harrison asked if “positionality statement” was in common usage.

Senator Fox said the statement was described in the calendar entry but she was not sure if the term was used elsewhere.

Senator Kozak said that they did consult with Enrolment Services and this was the phrase suggested.

Senator Singh asked what did “allies” mean in the list of people who were welcome to apply.

Senator Fox said that this was discussed at Committee and the concept of allyship was used to describe potential applicants.

Senator Kozak said that we were looking for people who were willing to learn, listen, reflect, and be respectful on this topic.

Senator Menzies asked if someone who was opposed to the concept of indigenous land stewardship would not be admitted.

Senator Kozak said that this would be a fair assumption.

Approved

**RENEWAL OF MEMORANDUM OF AGREEMENT: TRANSATLANTIC FORESTRY MASTER'S PROGRAM**

Joanne Fox  
Ian Caguiat

*That Senate approve the revised terms of the affiliation agreement on TRANSFOR-M: Transatlantic Master's Programs Leading to a European and a Canadian degree in Forestry, Environmental or Conservation Sciences, as set out in the "Memorandum of Understanding Between Bangor University (Wales), University of Eastern Finland, University of Natural Resources and Life Sciences Vienna, University of Padova and Swedish University of Agricultural Sciences (SLU) (Collectively, the "EU Members") and University of Alberta, The University of British Columbia, and Lakehead University (Collectively, "the Canadian Members").*

Dr Fox noted that this was a revision of a long-standing program and changed a few of the participating universities.

Senator Harrison said that he appreciated an affiliation agreement coming forward with good documentation on how the agreement had been revised in response to circumstances and needs.

Approved

**Agenda Committee**

The Chair of the Senate Agenda Committee, Mr Kamil Kanji, presented.

**FORMAT OF SENATE MEETINGS**

Senator Kanji advised that the Agenda Committee was mindful that much of the University has reverted to their previous modes of attendance. The Committee is also aware that the current time for Senate meetings – six pm – is a divisive matter, with some senators in favour of meetings outside of normal working hours, and other opposed. The committee recognized the consistency offered by in-person meetings when classes are generally in person, as well as the better opportunities for communication and understanding when people are physically present in the same space. The Committee also recognizes that meeting in person limits the ability to



participate in Senate due to family obligations, lengthy commutes, and travel on both University and personal business.

He advised that in consideration of the above, the Senate Agenda Committee did not recommend any amendments to the *Rules and Procedures of Senate* at this time. The Committee would encourage the Senate Nominating Committee to consider the format of Senate meetings every three years as a component of the triennial review, and for any recommendations made thereon to take effect for the next triennium.

In response to a question from Senator von Bergmann, Senator Kanji said that the early document from the students encouraging hybrid modes of learning was something that they hoped to consider over the next triennium.

### Awards Committee

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

#### NEW AND REVISED AWARDS

##### *Appendix A: Awards Report*

Lawrence Burr  
Kamil Kanji

*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.*

Senator Menzies asked why the description for the Danner award was truncated.

Senator Burr said that they did not have a rationale presented but could make one available to Senator Menzies.

Senator Pelech asked if the Awards Committee had considered the issues presented by transgenderism and the specification of sex or gender in award descriptions.

Senator Burr said that the Committee has been discussing this for some time. They were inviting Athletics to a future meeting to discuss.

Approved

NB: Senator Menzies abstained from voting on the above motion

#### NEW WALL RESEARCH AWARDS AND WALL FELLOWSHIPS



Lawrence Burr  
Kamil Kanji

*That the Senate approve the new Wall Research Awards and Wall Fellowships, that they be forwarded to the Board of Governors for approval and that a letter of thanks be sent to the donor.*

Senator recognized former Senator Julian Dierkes and Vice-Provost Moura Quayle to speak to this proposal.

Senator Shpeller asked how many awards and fellowships would be awarded and if they were annual.

Dr Dierkes said that we do not yet know how many graduate awards will be made but it depending on how many applied. The intent was 1 to 2 years, and they would be completion awards. \$700 000 annually was allocated.

Approved

NB: Senator Menzies abstained from voting on the above motion

## Curriculum

### NOVEMBER CURRICULUM REPORT

*See Appendix B: Curriculum Report*

Catherine Rawn  
Mathew Ho

*That the Senate approve the new courses and new non-credit program certificate, brought forward by UBC Extended Learning and the Faculties of Arts, Graduate and Postdoctoral Studies (Arts, Education, and Land and Food Systems), and Land and Food Systems.*

Approved

## Nominating Committee

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

### COMMITTEE ADJUSTMENTS



Paul Harrison  
Charles Menzies

*That Anubhav Pratap-Singh be appointed to the Senate Academic Policy Committee until 31 August 2026 and thereafter until replaced, to fill a vacancy; and*

*That James Olson and Mark MacLachlan be appointed to a President's Advisory Committee for the Selection of an Associate Vice-President Research & Innovation and Vice-Principal Research & Innovation (Okanagan).*

Approved

## Report from the Provost

The Vice-President Academic and Provost, Dr Gage Averill, presented.

### ESTABLISHMENT OF THE KOERNER CHAIR FOR WILDFIRE COEXISTENCE AT UBC

Gage Averill  
Rob Kozak

*That Senate approve the establishment of the Koerner Chair for Wildfire Coexistence at UBC, in the Faculty of Forestry, made possible by funding from the Koerner family and the Koerner Family Foundation.*

Dr Averill said that this was an important issue for BC, Canada and the world. UBC will be able to work across both its campuses and the inaugural chair will be able to establish a centre on this topic. He expressed his thanks to the Koerner family for their continued support for UBC.

Senator Menzies asked if the chair was already known and if we had provided to ensure their academic freedom.

Senator Kozak said that a current faculty member was the intended appointee and that our gift agreement ensured protection of academic freedom.

Approved

## Report from the Librarian

### 2022/2023 ANNUAL REPORT ON THE LIBRARY



Dr Susan Parker, the University Librarian, presented the report included in the meeting materials. She thanked everyone involved with the Library: it's staff, UBC faculty and staff and other patrons, and expressed her appreciation for the support of the Provost and the Senate Library Committee.

The Librarian opened her presentation by discussing the Library's work towards Truth and Reconciliation and equity and diversity principles at UBC.

Dr Parker noted the Library's work towards advancing research, learning and scholarship, and particular their work with other universities to address article publishing fees, open standards, open collections, and digital infrastructure.

The Librarian commented on UBC's engagements with communities within and beyond UBC.

The Librarian advised on their collaborative efforts around rare collections, and noteworthy acquisitions such as the Malcolmson photography collection and the NAACP papers.

Dr Parker went on to describe the use of Open Athens and the data used by the UBC for its collections and service management as it evolved to meet patron needs. She noted the increase in facilities across various libraries.

The Librarian explained the library's budget allocation process and collections development strategies. As in prior years, she noted the challenge presented by exchange rates and materials being priced in US dollars, and thanked the Provost for the financial support to address challenges related to exchange rates and inflation.

In closing, Dr Parker noted future projects, such as the transition to a new library management platform, acquisitions of new essential resources, and ongoing commitments to diversity and inclusion.

A senator asked about the high cost of journals and what the Library was doing towards open access initiatives, noting their greater prevalence and requirements in Europe.

Dr Parker agreed that Europe was ahead of North America in these matters. She noted that this was not something UBC could successfully improve alone, and so worked with other research libraries across Canada to push publishers. Within UBC, she noted the need to incentivize researchers to change the system.

Senator Menzies noted the loss of certain electronic resources such as the Alexander Street film collection and asked what assurances we had for access to resources in the future that we currently had.

Dr Parker said that some resources were too expensive to maintain licenses for, especially if they are underutilized, but that we tried to negotiate perpetual access



wherever possible. In response to a follow-up question from Senator Pelech, she confirmed that they generally retained access to electronic journals for the periods where they paid for access.

Senator Hassib asked about late-hours access to the Library, especially during examination terms.

The Librarian said that this was a perennial question and was affected by costs and staffing availability. The numbers have not always supported the need but we do take censuses.

Senator Caguiat asked that, given collections were 40% of the libraries budget, what sort of oversight went into purchasing and licensing decisions.

The Librarian replied that around half of librarians' professional time went towards working with faculty members and students on deciding what to include in collections. In addition to their background as Librarians, many of them had relevant degrees in the disciplines they were supporting.

## **IN CAMERA**

### **REVOCATION OF A DEGREE**

### **Adjournment**

Seeing no other business, the meeting was adjourned at 8:02 pm.



## **Appendix A: Awards Report**

### **NEW AWARDS – ENDOWED**

#### **Tuum Est China Graduate Fellowship**

Fellowships totalling \$40,000 per year, have been made available through an endowment for outstanding Ph.D. students, whose research areas and studies are related to China in the areas of: modern history and current affairs, policies, economics and finance, government and governance, culture and society and law or issues that affect the global role of modern-day China. Drawing inspiration from UBC's motto, "Tuum Est", Latin for "It is yours", this award encourages critical exploration and self-discovery for students to unravel the complexities of China and forge their own understanding. The donor created this award to empower students to discover "the other side of the story", where students explore diverse viewpoints and perspectives through knowledge acquisition and cultural exchange, and embark on a journey of discovery. The fellowships are made on the recommendation of the Centre for Chinese Research in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

#### **Gary Gui Memorial Bursary in Mechanical Engineering**

Bursaries totalling \$1,750 have been made available through an endowment established by friends, family, the wider community and Anyload Weigh & Measure Inc. in memory of Gary Gui (1969–2023) for Bachelor of Applied Science students in the Mechanical Engineering program. Gary was the founder and CEO of Anyload, a company that specializes in designing and manufacturing load cells, scales and weighing components. He was not only dedicated to engineering excellence, but also stood as a respected industry leader in the field of weighing and force measurement. Alongside running a multinational business, Gary made time for his passion for gardening and agriculture, managing three gardens and a 40-acre hobby farm. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/25 winter session).

#### **Arthur Laing Memorial Scholarship in Agriculture**

Scholarships totalling \$2,600 have been made available through an endowment established by the estate of Dr. Margaret deMaine (1930–2022) in memory of the Honorable Arthur Laing (1904–1975) for outstanding undergraduate students in the Faculty of Land and Food Systems majoring in Sustainable Agriculture and Environment. Margaret's uncle, the Honourable Arthur Laing, PC (B.Sc. 1925) was a committed Canadian politician who advocated for civil rights and urban development as a cabinet minister and as a Member of Parliament. Before entering politics, he had studied Agriculture at UBC and worked at the Vancouver Milling and Grain Company before becoming manager of the Agriculture Chemicals Division of Buckerfields Ltd. The awards are made on the recommendation of the Faculty of Land and Food Systems. (First award available for the 2024/2025 winter session).

**Paul and Margaret deMaine Memorial Scholarship**

Scholarships totalling \$2,600 have been made available through an endowment established by an estate gift from Dr. Margaret deMaine (1930–2022) for outstanding undergraduate students majoring in the fields of Chemistry, Physics, Mathematics, or Computer Science. Margaret (B.A. 1951, M.Sc. 1953) graduated from UBC with a Lefevre Gold Medal and Scholarship and later went on to complete a Ph.D. in Radiochemistry at the University of Cambridge, England. Dr. Paul A. D. deMaine (1924–1999) completed a Ph.D. at UBC in 1956 and made significant contributions to the field of Computer Science. The awards are made on the recommendation of the Faculty of Science. (First award available for the 2023/2024 winter session).

**Steve Withers Scholarship in Biological Chemistry**

Scholarships totalling \$1,750 have been made available through an endowment established by friends, family, students, and colleagues in honor of Dr. Steve Withers, for outstanding graduate students studying Biological Chemistry. Steve (B.Sc., Ph.D.) is a world expert on mechanisms of enzymatic glycoside formation and hydrolysis, and has used his insights for the engineering and inhibition of these enzymes, which play crucial roles in all areas of biology. In addition to being a faculty member in the Departments of Chemistry and Biochemistry & Molecular Biology, he was the founding Director of the UBC Centre for High-Throughput Biology and the Genome Science & Technology graduate program, which is now held within the Michael Smith Laboratories. Since joining the UBC Chemistry department in July 1982 and retiring in 2023, he has trained a large number of graduate and postdoctoral students in the area of chemical biology, particularly as it applies to carbohydrates. He has won many awards for his research, most notably being elected as a Fellow of the Royal Society of London. The awards are made on the recommendation of Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

**NEW AWARDS – ANNUAL****Jim and Virginia Houghton International Leaders' Entrance Award**

Renewable entrance awards totalling \$40,000 have been made available annually through an estate gift from Jim Houghton (1933–2021) and Virginia Ann “Ginger” Houghton (1937–2012) for outstanding international students who would otherwise be financially unable to pursue post-secondary education. In addition to academic merit, preference will be given to students who demonstrate examples of leadership in their communities and/or involvement in mentorship programs as mentors or mentees. Students must be entering the University directly from secondary school or transferring from another post-secondary institution to an undergraduate program of study, and students should be nominated by the educational institution they are attending when applying to UBC. The awards are renewable for up to



three additional years, with any requests for extension to be reviewed by the adjudication committee. Jim was an avid sports enthusiast and Virginia (B.Ed. 1971, M.Ed. 1980) taught in elementary schools in Vancouver, BC, as well as guiding the next generation of teachers as a faculty member at UBC. The awards are made on the recommendation of the International Student Initiative. (First award available for the 2024/2025 winter session).

### **OEB Leadership Award in Women's Rugby**

Awards totalling \$5,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from OEB Breakfast Co. (OEB) for outstanding members of the UBC Women's Rugby team, who have demonstrated leadership abilities on and off the field. OEB was first established in 2009 in Calgary, AB, and has since expanded to 15 locations in Canada, and two locations in the United States. Founded and inspired by a deep enthusiasm for food, the award-winning restaurant's success can be attributed to determination and achieving one's goals. Each recipient of this award is someone who shares the commitment to succeed, the enthusiasm for rugby and is someone who will lead and uplift their teammates. The awards are made on the recommendation of the UBC Women's Rugby Coaches and the Athletic Awards Committee. (First award available for the 2023/2024 winter session).

### **Parkland Burnaby Refinery Award in Forest Bioeconomy**

Awards totalling \$2,000 have been made available annually through a gift from Parkland Burnaby Refinery for outstanding Bachelor of Science students in the Forest Bioeconomy Sciences and Technology program. Preference will be given to students who are from communities that have been historically, persistently and systemically marginalized. Parkland Refining is a Canadian convenience store operator and independent petroleum products and fuel retailing company based out of Calgary, Alberta. The company serves customers across Canada, the United States, the Caribbean region and Central and South America through a large portfolio of diverse brands. Parkland Refining is involved with electric vehicle charging, renewable fuels, solar energy and compliance, and carbon offset trading. Parkland Refinery is committed to equity, diversity, and inclusion and hopes this award will help foster inclusivity and diversity in Forestry. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2023/2024 winter session).

### **Sports Illustrated Clubhouse Award in Women's Rugby**

Awards totalling \$5,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Sports Illustrated Clubhouse for outstanding members of the UBC Women's Rugby team, who have demonstrated commitment and dedication to their team. The Define Group is one of Canada's prominent hospitality groups that includes Vancouver restaurants such as OEB Breakfast Co. and Blowers & Grafton. This award has



been established to celebrate the newly opened Sports Illustrated Clubhouse in Wesbrook Village which hosts students, staff and faculty seeking food, beverages and a technology-driven space for various activities. The awards are made on the recommendation of the UBC Women's Rugby Coaches and the Athletic Awards Committee. (First award available for the 2023/2024 winter session).

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

### **Endowed Awards**

#### **1125 - McGill Graduates**

#### **Scholarship Rationale for**

#### **Proposed Changes**

To update the award as it is a course prize by definition, rather than a scholarship and to update the award to allow for more than one award to be disbursed. The title has been revised to reflect the prize. As well, the course requirements have been revised to allow for student eligibility (very few students complete both ENGL 220 and FREN 220 in a single academic year, and at times FREN 220 is not offered at all, as in the case of 2021W. Often the student nominated completed either ENGL 220 or FREN 220, in addition to a 200 level course code that is not 220. For example, the student nominated in 2021W completed FREN 220 and ENGL 210 & ENGL

211. No students completed both ENGL 220 and FREN 220, while in Year 2 while also satisfying the award criteria).

#### **Current Award Title: McGill Graduates**

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

A scholarship of \$600, founded by the McGill Graduates' Society of British Columbia, is awarded to the student standing highest in English 220 and French 220 of the second year in Arts and proceeding to a higher year.

#### **Proposed Award Title: McGill Graduates ~~Scholarship~~ Society of British Columbia Prize in English & French**

#### **Proposed Award Description**

A scholarship of ~~Prizes totalling~~ \$600, ~~have been made available through an endowment established~~ founded by the McGill Graduates' Society of British Columbia, ~~for outstanding~~



undergraduate second-year students who have completed a 200-level English and a 200-level French course in the Faculty of Arts and are is awarded to the student standing highest in English 220 and French 220 of the second year in Arts and proceeding to a higher year. The prizes are adjudicated by the Faculty of Arts.

### 1131 - Shaw Memorial Scholarship

#### Rationale for Proposed Changes

To update the award as it is a course prize by definition, rather than a scholarship and to update the award to allow for more than one award to be disbursed. The title has been revised to reflect the prize. As well, the course requirements have been revised to allow for student eligibility (Very few students complete these specified courses in a single academic year. For 2021W no student completed ENGL 220 and either LATN or GREK. This year's winner completed LATN and GREK and is an ENGL HONS major. No students completed ENGL 220 and either GREK or LATN while in Year 2 while also satisfying the award criteria).

#### Current Award Title: Shaw Memorial

#### Scholarship Current Award Description

A scholarship of \$400, founded by friends of the late James Curtis Shaw, Principal of Vancouver College, and afterwards of McGill University College, Vancouver, is awarded upon the results of the examinations of the second year in Arts to the undergraduate student standing highest in any two or three courses, English 220, Latin 201/202, Greek 101/102 or Greek 201/202, and proceeding to a higher year.

#### Proposed Award Title: Shaw Memorial ~~Scholarship~~ Prize in English, Latin or Greek

#### Proposed Award Description

A scholarship of ~~Prizes totalling~~ \$400, have been made available through an endowment established ~~founded~~ by friends of the late James Curtis Shaw (1861–1907) for outstanding undergraduate second-year students who have excelled in any two courses in English, Latin or Greek, and are proceeding to a higher year. ~~in Principal of Vancouver College, and afterwards of McGill University College, Vancouver, is awarded upon the results of the examinations of the second year in Arts to the undergraduate student standing highest in any two or three courses, English 220, Latin 201/202, Greek 101/102 or Greek 201/202, and proceeding to a higher year.~~ Dr. Shaw was a teacher at and Principal of Vancouver High School and College (now King Edward High School), which was affiliated with McGill University College of British Columbia (now The University of British Columbia). The prizes are adjudicated by the Faculty of Arts.

## 8553 - Dr Ted Danner Memorial Entrance Bursary in Geology

### Rationale for Proposed Changes

Updates have been made to bring the award description in line with our current conventions and to remove the requirement that recipients should be entering UBC from high school and enrolled in EOSC 110, 111 or 116.

### Current Award Description

Bursaries totalling \$19,050 have been made available through an endowment established by the Estate of Dr. Ted Danner. Dr. Danner was a long time Professor and Professor Emeritus of Geology at UBC who passed away in 2012. He began teaching at UBC in 1954 and taught an introductory geology course for many years. Dr. Danner's introductory geology classes sparked an initial interest in Geology among many new students. The bursaries are to be awarded to students entering the University of British Columbia from high school with an interest in Geology and who are enrolled in at least two of the following courses EOSC 110, 111 or 116. Awards are adjudicated by Enrolment Services.

### Proposed Award Description

Bursaries totalling \$19,050 have been made available through an endowment established by the Estate of Dr. W. R. "Ted" Danner (1924–2012) for first-year undergraduate students who are enrolled in a Geology course. Dr. Danner, Professor Emeritus in UBC's Department of Geology, began teaching introductory Geology classes at UBC in 1954 and sparked an initial interest in Geology among many new students. ~~was a long time Professor and Professor Emeritus of Geology at UBC who passed away in 2012. He began teaching at UBC in 1954 and taught an introductory geology course for many years. Dr. Danner's introductory geology classes sparked an initial interest in Geology among many new students. The bursaries are to be awarded to students entering the University of British Columbia from high school with an interest in Geology and who are enrolled in at least two of the following courses EOSC 110, 111 or 116.~~

~~Awards~~ The bursaries are adjudicated by Enrolment Services.

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## Appendix B: Curriculum Report

### FACULTY OF ARTS

#### *New courses*

ASIX 315 (3) **Hong Kong Diaspora in Canada**; FREN 103 (3) **Intensive Beginners' French**; ITAL 103 (3) **Intensive Beginners' Italian**; RMST 100 (3) **Introduction to Romance Cultures**; RMST 307 (3) **Myths, Legends and Tales in Romance Literatures and Cultures**; RMST 310 (3-9) **Special Topics in Romance Studies**; RMST 350 (3-9) **Special Topics in Italian Studies**; RMST 420 (3-9) **Special Topics in Francophone Studies**; RMST 470 (3-9) **Special Topics in Hispanic Studies**

### FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

#### Arts

#### *New course*

GEOG 516 (3) **Perspectives on the Anthropocene**

#### Education

#### *New courses*

EDST 574 (3) **Cultural Studies and Education**

#### Land and Food Systems

#### *New course*

PLNT 506 (3) **Advanced Pollination Biology**

### FACULTY OF LAND AND FOOD SYSTEMS

#### *New courses*

APBI 406 (3) **Pollination Biology**; APBI 422 (3) **Indigenous Food Systems in Canada**

#### UBC EXTENDED LEARNING

#### *New non-credit program certificate*

**Non-Credit Program Certificate in Artificial Intelligence in Digital Media**



November 17, 2023

## MEMORANDUM

To: Chris Eaton, Clerk to the Senate & Associate Registrar, Academic Governance

From: Ainsley Carry, Vice President, Students

Cc: Benoit-Antoine Bacon, President and Vice-Chancellor  
Gage Averill, Provost and Vice President Academic  
Noorjean Hassam, Associate Vice President Student Health and Wellbeing  
Samantha Reid, Executive Director Vice President, Students

Re: Student Assistance Program (SAP) Decision Summary

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In 2020, UBC entered into a contract for SAP student online counseling services. SAP provided online counseling services 24/7 to UBC students. At that time, no publicly funded services were available. Since 2020, the BC government released a similar online counseling service known as Here2Talk. Here2Talk is funded by the provincial government and provided to all students in British Columbia. Services provided by SAP and Here2Talk are nearly indistinguishable.

In 2023, the SAP contract expired. The Student Health and Wellness team analyzed the two programs. From their analysis, the decision was made not to renew the SAP contract because of the near identical online counseling services provided by Here2Talk.

With Here2Talk, students have immediate access to counselling and community referral services across phone, online chat, and mobile app. This service is free for all BC post-secondary students, and comes at no cost to UBC. Here2Talk services are available 24/7, in multiple languages, and accessible to all levels of domestic and international students. No matter where they are in the world, UBC students can access Here2Talk anytime and as frequently as they require.

The primary difference between Here2Talk and SAP, is that Here2Talk offers one-at-a-time support, while with SAP students did have the ability to follow up with the same counsellor for a limited number of subsequent visits. In reality, however, the data showed that only a very small proportion of students who accessed SAP services, chose to have more than one single session with SAP. Based on this, it no longer made sense for UBC to renew a contract that provides largely duplicate supports. I can assure you that this decision was considered and supported by VPS leadership from both UBCV and UBCO, and was taken with the priority of providing the highest quality of care for students.

Our Student Health and Wellbeing mental health supports span the full-continuum of care, with Here2Talk providing an important bridge for after hours and in the moment crisis support. For more information about the range of supports that are available, please see [Mental health care at UBC | Student Services](#)



1 December 2023

To: Vancouver Senate

From: Senate Admissions Committee

Re: Bachelor of Kinesiology – Admission

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a. Bachelor of Kinesiology – Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes to admission requirements for applicants to the Bachelor of Kinesiology program. The proposed revisions to the Calendar language provide additional detail and clarity on current program admissions policies and procedures.

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

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



## UBC Admission Proposal Form Change to Course or Program

<p><b>Faculty:</b> Education  <b>Department:</b> School of Kinesiology  <b>Faculty Approval Date:</b> November 10, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> November 10, 2023  <b>Contact Person:</b> Adam Lukasiewicz  <b>Phone:</b> 604-822-9616  <b>Email:</b> adam.lukasiewicz@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Admission</b></p> <p>Application for admission to the School of Kinesiology must be made through Enrolment Services. Procedures, policies, and admission requirements for the University of British Columbia and the School of Kinesiology are specified in the <a href="#">Admissions</a> section of the UBC Academic Calendar.</p> <p>The School of Kinesiology has implemented a Broad-Based Admission policy that incorporates the use of supplementary criteria in addition to academic performance in the selection of students entering the Bachelor of Kinesiology degree program.</p> <p>Detailed information on admission requirements for all applicants is available on the School of Kinesiology <a href="#">website</a>.</p> <p>Admission of students into the Bachelor of Kinesiology program is based on academic performance and other accomplishments, including personal statements, demonstrated leadership skills, active participation in extracurricular activities, work experience, significant awards and achievements, and reference contacts.</p> <p><b>Admission from Secondary School</b></p> <p>Admissibility for Secondary School applicants is determined on the basis of a number of factors including performance in specific high school courses, the overall academic rigor of the program, evidence of relevant learning and achievements both in and out of school, and other indicators of suitability for the Bachelor of Kinesiology program at UBC. The School of Kinesiology has implemented a Broad-Based Admission policy for Secondary School applicants that incorporates the use of supplementary criteria in addition to academic performance in the selection of students entering the Bachelor of Kinesiology degree program.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-kinesiology/bachelor-kinesiology/admission">https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-kinesiology/bachelor-kinesiology/admission</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Admission</b></p> <p>The School of Kinesiology has implemented a Broad-Based Admission policy that incorporates the use of supplementary criteria in addition to academic performance in the selection of students entering the Bachelor of Kinesiology degree program.</p> <p>Detailed information on admission requirements for all applicants is available on the School of Kinesiology <a href="#">website</a>.</p> <p>Admission of students into the Bachelor of Kinesiology program is based on academic performance and other accomplishments, including personal statements, demonstrated leadership skills, active participation in extracurricular activities, work experience, significant awards and achievements, and reference contacts.</p> <p><b>Transfer Students</b></p> <p><del>Students who are accepted on transfer from other institutions must normally complete all remaining courses toward the Bachelor of Kinesiology at UBC. A maximum of 60 transfer credits will normally be granted. The University will not grant a degree for studies that represent less than the equivalent of two regular Winter Sessions (60 credits).</del></p> <p><del>In general, transfer credit is limited to the initial two years of a degree program. Credit at a more senior level may be possible if prior written permission has been granted by the School's Undergraduate Advising Centre. A student wishing to take courses at another institution and transfer the credit toward a Bachelor of Kinesiology</del></p>



## Admission as a Post-Secondary Transfer Student

Students who are accepted on transfer from other post-secondary institutions must normally complete all remaining courses toward the Bachelor of Kinesiology at UBC. A maximum of 60 transfer credits will normally be granted. The University will not grant a degree for studies that represent less than the equivalent of two regular Winter Sessions (60 credits).

Please note, not all transfer credit is necessarily applicable to a students' degree program. As such, when students present in excess of 60 transfer credits, the School of Kinesiology will determine which 60 credits are most applicable to the degree program.

In general, transfer credit is limited to the initial two years of the Bachelor of Kinesiology degree program. Credit at a more senior level may be possible if prior written permission has been granted by the Undergraduate Advising Centre. It is the student's responsibility to forward an official transcript to Enrolment Services, Admissions.

## Admission from Another Program at UBC

Students who are currently enrolled in another program at the University of British Columbia and wish to transfer into the Bachelor of Kinesiology program must complete the "[Change of Degree Program/Campus](#)" application (see [here](#) for deadlines). Students applying for admission from another UBC program are subject to the same requirements noted above under "Admission as a Post-Secondary Transfer Student."

## Admission as a Second-Degree Student

Students holding a recognized undergraduate degree may pursue a Bachelor of Kinesiology as a second degree, provided their focus of study differs from the discipline(s) of their first degree.

To fulfill the requirements for a second degree in the Bachelor of Kinesiology, students must meet all Bachelor of Kinesiology degree requirements using a combination of first and second-degree credits. A minimum of 50% of the required credits must be earned while enrolled at UBC Vancouver in the second-degree program. For the Bachelor of Kinesiology, this involves earning at least 60 new credits, and potentially more if Lower-level Requirements of the Bachelor of Kinesiology were not satisfied during the first-degree studies. It is expected that the Upper-Level Requirements for the Bachelor of Kinesiology, including a minimum of 36 upper-level KIN credits will be completed with second-degree courses.

Transfer credit is not automatically assigned to second-degree Bachelor of Kinesiology students. Approval from the Manager, Undergraduate Programming and Advising in the School of Kinesiology is required for any credits earned

degree must first obtain a Letter of Permission from the School's Undergraduate Advising Centre. It is the student's responsibility to forward an official transcript to Enrolment Services, Admissions.

## Registration and Program Approval

Students are reminded of the University rule regarding program responsibility. Students are responsible for the completeness and accuracy of their registration as it is related to the regulations of the program of study in which they are enrolled. The following is a summary of the registration procedures for all kinesiology students:

1. Students should make all course changes through the online [Student Service Centre \(SSC\)](#) whenever possible. Kinesiology students must register into the appropriate waiting list section on the SSC for KIN courses that are full.
2. See [Change of Registration](#) for regulations regarding adding and dropping courses.
3. Kinesiology students are required to attend and confirm their registration in classes during the first week of each term. Students who do not attend the initial classes may be removed from the course.
4. Students are required to register in a minimum of 9 Kinesiology credits during each Winter Session.
5. In their second year, all students are required to choose a stream of study through the [Student Service Centre \(SSC\)](#).
6. Before registering in any course through Distance Education, Kinesiology students must consult the School's Undergraduate Advising Centre.



before entering the second-degree Bachelor of Kinesiology program to be applied to its credit requirements. These credits must have been earned in the previous five years and must not have been used to fulfill requirements for any credential. With approval, a maximum of 12 such credits can be applied toward relevant toward Lower-Level Requirements in the second-degree program.

Students admitted to a second degree must consult with the Undergraduate Advising Centre and relevant departments regarding specific second-degree requirements before commencing the program.

### UBC Langara **Indigenous** Transfer Partnership

To be eligible to transfer into the Bachelor of Kinesiology program through this [partnership](#), **Indigenous** students must meet the general requirements for admission as a [post-secondary transfer student](#) as well as the following specific requirements:

- Successful completion of at least 24 transferable credits.
- An academic average of 2.67 or greater on the most recent 30 credits of transferable courses attempted, including failed and retaken courses. If in a particular year the competitive admission criteria is lower than 2.67, then the applicant will be evaluated against the lower admission criteria.
- Completion of required high school academic prerequisites. In some cases, university transferable coursework may satisfy these prerequisites.
- Successful completion of the Transition Plan offered by Langara in collaboration with UBC.

Applicants who do not meet these requirements may be considered for admission as a general [transfer student](#) and can be considered through [UBC's Aboriginal Admissions Policy](#).

For more information about the UBC Langara Partnership, please visit the [website](#).

### Readmission for Students in Good Standing

Students who have previously been admitted to the Bachelor of Kinesiology program, left in good academic standing, have been away from their studies for *more than one academic year* and wish to return to their previous program of study should consult the [Readmission](#) section

### Limitation of Enrolment

~~Enrolment may be limited in certain Kinesiology courses when the demand is greater than available resources. See [Space in Courses](#).~~

### UBC Langara **Aboriginal** Transfer Partnership

To be eligible to transfer into the Bachelor of Kinesiology program through this [partnership](#), **Aboriginal** students must meet the general requirements for admission as a [post-secondary transfer student](#) as well as the following specific requirements:

- Successful completion of at least 24 transferable credits.
- An academic average of 2.67 or greater on the most recent 30 credits of transferable courses attempted, including failed and retaken courses. If in a particular year the competitive admission criteria is lower than 2.67, then the applicant will be evaluated against the lower admission criteria.
- Completion of required high school academic prerequisites. In some cases, university transferable coursework may satisfy these prerequisites.
- Successful completion of the Transition Plan offered by Langara in collaboration with UBC.

Applicants who do not meet these requirements may be considered for admission as a general [transfer student](#) and can be considered through [UBC's Aboriginal Admissions Policy](#).

For more information about the UBC Langara Partnership, please visit the [website](#)



of the UBC Academic Calendar for details.

Students who have previously been admitted to the Bachelor of Kinesiology program, left in good academic standing and have been away for *one academic year or less*, and wish to return to their previous program of study may do so without re-application. Students should consult the [Academic Leave](#) section of the UBC Academic Calendar.

Students who have previously registered in the Bachelor of Kinesiology program, and were required to discontinue from the program or withdraw from the University and wish to return to their previous program of study should consult the “Readmission for Students after a Failed Year” section.

Students with questions about their status should consult with the Undergraduate Advising Centre prior to submitting an application.

### Limitation of Enrolment

Enrolment may be limited in certain Kinesiology courses, particularly at the upper-level, when the demand is greater than available resources.

See [Space in Courses](#) for further information.

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#### Type of Action:

Elaboration of our current admissions policies and procedures.

#### Rationale for Proposed Change:

The proposed changes provide additional detail and clarity on current program admissions policies and procedures. The deletion of the “Registration and Program Approval” section is because this information contains either outdated information, or the information that is relevant does not belong in an “Admissions” section. The relevant policy information has been moved to the “Academic Regulations” section of the Calendar.



13 December 2023

To: Vancouver Senate

From: Senate Awards Committee

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

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The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 10 awards, including 2 new endowed awards, 6 new annual awards, and 2 revised awards.

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

Respectfully submitted,

Dr. Lawrence Burr  
Chair, Senate Awards Committee

To: Vancouver Senate

From: Senate Awards Committee

Re: Awards recommended for acceptance by the Senate Committee

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## **NEW AWARDS – ENDOWED**

### **C. Fipke Award in Field Studies**

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

### **MacLaurin Team Spirit Award**

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

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## **NEW AWARDS – ANNUAL**

### **Arrow Group Award in Sustainable Business**

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

### **Caritas Bursary**

Bursaries totalling \$16,000 have been made available annually through a gift from Gerald Ma (B.Com. 1990) for students in the Bachelor of Commerce program. Gerald, a third-generation Chinese Canadian and proud UBC Sauder School of Business alum, is pleased to support UBC students through their education. He has over 30 years of experience in finance, investment, portfolio management, real estate development, marketing, and overseeing IT-related enterprises and services. In his personal life, Gerald is interested in sports and the natural world. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

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

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

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

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

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

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

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

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

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

#### **Endowed Awards**

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

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

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

#### **Current Award Description**

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

**Proposed Award Description**

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

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

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

**Current Award Description**

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

**Proposed Award Description**

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



13 December 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

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The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties and encloses those proposals it deems as ready for approval including 14 new courses.

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Catherine Rawn  
Chair, Senate Curriculum Committee



## FACULTY OF ARTS

### *New courses*

**ANTH 375 (3)** Refugees, Resistance, and Activism; **ANTH 475 (3)** Racial and Sexual Politics of (Im)mobility; **CENS 203 (3)** Arctic Art and Activism; **CHIN 200 (1-3)** Topics in Chinese Language Basic Skills; **CHIN 300 (1-3)** Topics in Chinese Language Intermediate Skills; **CHIN 400 (1-3)** Topics in Chinese Language Advanced Skills; **CHIN 440 (3-9)** Special Topics in Advanced Chinese Language; **CHIN 460 (3-9)** Special Topics in Critical Chinese Studies; **GEOG 355 (3)** Geographies of Urban Indigeneity; **MUSC 448 (3)** Historical Performance Practice; **RGST 160 (3)** Introduction to Religions: Judaism, Christianity, Islam

## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### Science

### *New courses*

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

## FACULTY OF LAND AND FOOD SYSTEMS

### *New course*

**APBI 475 (3)** Indigenous Ecologies

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Anthropology  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> August 8, 2023  <b>Contact Person:</b> Helena Zeweri, Elif Sari  (Course authors); Nicola Levell  (Undergraduate Studies Chair)  <b>Email:</b> <a href="mailto:helena.zeweri@ubc.ca">helena.zeweri@ubc.ca</a>;  <a href="mailto:elif.sari@ubc.ca">elif.sari@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 375 (3) Refugees, Resistance, and Activism</b></p> <p>Examines the movements around refugee and immigrant rights in various geographic contexts, through the lens of ethnographic texts and media. Explores how migrants and refugees are taking an active role in transforming the global system of borders. Recommended: At least one 200-level social science course (e.g. ANTH, SOCI, GEOG, POLI)</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth">https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>Despite the growing importance of the study of migration, the Department of Anthropology does not currently offer undergraduate courses in this area. The proposed ANTH 375 will equip students with knowledge of how refugees and migrants are politically conscious and agentive actors in a global system of borders. It will be especially useful in breaking down lingering misconceptions that refugees and migrants are passive subjects who are defined by their immobility and suffering.</p> <p>This course begins with the premise that transformation in approaches and attitudes to immigration is possible but to meaningfully engage it, one needs to understand the cultural and political logics of activism itself. Through foregrounding ethnography, this course will provide students with the means to analyze: 1) how migrants and refugees are taking an active role in transforming the systems that immobilize them; 2) the variations in migrant and refugee politics; and 3) how positionality and privilege shape the kinds of alliances and solidarities citizenries (including students) can forge with migrants and refugees.</p> <p>Topics that will be explored include: political resistance in refugee camps and detention centres; social movements led by migrants who fall outside of politically legible racial, gendered, and sexual categories in spaces of transit; the civic participation of recently resettled refugee communities in the global</p>

	<p>North and global South; and Indigenous-migrant solidarities.</p> <p>Although there are no prerequisites for ANTH 375, it is recommended that students have taken at least one 200-level social science (e.g., Anthropology, Sociology, Geography, or Political Science) course.</p> <p>ANTH 375 will not make any new demands on departmental resources or the library.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>          The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Anthropology</b>  <b>Faculty Approval Date: October 12, 2023</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2024</b></p>	<p><b>Date:</b> August 18, 2023  <b>Contact Person:</b> Elif Sari and Helena Zeweri (Course authors); Nicola Levell (Undergraduate Studies Chair)  <b>Phone:</b>  <b>Email:</b> <a href="mailto:elif.sari@ubc.ca">elif.sari@ubc.ca</a>,  <a href="mailto:helena.zeweri@ubc.ca">helena.zeweri@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 475 (3) Racial and Sexual Politics of (Im)mobility</b></p> <p>Combined anthropological approaches with interdisciplinary theories to understand experiences of mobilities and immobilities shaped by race, gender, sexuality, citizenship and class.  Recommended: ANTH 375 or 376, or other upper-level courses focused on migration, gender and sexuality, or social inequality.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth">https://vancouver.calendar.ubc.ca/course-descriptions/subject/anth</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><i>Note: A Category 1 proposal has been submitted for ANTH 375. A Category 1 proposal is forthcoming for ANTH 376.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>Despite the growing importance of an anthropological study of migration, the Department of Anthropology does not currently offer undergraduate courses in this area. The proposed ANTH 475 will provide students with an opportunity to examine specialized issues and debates about varying experiences of mobility (such as migration, asylum, tourism, and travel) and immobility (such as border control, waiting, detention, and deportation) at their intersections with gender, sexuality, race, and class.</p> <p>This advanced undergraduate seminar combines anthropological approaches with art and multimedia as well as critical legal studies, queer migration scholarship, queer of color critiques of diaspora, (homo)nationalism, and settler colonialism, carcerality studies, and immobility studies. By focusing on the concept of “(im)mobility,” students will learn how to analyze the complex and intimate relation</p>

	<p>between mobility and immobility; identify the discourses, practices, and policies that create both movement and stuckness in racialized and gendered border-crossers' lives; identify border control regimes in different contexts and analyze how they regulate racialized and sexualized (im)mobilities; explore how scholars and migrants use creative expression to share their experiences, build community, create spaces of healing, and resist against border control regimes; and apply this critical knowledge to contemporary issues and debates about (im)mobility and borders in different geopolitical contexts.</p> <p>The written and creative assignments throughout the semester will allow ANTH 475 students to learn how to develop critical and relevant research questions and mobilize analytical writing and creative expression to explore such questions. Through discussions and other classroom activities, students will also learn how to develop a critical and constructive intellectual dialogue with their peers.</p> <p>Although there are no prerequisites for ANTH 475, it is recommended that students have taken: ANTH 375 or 376, or other upper-level courses focused on migration, gender and sexuality, or social inequality.</p> <p>ANTH 475 will not make any new demands on departmental resources or the library.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b> (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered</p>
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	<p>for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> CENES  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Received:</b> June 28, 2023  <b>Contact Person:</b> Tim Frandy (course author),  Caroline Rieger (dept curriculum chair)  <b>Phone:</b> 604.822.5156  <b>Email:</b> <a href="mailto:tim.frandy@ubc.ca">tim.frandy@ubc.ca</a>;  <a href="mailto:caroline.rieger@ubc.ca">caroline.rieger@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CENS 203 (3) Arctic Art and Activism</b>  Examination of contemporary political and social conflicts in the arctic and circumpolar north, focusing on ways Indigenous people have used art, performance and activism as a tool for resistance and decolonization.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CENS">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CENS</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b>  The Department of Central, Eastern and Northern European Studies (CENES) acknowledges that the UBC Indigenous Strategic Plan is a response to Canada's continued colonial oppression and that the Plan moves beyond equity, diversity and inclusion to acknowledge Indigenous peoples' distinctive histories, experiences, and lived realities associated with and impacted by colonialism. We are committed to counter colonialism and wish to align our programs with Indigenous strategic priorities. The proposed course CENS 203 is part of that commitment.</p> <p>CENS 203 focuses on traditional and contemporary Indigenous political art from Sápmi, Inuit Nunangat, Khanty, Mansi, Evenk and Udegeh artists. It examines how art serves as a political and social tool to promote awareness, to cultivate community, to shape discourse, and to leverage social power. The course is thematically arranged, looking at the shared experiences Indigenous peoples have with colonization, resistance, and decolonization. To examine connections between diverse Indigenous cultures, CENS 203 will occasionally include discussion of works by First Nations artists from what is now called British Columbia. We are aiming for a mid-size to large course.</p>

	<p>Developed by Indigenous scholar Dr. Tim Frandy, the proposed course will be taught by Dr. Frandy and other colleagues who have the knowledge and expertise to teach Indigenous perspectives. This proposed course is on track to fulfill the Faculty of Arts <i>Place and Power</i> requirement that launches in 2024W. We embrace the fact that this means that any instructor teaching CENS 203 would need to be vetted by the internal FoA development currently underway.</p> <p>We are confident that CENS 203 will be popular with Arts students, especially those interested in Indigenous Studies and those interested in European Studies.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date: October 12, 2023</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2024</b></p>	<p><b>Date:</b> June 6, 2023  <b>Contact Person:</b> Qian Wang, Hsiang-ning Wang, Xiaowen Xu (Course Authors), Sheryl Lim (Curriculum Support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CHIN 200 (1-3) Topics in Chinese Language Basic Skills</b>  Specific linguistic skills such as pronunciation, characters, or grammatical structures, at the basic level. Skills taught vary from section to section; Consult Department for current offerings.</p> <p><i>Corequisite:</i> One of CHIN 131, CHIN 133, CHIN 134, CHIN 141, CHIN 143, CHIN 144, CHIN 231, CHIN 233, CHIN 234, CHIN 241, CHIN 243, CHIN 244</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin">https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus, as per the policy described on p. 27 of the UBC Curriculum Guidelines (Version 15.2) for Special Topics/ Directed Study Courses.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>CHIN 200 is designed as a 1-credit variable topics course, of which students can take up to a maximum of three times. Each 1-credit version of this course will focus on a different specific linguistic skill. This course is designed to complement the existing comprehensive 3-credit CHIN language courses at the 200 level and serve as a bridge between the 100-level and 200-level language courses. Students will need to have either completed or be registered in one of the listed corequisite courses.</p> <p>Each lettered course version of CHIN 200 will focus on a critical skill (e.g., characters, pronunciation, or grammatical structure) that has proven to be challenging for Chinese language learners. Rather than creating separate 1-credit stand-alone courses for these linguistic skills, we wish to create one variable credit (1-3) 200-level course that will allow us to offer 1-credit</p>

	<p>course versions on them. We anticipate that the skills students struggle with may change and we want to have the flexibility to adjust the contents in each version in our course offerings.</p> <p>The specific skill covered would be listed in the course subtitle, which the Workday system will allow for variable credit courses. For example, a course on pronunciation would appear as the following on a student's academic record as follows:</p> <p>CHIN 200 (1) Topics in Chinese Language Basic Skills – Pronunciation</p> <p>Regardless of the emphasis of each course version, students will be assessed on their ability to understand and demonstrate competence in these linguistic skills. After completing any of the 1-credit versions of CHIN 200, students will have achieved a more balanced proficiency level for taking other CHIN courses. In addition to strengthening their Chinese language skills for communicative purposes, students will have deepened their understanding of the language more generally. Regardless of the skills chosen for each course version, the course will emphasize fundamental learning outcomes in the Chinese language program, stressing critical thinking and making connections between learning and one's interests.</p> <p>The Department of Asian Studies currently offers a 1-credit course, <b>CHIN 195 (1) Chinese Characters I</b> which focuses on the linguistic form of characters and the theories of Chinese character formation. Similar to CHIN 195, we anticipate that these 1-credit courses better prepare students before they take 200-, 300-, and 400- level courses. In addition, we think offering 1-credit course versions of a</p>
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	<p>variable topics course will provide the opportunity for faculty to teach an area related to their research, which lie beyond the scope of our current curriculum.</p> <p>Notably, this kind of skill-based, low-credit courses seldom finds a place in the regular language course curriculum with an emphasis of a comprehensive and balanced development of all elements of a language. By offering 1-credit course versions on specific skills, we acknowledge that students may have different needs or diverse interests, and we make efforts to incorporate them in their learning experience.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b>          The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date: October 12, 2023</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2024</b></p>	<p><b>Date:</b> June 6, 2023  <b>Contact Person:</b> Qian Wang, Hsiang-ning Wang, Xiaowen Xu (Course Authors), Sheryl Lim (Curriculum Support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CHIN 300 (1-3) Topics in Chinese Language Intermediate Skills</b>  Specific linguistic skills such as pronunciation, characters, grammatical structures, and so on, at the intermediate level. Skills taught vary from section to section; Consult Department for current offerings.</p> <p><i>Corequisite:</i> One of CHIN 231, CHIN 233, CHIN 234, CHIN 241, CHIN 243, CHIN 244, CHIN 331, CHIN 333, CHIN 334, CHIN 335, CHIN 337, CHIN 338, CNTO 301, CNTO 303, CNTO 311</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin">https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus, as per the policy described on p. 27 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>CHIN 300 is designed as a 1-credit variable topics course, of which students can take up to a maximum of three times. Each 1-credit version of this course will focus on a different specific linguistic skill. This course is designed to complement the existing comprehensive 3-credit CHIN language courses at the 300 level and serve as a bridge between the 200-level and 300-level language courses. Students will need to have either completed or be registered in one of the listed corequisite courses.</p> <p>Each lettered course version of CHIN 300 will focus on a critical skill (e.g. characters, pronunciation, or grammatical structure) that has proven to be challenging for Chinese language learners. Rather than creating separate 1-credit stand-alone courses for these linguistic skills, we wish to create one variable credit (1-3) 300-level course that will allow us to offer 1-credit course versions on them. We anticipate that</p>

	<p>the skills students struggle with may change and we want to have the flexibility to adjust the contents in each version in our course offerings.</p> <p>The specific skill covered would be listed in the course subtitle, which the Workday system will allow for variable credit courses. For example, a course on pronunciation would appear as the following on a student's academic record as follows:</p> <p>CHIN 300 (1) Topics in Chinese Language Intermediate Skills – Pronunciation</p> <p>Regardless of the emphasis of each course version, students will be assessed on their ability to understand and demonstrate competence in these linguistic skills. After completing any of the 1-credit versions of CHIN 300, students will have achieved a more balanced proficiency level for taking other CHIN courses. In addition to strengthening their Chinese language skills for communicative purposes, students will have deepened their understanding of the language more generally. Regardless of the skills chosen for each course version, the course will emphasize fundamental learning outcomes in the Chinese language program, stressing critical thinking and making connections between learning and one's interests.</p> <p>The Department of Asian Studies currently offers a 1-credit course, <b>CHIN 195 (1) Chinese Characters I</b> which focuses on the linguistic form of characters and the theories of Chinese character formation. Similar to CHIN 195, we anticipate these 1-credit courses better prepare students before they take 200-, 300-, and 400- level courses. In addition, we think offering 1-credit course versions of a variable topics course will provide the opportunity for</p>
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	<p>faculty to teach an area related to their research, which lie beyond the scope of our current curriculum.</p> <p>Notably, this kind of skill-based, low-credit courses seldom finds a place in the regular language course curriculum with an emphasis of a comprehensive and balanced development of all elements of a language. By offering 1-credit course versions on specific skills, we acknowledge that students may have different needs or diverse interests, and we make efforts to incorporate them in their learning experience.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date: October 12, 2023</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2024</b></p>	<p><b>Date:</b> June 6, 2023  <b>Contact Person:</b> Qian Wang, Hsiang-ning Wang, Xiaowen Xu (Course Authors), Sheryl Lim (Curriculum Support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> <a href="mailto:asia.curriculum@ubc.ca">asia.curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CHIN 400 (1-3) Topics in Chinese Language Advanced Skills</b>  Specific linguistic skills such as pronunciation, characters, or grammatical structures, at the advanced level. Skills taught vary from section to section; Consult Department for current offerings.</p> <p><i>Corequisite:</i> One of CHIN 331, CHIN 333, CHIN 334, CHIN 335, CHIN 337, CHIN 341, CHIN 343, CHIN 344, CHIN 345, CHIN 347, CHIN 401, CHIN 403 CHIN 405, CHIN 407, CHIN 415, CHIN 435, CHIN 437, CHIN 441, CHIN 443, CHIN 444, CHIN 445, CHIN 447, CHIN 451, CHIN453</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin">https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin</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></p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus, as per the policy described on p. 27-29 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.</i></p> <p>CHIN 400 is designed as a 1-credit variable topics course, of which students can take up to a maximum of three times. Each 1-credit version of this course will focus on a different specific language skill. This course is designed to complement the existing comprehensive 3-credit CHIN language courses at the 400 level and serve as a bridge between the 300-level and 400-level language courses. Students will need to have either completed or be registered in one of the listed corequisite courses.</p> <p>Each lettered course version of CHIN 400 will focus on a critical skill (e.g., characters, pronunciation, or grammatical structure) that has proven to be challenging for Chinese language learners. Rather than</p>

	<p>creating separate 1-credit stand-alone courses for these linguistic skills, we wish to create one variable credit (1-3) 400-level course that will allow us to offer 1-credit course versions on them. We anticipate that the skills students struggle with may change and we want to have the flexibility to adjust the contents in each version in our course offerings.</p> <p>The specific skill covered would be listed in the course subtitle, which the Workday system will allow for variable credit courses. For example, a course on pronunciation would appear as the following on a student's academic record as follows:</p> <p>CHIN 400 (1) Topics in Chinese Language Advanced Skills – Pronunciation</p> <p>Regardless of the emphasis of each course version, students will be assessed on their ability to understand and demonstrate competence in these linguistic skills. After completing any of the 1-credit versions of CHIN 400, students will have achieved a more balanced proficiency level for taking other CHIN courses. In addition to strengthening their Chinese language skills for communicative purposes, students will have deepened their understanding of the language more generally. Regardless of the skills chosen for each course version, the course will emphasize fundamental learning outcomes in the Chinese language program, stressing critical thinking and making connections between learning and one's interests.</p>
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	<p>The Department of Asian Studies currently offers a 1-credit course, <b>CHIN 195 (1) Chinese Characters I</b> which focuses on the linguistic form of characters and the theories of Chinese character formation. Similar to CHIN 195, we anticipate these 1-credit courses better prepare students before they take 200-, 300-, and 400- level courses. In addition, we think offering 1-credit course versions of a variable topics course will provide the opportunity for faculty to teach an area related to their research, which lie beyond the scope of our current curriculum.</p> <p>Notably, this kind of skill-based, low-credit courses seldom finds a place in the regular language course curriculum with an emphasis of a comprehensive and balanced development of all elements of a language. By offering 1-credit course versions on specific skills, we acknowledge that students may have different needs or diverse interests, and we make efforts to incorporate them in their learning experience.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> March 24, 2023  <b>Contact Person:</b> Qian Wang (Course Author), Sheryl Lim (Curriculum Support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> asia.curriculum@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CHIN 440 (3-9) Special Topics in Advanced Chinese Language</b>  Advanced reading and writing through thematically organized topics in Chinese language used for different disciplines or in different forms. Topics vary from section to section. Consult Department for current offerings.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin">https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>- <i>This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus, as per the policy described on p. 27 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.</i></li> <li>- <i>This Category 1 proposal for CHIN 440 (new course) is accompanied by a Category 1 proposal for CHIN 460 (new course). Both are proposed as variable credit Special Topics courses. CHIN 440 focuses on topics specific to the Chinese language itself (language focused) and CHIN 460 focuses on topics specific to studies about the Chinese language (studies focused).</i></li> </ul> <p><b>Rationale for Proposed Change:</b></p> <p>The proposed course CHIN 440 is designed to complement CHIN 415 Media Chinese, CHIN 435 Business Chinese I and CHIN 437 Business Chinese II by allowing for various topics in Chinese that are important and beneficial for language teaching and learning to be offered by the Department of Asian Studies.</p> <p>CHIN 440 will allow our department and students, to: (1) pilot new course topics that are thematically organized prior to</p>

	<p>proposing new CHIN 400 level language courses on a specific topic; (2) engage in emergent or topically important themes that are breaking new ground and do not fall directly within the scope of either media or business;(3) encourage both faculty and students to explore the diversity of Chinese language varieties outside the geographic boundary of Chinese-speaking areas; (4) better prepare our Asian Studies Majors and Minors for the breadth of their future career or graduate work and expose students to the Chinese language used in different disciplines; and, (5) permit existing, newly hired or future faculty to design and implement advanced language courses content that are directly connected to their areas of expertise, but which lie beyond the scope of the current curriculum; The topics will vary from year to year and we foresee offering course versions on Chinese opera lyrics, writing forms and presentation styles of Chinese, cultural implications of Chinese writing patterns and expressions, etc.</p> <p>Regardless of topic, CHIN 440 will emphasize fundamental learning outcomes that are used in the Chinese language program, stressing language comprehension, appreciation, and application at the advanced level. As is the current practice for special topics courses in the Department of Asian Studies, the specific content of the course will be listed as a subtitle in the schedule entry, and the course will be advertised through email to our undergraduate majors and listed on the program website.</p> <p>Content like this seldom finds a place in our current language course offerings, but by developing a special topics language course, we can offer topics of interest to learners in different disciplines or from different backgrounds. Interested students</p>
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	<p>are advised to follow the language placement guidelines at the top of the CHIN course Calendar page before registering in the course.</p> <p>Students will be able to take different versions of CHIN 440 up to three times during their undergraduate career for a maximum of 9 credits. The addition of this course will not negatively impact the overall degree requirements for Asian Studies Majors or Minors and will allow students to take more specialized courses that directly appeal to their interests.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> March 24, 2023  <b>Contact Person:</b> Xiaowen Xu (Course Author), Sheryl Lim (Curriculum Support)  <b>Phone:</b> 604-827-2715  <b>Email:</b> asia.curriculum@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CHIN 460 (3-9) Special Topics in Critical Chinese Studies</b>  Thematically organized topics in the scholarly and critical studies of Chinese language and culture for advanced Chinese learners. Topics vary from section to section. Consult Department for current offerings.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin">https://vancouver.calendar.ubc.ca/course-descriptions/subject/chin</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>- <i>This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus, as per the policy described on p. 27 of the UBC Curriculum Guidelines for Special Topics/ Directed Study Courses.</i></li> <li>- <i>This Category 1 proposal for CHIN 460 (new course) is accompanied by a Category 1 proposal for CHIN 440 (new course). Both are proposed as variable credit Special Topics courses. CHIN 440 focuses on topics specific to the Chinese language itself (language focused) and CHIN 460 focuses on topics specific to studies about the Chinese language (studies focused).</i></li> </ul> <p><b>Rationale for Proposed Change:</b></p> <p>The proposed course CHIN 460 will enable undergraduate students taking Chinese language courses to study new, topical content in enriched areas within the Department of Asian Studies. In order to meet the advanced language learners' need to strengthen their intercultural awareness, it is necessary to provide the students with courses that not only increase the breadth and diversity of topics, but also deepen the approaches used by students to understand,</p>

	<p>analyze, and evaluate those topics. Current CHIN course offerings cover a variety of topics for advanced learners, but a variable credit topics course will provide instructors with the flexibility to address new topics and emerging scholarly work on contemporary culture as shaped by the Chinese language in its rich forms.</p> <p>While we offer CHIN courses such as “Modern Chinese Literature,” “Classical Chinese Poetry” and “Fiction in Film” to advanced learners, many topics and emerging scholarly discourses addressing Chinese language studies are missing. For example, how do we approach the diversity of dialects in the writing of Chinese literature and in the scholarly discussion of these literary works? How do contemporary cultural forms such as video games and social media affect the way written Chinese communicates to its reader? What cultural impacts does economic globalization have on literature produced in the Chinese language and on how Chinese identities are formed? How do some “clichés” in Classical and/or modern Chinese travel across history (time) and territories (space) and revive in this age with new cultural meanings? Questions like these may be explored in a topics course with variable contents introduced in different course versions.</p> <p>Regardless of topic, CHIN 460 will emphasize the same set of fundamental learning outcomes that are used in advanced content-based courses. These learning outcomes stress advanced skills such as crafting critical analysis and generating prose arguments. As is the current practice for special topics courses in the Department of Asian Studies, the specific content of each course version will be listed as a subtitle in the schedule entry, and the course will be advertised through</p>
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	<p>email to our undergraduate Majors and Minors and listed on the program website.</p> <p>The creation of CHIN 460 will enable faculty members new to the Department of Asian Studies to design and deliver courses more closely related to their academic training and research interests prior to proposing new courses. It will also enable Asian Studies majors and minors to diversify their training and preparation for future career pathways by taking courses on a wider variety of topics.</p> <p>Students will be able to take different versions of CHIN 460 up to three times during their undergraduate career for a maximum of 9 credits. The addition of this course will not negatively impact the overall degree requirements for Asian Studies Majors or Minors and will allow students to take more specialized courses that directly appeal to their interests.</p> <p>Interested students are advised to follow the language placement guidelines at the top of the CHIN course Calendar page before registering in the course.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty: Arts</b>  <b>Department: Geography</b>  <b>Faculty Approval Date: October 12, 2023</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2024</b></p>	<p><b>Date:</b> July 2023  <b>Contact Person:</b> Course author: Dr. Michael Fabris; Curriculum chair: Loch Brown; Staff support: Suzanne Lawrence  <b>Phone:</b> 604-822-0253  <b>Email:</b> <a href="mailto:mike.fabris@ubc.ca">mike.fabris@ubc.ca</a>,  <a href="mailto:loch.brown@geog.ubc.ca">loch.brown@geog.ubc.ca</a>,  <a href="mailto:Suzanne.lawrence@geog.ubc.ca">Suzanne.lawrence@geog.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>GEOG 355 (3) Geographies of Urban Indigeneity</b>  Examines the geographies of urban Indigenous communities in settler colonial contexts, with a focus on urban Indigenous communities within Canadian cities.</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/geog">https://vancouver.calendar.ubc.ca/course-descriptions/subject/geog</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><i>Note: Category 2 proposals have been submitted requesting to add this course to the program pages for Urban Studies and for Human Geography.</i></p> <p><b>Rationale for Proposed Change:</b>  GEOG 355, 'Geographies of Urban Indigeneity,' is an upper-level course that examines the interconnected geographies of Indigenous claims to urban space and the role of settler colonial dispossession in the making of cities in Canada and similar settler colonial contexts. The course is intended to contribute to the geography department's curriculum on critical Indigenous and critical race theory and practice. Course topics and themes include: The role of Canadian policy and law in the removal of Indigenous presence from urban centers in the 19th and 20th centuries; the increased migration of Indigenous peoples into Canadian cities from the 1950s up to the present; Contemporary practices of Indigenous resurgence and resistance within urban space; and theories of settler colonialism, dispossession, gentrification, and racial capitalism as they pertain to urban Indigeneity.</p>

	<p>By specifically focusing on urban geographic scholarship, this course is being proposed with the aim of contributing to the newly-developed Urban Studies Major, which is a joint program that will be offered by UBC Geography and the School of City and Regional Planning (SCARP), approved by Senate in February 2022. The course proposal is also designed with the aim of complementing existing courses in the department of Geography on Indigeneity, settler colonialism, urban dispossession, and decolonial geographies, such as GEOG 352 (Urbanization in the Global South), GEOG 342 (Post- and Anti-colonial geographies), and GEOG 432 (Radical Traditions of Decolonization and Liberation).</p> <p>With an emphasis on the ways UBC remains the unceded and ancestral territory of the Musqueam, this proposed course is on track to fulfill the Power and Place requirements for Bachelor of Arts degrees from 2024 onwards. Furthermore, the course aligns and advances UBC's Indigenous Strategic plan as it engages with Indigenous geographies, Indigenous relationships to place and land, impacts of settler colonialism, as well as Indigenous resistance and practices of self-determination.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>
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	(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> School of Music  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> 8 August 2023  <b>Contact Person:</b> Alexander Fisher  <b>Phone:</b> 2-3524  <b>Email:</b> fisher@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MUSC 448 (3) Historical Performance Practice</b></p> <p>Principles and practical application of the historically-informed performance of music. Philosophy, aesthetics, and key performance conventions of Western music before ca. 1800. Recommended: Concurrent registration in MUSC 157 (Early Music Ensemble).</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/musc">https://vancouver.calendar.ubc.ca/course-descriptions/subject/musc</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Create new course.</p> <p><b>Rationale:</b></p> <p>The School of Music proposes the creation of a new course, MUSC 448, Historical Performance Practice, as an elective course open to undergraduate students.</p> <p>MUSC 448 is designed to teach students the principles of historically informed performance practice, an approach to presenting music of the past that is attentive to styles, conventions, and conditions that existed when the music was first conceived. Historically informed performance offers a dynamic platform for the exploration of diverse cultural perspectives on musics of the past, reflection on the nature of musical interpretation and artistic vision, and consideration of music's many contributions past and present both within and beyond the concert hall and recording studio. In short, this course offers students an opportunity to think critically and with curiosity about how their artistic practice dialogues with the past and communicates in the present.</p> <p>Some of the content of MUSC 448 builds on content offered within MUSC 157A (Early Music Ensemble), but given that MUSC 157A is a performance-based course with regular weekly rehearsals and</p>

	<p>concerts, it does not allow sufficient time or resources to present concepts of historically informed performance in a systematic and sustained manner. We wish to create a 400-level course to provide students the opportunity to critically examine and engage with the assigned readings, written assignments, and in-class discussion, as well as practical performance activities. Concurrent or prior registration in MUSC 157A is encouraged, but not required.(Note: In the School of Music ensemble courses, it is common for lower-level and upper-level students to be taking the same courses, and to be learning from one another.)</p> <p>Note: It is anticipated that MUSC 448 will be co-located with a graduate-level version of the same course proposed as MUSC 548, resulting in a mixed enrollment of advanced-level undergraduate students and graduate students. The undergraduate course MUSC 448 will have lower expectations for the learning outcomes and assessed components, and the graduate course will have higher expectations. A separate Category 1 proposal for MUSC 548 has been submitted.</p> <p>The School of Music has successfully offered numerous co-located undergraduate and graduate courses in the past in both the academic and performance areas (e.g. MUSC 403B and MUSC 533B, Music and Disability; MUSC 150A and MUSC 550A, Large Instrumental Ensemble) and it is widely understood within the School of Music learning environment that these students interact with each other productively and learn from each other. The two courses, however, will have differentiated requirements in assignments and assessments, reflecting the different expectations of an undergraduate vs. a</p>
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	<p>graduate course. Undergraduate students, for instance, will not be expected to lead in-class discussion, and they will submit and present final projects at a more modest level of scope and sophistication compared to graduate students.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p> <p>Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Program in the Study of Religion (as part of First-Year and Interdisciplinary Programs)  <b>Faculty Approval Date:</b> October 12, 2023  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2024</p>	<p><b>Date:</b> 9/11/23  <b>Contact Person:</b> Sabina Magliocco (Program Chair, RGST); Philip Yoo; Jason Lieblang (Director, FYIP)  <b>Phone:</b> 822-6798  <b>Email:</b> <a href="mailto:sabina.magliocco@ubc.ca">sabina.magliocco@ubc.ca</a>; <a href="mailto:philip.yoo@ubc.ca">philip.yoo@ubc.ca</a>; <a href="mailto:Jason.Lieblang@ubc.ca">Jason.Lieblang@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>RGST 160 (3) Introduction to Religions: Judaism, Christianity, Islam</b>  An overview of the foundational texts, histories, and contemporary expressions of Judaism, Christianity, and Islam. Key concepts and approaches used in the study of religion. Credit will be granted for only one of RGST 160, AMNE 160, or RELG 101.  <i>Equivalency:</i> AMNE 160</p>	<p><b>URL:</b>  <a href="https://vancouver.calendar.ubc.ca/course-descriptions/subject/rgst">https://vancouver.calendar.ubc.ca/course-descriptions/subject/rgst</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b>  Create a new RGST course that will cover the same learning outcomes as an existing AMNE course.  Add equivalency with the existing AMNE course.</p> <p><i>Notes:</i>  This Category 1 proposal is linked to corresponding Category 2 proposals:  - Cat 2 proposal to change the title of AMNE 160 which matches the proposed title for RGST 160, add credit exclusion statement to AMNE 160 and “Equivalency: RGST 160”  - Cat 2 proposal to update the program requirements for the Program in the Study of Religion, so students may receive credit for either AMNE 160 or RGST 160.</p> <p><b>Rationale for Proposed Change:</b>  The AMNE 160 course is not obviously linked to the Program in the Study of Religion program because it is listed using the AMNE subject code, but the content is central to Religion. Applying the RGST designation to this AMNE course will</p>

	<p>make this connection clearer to students. Students will only be able to take one of AMNE 160 or RGST 160 for credit.</p> <p>This course is currently taught as AMNE 160, and is one of the foundational methods and content courses for the interdepartmental Program in the Study of Religion. We wish to create a new course RGST 160 that is identical to AMNE 160 and meets the same course learning outcomes. The two courses will be co-located, taught in the same classroom by the same instructor. The course will continue to be taught by faculty in the Department of Ancient Mediterranean and Near Eastern. RGST 160 and AMNE 160 will cover the same calendar entries, course learning outcomes, and syllabi. The syllabus for the existing AMNE 160 has been submitted alongside this report for reference, as recommended by Senate and Curriculum Services.</p> <p>By creating an equivalent RGST course, we wish to acknowledge the course's key role in RGST programming, and make the course more visible and accessible to students interested in studying religion. Students would be able to locate the course in the Calendar under both AMNE and RGST. This is not a change in the course, but a way of signaling the dual role played by this course in student pathways in both the AMNE and RGST programs. We understand the credit exclusion statement is all that Workday requires for the above, but we wish to add the "Equivalency" note to the Calendar entry to communicate to students that RGST 160 and AMNE 160 are the exact same course.</p> <p>We have consulted with the Department of Ancient Mediterranean and Near Eastern Studies and they agree with the course equivalency and the credit exclusion</p>
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	<p>statement. A signed consultation from AMNE department accompanies this proposal, along with a signed budget impact form from the Faculty of Arts.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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# UBC Curriculum Proposal Form

**Category: (1)**

<b>Faculty:</b> Science <b>Department:</b> Chemistry <b>Faculty Approval Date:</b> November 2, 2023	<b>Date:</b> November 2, 2023 <b>Contact Person:</b> Norm Hutchinson <b>Phone:</b> 604-822-8188 <b>Email:</b> norm@cs.ubc.ca
<b>Effective Date for Change:</b> 24W <b>Proposed Calendar Entry:</b>  CHEM 509 (3) Astrochemistry  Credit will be granted for only one of CHEM 509 or CHEM 409. [3-0-0]	<b>Present Calendar Entry:</b>       <b>Action:</b> Create new course.  <b>Rationale:</b> The Department of Chemistry has made recent hires in the exciting area of Astrochemistry.  This new graduate course fills a curriculum gap in the Department of Chemistry's offerings at graduate levels. Many courses in the Department of Chemistry are "double-numbered" so that both graduate students and undergraduates can access a variety of subject areas.  Credit exclusion is also included for CHEM 409, a proposed course with significant content overlap. Students in CHEM 509 are expected to complete additional assessable activities in the term, and they will have more challenging problems on problem sets and examinations.  <b>Supporting Documents:</b> SCI-23-1-CHEM 509

<p><b>Faculty:</b> Science  <b>Department:</b> Earth, Ocean &amp; Atmospheric Sciences  <b>Faculty Approval Date:</b> November 2, 2023</p>	<p><b>Date:</b> November 2, 2023  <b>Contact Person:</b> Norm Hutchinson  <b>Phone:</b> 604-822-8188  <b>Email:</b> norm@cs.ubc.ca</p>
<p><b>Effective Date for Change:</b> 24W  <b>Proposed Calendar Entry:</b></p> <p><b>EOSC 551 (3) Streamflow Generation Mechanisms</b></p> <p><b>Streamflow generation mechanisms, hydrologic processes, transit time distribution, environmental changes, landscape evolution and ecohydrology</b></p>	<p><b>Present Calendar Entry:</b></p> <p><b>Action:</b> Create new course.</p> <p><b>Rationale:</b> This new course will support the learning of graduate students engaging in hydrology, hydro-geomorphology, hydro-geochemistry, and environmental change research. This course addresses a gap in the curriculum across EOAS and UBC with regard to interdisciplinary research involving water movement in landscapes.</p> <p><b>Supporting Documents:</b> SCI-23-1-EOSC 551</p>



# UBC Curriculum Proposal Form

## Change to Course or Program

<b>Faculty:</b> Land & Food Systems <b>Department:</b> <b>Faculty Approval Date:</b> March 8, 2023 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2024	<b>Date:</b> Jan. 6, 2023 <b>Contact Person:</b> Jennifer Grenz <b>Phone:</b> 778.926.8358 <b>Email:</b> Jennifer.grenz@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>APBI 475 (3) Indigenous Ecologies</b>  <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. Credit will only be granted for only one of APBI 475, FRST 475, PLNT 575 or FRST 575.</b>  <b>Equivalency: FRST 475</b>  <b>Prerequisites: Third-year standing and one of BEST 203, BIOL 230, FRST 201, APBI 260, GEOS 207</b>	<b>URL:</b> N/A  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course, cross listed with FRST 475.  <b>Rationale for Proposed Change:</b> *Please note that a Cat 1 curriculum proposal is being submitted simultaneously by the Faculty of Forestry for FRST475 (course will be cross-listed with APBI 475). 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 Land & Food Systems' 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).  <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.)

**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.)



To: Senate  
From: Nominating Committee  
Re: Council and Committee Appointments  
Date: 30 November 2023

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The Senate Nominating Committee has met to consider a request from the Provost to appoint members to a President's Advisory Committee for the Selection of a Deputy Provost. Given that this position will subsume many of the responsibilities of the Vice-Provost Academic Affairs portfolio, and the search committee for that position was discharged prior to commencing work, the Nominating Committee has decided to recommend that the four Senators selected for that committee instead of appointed to the Deputy Provost search.

The Nominating Committee has also considered vacancies on the Council of Senates now that the ex-officio membership is known.

The Nominating Committee is pleased to recommend that Senate resolves as follows:

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

*That Robert Kozak, John Gilbert, Susan Forwell, Ben Britton, Bruce Forster and George Tsiakos be elected to the Council of Senates until 31 August 2026 and thereafter until replaced; and*

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



To: Senate  
From: Nominating Committee  
Re: Interim Report on Senate Standing Committees' Engagement with the Indigenous Strategic Plan (for information)  
Date: 2 December 2023

As a reminder, at its May meeting, the Senate resolved  
*“That each standing committee be directed to consider how best to engage with the Indigenous Strategic Plan within the committee’s area of responsibility and propose revisions to its terms of reference in support of such activities as appropriate and that each committee report to the Nominating Committee by November 2023, and  
That the Nominating Committee report to Senate by January 2024 on progress made on these recommendations.”*

The Nominating Committee writes to advise Senate now that does not expect to be ready to report as directed in January as many of Senate’s committees have asked for more time to accomplish the assigned task.

The response of Senate to the Indigenous Strategic Plan was considered carefully by the Nominating Committee in the last triennium, weighing the alternatives of establishing a new standing committee of Senate to engage with the ISP on behalf of Senate or charging each committee with the responsibility, and finally proposing the latter. Some standing committees began their own deliberations in the last few years (see, for example the addition of “Indigenous Peoples: Language Guidelines” to the “Guide to Curriculum Submissions” (<https://senate.ubc.ca/vancouver/curriculum-submission-guide/guide-to-curriculum-submissions/>)).

However, in retrospect, the deadline for committees to report to the Nominating Committee was too ambitious. Most committees now include many members new to Senate (including some chairs) for whom the task is novel. Further, most committees have met at most twice this fall and have not had sufficient time to engage with the task. The intention of the motion was to encourage not superficial responses but instead careful consideration and reflection within committees on how they could advance the ISP within Senate. The Nominating Committee will continue to encourage all committees to engage in that work and to inform us of progress made and challenges encountered and will report to Senate in due course.



13 December 2023

To: Vancouver Senate

From: Research and Scholarship Committee

Re: Policy V-5: Research Centres and Research Institutes

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The Senate Research and Scholarship Committee was established in 2019 with a mandate that includes responsibility for centres, institutes and other academic or administrative units with research-focused mandates. In the last triennium the Committee identified a need to bring greater order and clarity to a range of both procedural and substantive matters in this area of responsibility. The Committee determined that the optimal approach would be the creation of a numbered policy along similar lines to the Okanagan Senate's Policy O-5: *Research Centres and Research Institutes*.

Policy V-5: *Research Centres and Research Institutes* is intended to replace and greatly expand upon the Vancouver Senate's 2001 policy entitled *Status of Institutes and Centres*. Whereas the 2001 document dealt only with multi-faculty institutes and centres and provided broad direction on a limited number of topics, Policy V-5 aims to define more comprehensively the characteristics of research institutes and research centres and to provide clear and transparent rules for their establishment, governance and disestablishment.

Policy V-5 is not intended to bring about any radical changes in the affairs of existing or future centres and institutes. Rather, it is intended to formalize structures and practices which are already familiar to many across the university, and to codify practices which have until now gone unwritten. Care was taken to ensure that the policy is sufficiently flexible to account for the unique circumstances of each faculty, and in particular those with a large number of centres and institutes or with distinctive organizational structures and considerations.

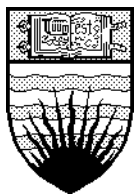
The following motion is therefore put before the Senate:

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

Respectfully submitted,

Dr. Wendy Norman  
Chair, Senate Research and Scholarship Committee

## THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:  
V-5

## VANCOUVER SENATE

c/o Enrolment Services

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

**Number & Title***V-5: Research Centres & Research Institutes***Effective Date:**

1 February 2024

**Approval Date:**

13 December 2023 (Anticipated)

**Review Date:**

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

**Responsible Committee:**

Research and Scholarship

**Authority:***University Act, S. 27 (2)*

*“Without limiting subsection (1) or the general powers conferred on the board by this Act, the board has the following powers:*

*(k) to provide for chairs, institutes, fellowships, scholarships, exhibitions, bursaries and prizes the board and the senate consider advisable;”*

47 (2)

*(2) A university must, so far as and to the full extent that its resources from time to time permit, do all of the following:*

*(a) establish and maintain colleges, schools, institutes, faculties, departments, chairs and courses of instruction*

**Purpose and Goals:**

This policy is designed to:

- 1) Define the nature of *Research Centres* and *Research Institutes*;
- 2) Provide a mechanism for the establishment and disestablishment of *Research Centres* and *Research Institutes*; and
- 3) Establish governance and reporting requirements for *Research Centres* and *Research Institutes*.

**Applicability:**

This policy is applicable to all *Research Centres* and *Research Institutes* of the *Vancouver* campus of the *University* established at any time before or after the effective date of this policy.

**Exclusions:**

Units which do not meet the definition of *Research Centres* or *Research Institutes* set out below are excluded from this policy regardless of whether their names contain the word ‘centre’ or ‘institute’.

**Definitions:**

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

*Research Centres* and *Research Institutes* shall mean *University* entities which are known as either *centres* or *institutes* in accordance with the *University Act* and applicable *Senate* and *Board* policies, and which have one of the following attributes:

- Established within a faculty or as a collaboration between a faculty and another entity; or
- Established on the recommendation of the Senate.

**Policy:**

- 1) Characteristics of *Research Centres* and *Research Institutes*
  - a. *Research Centres* established under this policy shall belong to one of two categories: Category 1 or Category 2. *Research Centres* established prior to the *effective date* may, by resolution of the *Responsible Committee*, be retroactively categorized for the purpose of fulfilling the objectives of this policy.
  - b. *Research Institutes* and Category 1 *Research Centres* have the following characteristics:

- i. Are fully equivalent to each other in all respects under this policy.
  - ii. Established by the *Board* upon recommendation and with the approval of the *Senate*.
  - iii. Organized within a faculty or across multiple faculties.
  - iv. Are *Academic Units* for the purposes of all applicable *Senate* and *Board* policies and with an intended permanent or ongoing nature.
  - v. May be authorized by the host faculty or faculties to offer academic-credit courses, programs and credentials.
- c. Category 2 *Research Centres* have the following characteristics:
  - i. Established by a faculty Dean or, in the case of multi-faculty Category 2 *Research Centres*, by multiple Deans acting jointly.
  - ii. Organized within a faculty or across multiple faculties.
  - iii. Are not *Academic Units*.
  - iv. May be oriented around a project or theme-based mandate that focuses on scholarly or scientific investigation or inquiry.
  - v. May not offer academic-credit programs or courses; Category 2 *Research Centres* may only offer non-credit courses and credentials.
  - vi. May not have faculty members appointed.

## 2) Conformation to Policy

- a. All *Research Centres* and *Research Institutes* shall conform to this policy and all other applicable *Senate* and *Board* policies. *Research Institutes* and Category 1 *Research Centres* which do not conform to this policy shall be recommended to *Senate* for disestablishment by the *Responsible Committee*. The *Senate* shall then determine whether to recommend disestablishment to the *Board*. Category 2 *Research Centres* which do not conform to this policy shall be disestablished by the Dean or Deans of the host faculty or faculties.
- b. *Research Institutes* and Category 1 *Research Centres* which were established prior to the effective date of this policy and which do not conform to the characteristics of *Research Institutes* and Category 1 *Research Centres* set out above may, by resolution of the *Responsible Committee*, be exempted from the application of section 2) a.
- c. The *Responsible Committee* shall maintain a list of all *Research Institutes* and Category 1 *Research Centres* granted an exemption

under 2) b. and shall conduct reviews from time to time to ensure that exemptions continue to be appropriate.

- d. Any *University* entity which meets the definition of *Research Centre* or *Research Institute* must include either the word *centre* or *institute*, respectively, in its name.
- e. Notwithstanding any of the above, a faculty may establish rules, policies or procedures dealing with aspects of *Research Institutes* or *Research Centres* which fall within the administrative purview of a faculty. Such rules, policies and procedures are effective insofar as they are not in conflict with this policy or other applicable *Senate* and *Board* policies.

3) Establishment

- a. The proposal to establish a *Research Institute* or Category 1 *Research Centre* shall be considered by *Senate* on the recommendation of the *Responsible Committee*.
- b. The proposal shall be submitted to the *Responsible Committee* for initial review and shall adhere to the prescribed form and content set out under the procedures of this policy.
- c. Upon receipt of a proposal, the *Responsible Committee* shall review the proposal in accordance with the criteria set out under the procedures of this policy. When the *Responsible Committee* is satisfied that a proposal has met all applicable criteria, the proposal shall be forwarded to *Senate* with the *Responsible Committee's* recommendation. Proposals which fail to meet the applicable criteria shall not be forwarded to *Senate*.
- d. The *Responsible Committee* may provide further rules governing its review of proposals to establish *Research Institutes* or Category 1 *Research Centres* under the procedures of this policy.
- e. Category 2 *Research Centres* shall be established under procedures determined by the host faculty or faculties.

4) Governance of *Research Institutes* and Category 1 *Research Centres*

- a. Director
  - i. *Research Institutes* and Category 1 *Research Centres* shall be led by a Director or Co-Directors. The Director shall serve as administrative head of unit and shall report to the Dean or Deans of the host faculty or faculties. The Director

may additionally co-report to other individuals under arrangements determined by the Dean or Deans. Directors shall be appointed for an initial five-year term which may be renewed for an additional five years.

- ii. The Director shall be a *University* faculty member with suitable academic qualifications and shall be appointed by the relevant Dean or Deans under procedures determined by the Dean or Deans. In considering the appointment of a Director the Dean or Deans shall take into consideration the recommendation of the Steering Committee of the *Research Institute* or *Category 1 Research Centre* in question.

b. Steering Committee

- i. A Steering Committee shall be constituted for all *Research Institutes* and *Category 1 Research Centres*, with Steering Committee members appointed by the relevant Dean or Deans.
- ii. The Steering Committee shall normally include the Director, participating faculty members, and any other individuals deemed appropriate by the relevant Dean or Deans. The exact membership of the Steering Committee shall be determined by the Dean or Deans.
- iii. The responsibilities of the Steering Committee shall include the following: to recommend the appointment of a Director on the advice of an appropriately constituted search committee; to provide the relevant Dean or Deans and the Director with advice on strategic direction; to approve an annual report; to approve an annual budget; to consult with, and obtain the approval of, relevant faculties on all matters pertaining to proposed teaching and/or degree programs.

c. External Advisory Board

- i. An external advisory board may be appointed by the Director in consultation with the Dean or Deans of the host faculty or faculties. The external advisory board should serve to provide the Director and/or Steering Committee with expert advice on matters pertaining to the activities of the *Research Institute* or *Research Centre*.

d. Annual Report

- i. *Research Institutes* and *Category 1 Research Centres* shall submit an annual report on their activities to the Dean or Deans of the host faculty or faculties. The form and content of the annual report shall be determined by the Dean or Deans receiving it. Annual reports shall be made available for review by the *Responsible Committee* upon request.

- 5) Governance of Category 2 *Research Centres*
  - a. Except as specifically mandated by this policy, Category 2 *Research Centres* shall be governed as the host faculty or faculties see fit.
- 6) Calendar Entry
  - a. *Research Institutes* and Category 1 *Research Centres* shall be recorded in the Academic Calendar via a brief descriptive entry. The *Responsible Committee* shall approve the text of entries as well as any subsequent revisions.
  - b. Category 2 *Research Centres* shall not be recorded in the Academic Calendar.
- 7) Disestablishment
  - a. The proposal to disestablish a *Research Institute* or Category 1 *Research Centre* shall ordinarily be initiated by the Dean or Deans of the host faculty or faculties. The *Senate* shall consider such proposals on the recommendation of the *Responsible Committee*.
  - b. The *Responsible Committee* may adopt procedures specifying the manner in which the disestablishment of *Research Institutes* and Category 1 *Research Centres* shall be proposed.
  - c. The *Responsible Committee* will exercise vigilance in ensuring that *Research Institutes* and Category 1 *Research Centres* which are inactive or which fail to conform to this policy are recommended for disestablishment in a timely manner.
  - d. Category 2 *Research Centres* which become inactive or non-compliant with any applicable faculty rules or procedures shall be disestablished on the initiative the relevant Dean or Deans of the host faculty or faculties.

**Calendar Statement:**

There are no calendar statements under this policy.

**Consultations:**

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

Faculties and Schools of UBC Vancouver

Committee of Deans  
Office of the Vice-President, Research and Innovation  
Office of the University Council  
Office of the Provost and Vice-President, Academic  
Graduate Students' Society  
Faculty Relations  
Faculty Association

**History:**

This is the first version of this policy. Policy V-5 replaces the *Status of Institutes and Centres* policy which was approved by the Senate in October 2001.

**Related Policies:**

None.

**Appendix:**

There is no appendix to this policy.

**Procedures:**

These procedures may be amended from time to time by resolution of the Responsible Committee.

- 1) Indicia of *Research Institutes* and Category 1 *Research Centres*
  - a. The establishment of a new *Research Institute* or Category 1 *Research Centre* should be considered only in cases where the status of a Category 2 *Research Centre* is incommensurate with the objectives of the proposed unit.
  - b. The establishment of a *Research Institute* or Category 1 *Research Centre* will be appropriate for units seeking one or more of the following:
    - i. *Academic Unit* status.
    - ii. The ability to offer academic-credit programs.
    - iii. A formal governance structure prescribed by policy.
    - iv. The ability to undertake any other activities which are restricted to *Senate* and *Board*-approved units.
- 2) Procedures for the Establishment of *Research Institutes* and Category 1 *Research Centres*

- a. Proposals shall be submitted to the *Responsible Committee* care of the Office of the Senate and under the signature of the proponent Dean or Deans.
  - b. The proposal shall take the form of a written submission addressing each of the following:
    - i. Vision and mandate.
    - ii. Academic rationale.
    - iii. Anticipated membership, collaborators, and academic activities.
    - iv. Governance and reporting structure.
    - v. Anticipated initial budget plan.
  - c. The proposal shall include specific anticipated timelines for the achievement of all major milestones outlined in the proposal.
  - d. The *Responsible Committee* shall not recommend the proposal to *Senate* for approval unless the following criteria are met:
    - i. The vision and mandate describe a field of activity which does not conflict or overlap with the activities of existing units and which is unlikely to cause duplication of effort.
    - ii. The academic rationale is clear, compelling and credible.
    - iii. The proposed governance and reporting structure is appropriate.
    - iv. There is a demonstrated high probability of ongoing operational viability (e.g., availability of key personnel, stable budgetary resources, etc.).
  - e. Existing Category 2 *Research Centres* may be reestablished as *Research Institutes* or Category 1 *Research Centres* via the process set out above.
- 3) Procedures for the Disestablishment of *Research Institutes* and Category 1 *Research Centres*
- a. The proposal to disestablish a *Research Institutes* and Category 1 *Research Centre* shall be submitted *Responsible Committee* care of the Office of the Senate and under the signature of the proponent Dean or Deans.
  - b. Under normal circumstances, *Research Institutes* and Category 1 *Research Centres* should be proposed for disestablishment when one or more of the following factors is present:
    - i. Inactivity.
    - ii. Inability to conform to this policy.
    - iii. Lack of ongoing viability (e.g., due to lack of key personnel, insufficient funding, etc.).

- iv. Other factors which, in the judgment of the Dean or Deans, justify disestablishment.
- c. The proposal shall consist of a written submission addressing each of the following:
  - i. Rationale for disestablishment.
  - ii. Summary of anticipated impacts on associated personnel, academic programs and activities, as well as a plan for mitigating such impacts.
- f. The *Responsible Committee* shall not recommend the proposal to *Senate* for approval unless it is accompanied by a sound rationale and an adequate plan to mitigate negative impacts resulting from the disestablishment.



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Vice-President, Research & Innovation

**2022/23**  
**Annual Report**

# Contents

We acknowledge that UBC’s campuses are situated within the traditional territories of the xʷməθkʷəy̓əm (Musqueam), Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples. UBC’s research and scholarly activities take place on Indigenous lands throughout British Columbia and beyond.

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The Vice-President, Research and Innovation portfolio is grateful to work collaboratively with units, departments, schools and Faculties across our campuses and affiliated health-authority research institutes in delivering support for the UBC research community.

All images courtesy of VPRI or UBC Brand and Marketing unless credited otherwise.

# Vice-President's Message

Professor Gail C. Murphy



In spring 2023, the World Health Organization declared that COVID-19 is no longer classified as a global emergency. While this marks a milestone, it is important to recognize that there continue to be uneven and ongoing effects on research and scholarly activity and funding patterns. As focus shifts toward preparedness for future pandemics, the University of British Columbia (UBC) remains a key player and was announced as the lead institution of Canada's Immuno-Engineering and Biomanufacturing Hub (CIEBH), one of five such national hubs underpinning *Canada's Biomanufacturing and Life Sciences Strategy*.

Our researchers and scholars continue to build UBC's reputation as a top-40 research institution in disciplines spanning business, creative and performing arts, engineering, health, humanities, law, life sciences, the physical sciences and the social sciences. A number of our faculty members received major honours and awards in areas such as the arts, environmental and economic geography, engineering, film, fisheries, molecular biology and physics.

The ongoing growth of research activity on our Okanagan campus was reflected in high-profile visits and launches of new facilities, such as the groundbreaking of ʔəł sic snpaʔnwixʔtn (previously known as the Interdisciplinary Collaboration and Innovation building), the formal launch of the Cleantech Hub, and the first-ever campus visit by a president of the Natural Sciences and Engineering Research Council (NSERC), Dr. Alejandro Adem, in fall 2022.

This report highlights many milestones and successes in the core area of research excellence at UBC during the last year, and initiatives and support across the Vice-President, Research and Innovation (VPRI) portfolio to address the themes of innovation, collaboration and inclusion outlined in UBC's strategic plan.

Our portfolio continues to provide initiatives and services to enhance collaborative approaches to research that can bring together researchers across disciplines and with external partners.

An external review of our research excellence clusters program on the Vancouver campus was completed, finding that while the investment and impact of the program is significant, the university should examine further support for interdisciplinarity and reduce applicant, reviewer and administrative burdens.

Consultations on potential models for the program launched in spring 2023.

Our portfolio also supported collaborations and partnerships that leverage our campuses as living labs, and that reach beyond to engage communities across British Columbia through the Community-University Engagement Support (CUES) Fund.

Our portfolio is also supporting UBC's engagement in several large-scale research initiatives. UBC is a partner on five projects funded by the Canada First Research Excellence Fund, which explore accelerating Canada's energy transformation, self-driving laboratories, migrant integration, genomic-based RNA therapeutics and clean arctic shipping. Proposal submissions by the CIEBH to the new Canada Biomedical Research Fund and Biosciences Research Infrastructure Fund are also supported by our portfolio.

The university's commitment to furthering equity, diversity and inclusion (EDI) was recognized when, in spring 2023, we were given a "construction" designation by the federal government's *Dimensions: Equity, Diversity and Inclusion Canada* pilot program. The designation acknowledges the strategic, coordinated and ongoing nature of UBC's efforts to advance EDI and followed a peer-reviewed evaluation of an action plan and self-assessment developed by our office in partnership with the UBC Equity and Inclusion Office. *UBC's Dimensions Action Plan for EDI in Research* is now being incorporated into the university's Strategic Equity and Anti-Racism (StEAR) Framework.

Administration of the Canada Research Chairs program transitioned from the Office of the Provost and Vice-President, Academic to our portfolio, and we continue to support core facilities and services for our research community. This year, our roster of shared research platforms on the Vancouver campus expanded to include the Pacific Institute for Isotopic and Geochemical Research (PCIGR).

Research data management and research security remain priorities. Our portfolio collaborated on the launch of an institutional research data management strategy and is providing enhanced support for our research community as we continue to work to keep research as open as possible while safeguarding it as necessary.

With the relaunch of UBC's Knowledge Exchange Unit in 2022/23, researchers had the opportunity to engage with several new programs, workshops and tailored support. These are designed to help build capacity among researchers, students and staff across disciplines to develop and share impactful knowledge through connections and exchange with communities, government, not-for-profit organizations and the general public.

Our portfolio has also supported a growing number of strategic research partnerships in recent years and has sought ways to engage additional communities in UBC research, including our own community of undergraduate students through a speaker program piloted in spring 2023.

We are also deeply committed to advancing reconciliation with Indigenous Peoples, both by integrating the *Indigenous Strategic Plan* into our own work and through the research and scholarship we support. Several examples of research collaborations with Indigenous partners and communities are highlighted in this report.

It is a tremendous privilege to support the wide range of research and scholarly excellence, innovation, collaboration and inclusion in Vancouver and the Okanagan. I invite you to learn more about the activities of the VPRI portfolio, many of which can only happen through partnerships with our Faculties and other administrative units, and the many achievements of UBC's researchers and scholars throughout the last year.

**Professor Gail C. Murphy**

*Vice-President, Research & Innovation*

## About UBC's VPRI

The University of British Columbia is one of the world's top-40 research universities, recognized for its research excellence and the impact of this research on local, national and global communities. The Vice-President Research and Innovation portfolio works with colleagues across the university's campuses and affiliated health-authority research institutes to provide support throughout the research life cycle. This support includes identifying, securing and managing funding; supporting the ethical conduct of research; developing shared research platforms; celebrating research success; and helping researchers and their partners to generate social and economic impacts.

We are guided by the needs of UBC researchers and by UBC's strategic plan, *Shaping UBC's Next Century*. We respond directly to the strategies associated with the core area of research excellence and are inspired by the plan's themes of innovation, collaboration and inclusion.

To meet the plan's vision, our portfolio works to enhance UBC's research capacity and infrastructure and promotes collaboration that builds on UBC's recognized disciplinary strengths. Through the work of Innovation UBC, we help UBC researchers and scholars connect with partners to generate transformative new products, treatments and ventures, and contribute to advances in practice and policy that improve lives in British Columbia and around the world.

## VPRI Executive Team 2022/23

**Dr. Gail C. Murphy**, Vice-President, Research & Innovation

**Dr. Matthew Evenden**, Associate Vice-President

**Dr. Rachel Fernandez**, Associate Vice-President

**Dr. Philip Barker**, Associate Vice-President, and Vice-Principal, Research & Innovation (UBC Okanagan)

**Dr. Paul van Donkelaar**, Associate Vice-Principal, Research

# Research and Innovation

at a Glance



**\$747.3 m**

UBC research funding  
2022/23

**9,675**

research projects

**#40**

THE ranking  
2022

**#13**

THE Impact  
ranking  
2022

**25**

Highly Cited  
Researchers (2022)

**199**

Canada  
Research  
Chairs

**649**

active licenses  
to UBC  
technologies

**\$11.5 b**

cumulative sales of  
products incorporating  
UBC discoveries

**249**

cumulative  
spin-off  
companies

**1,151**

industry-sponsored  
research collaborations  
2022/23

**309**

patents filed  
2022/23

# Research Highlights



photo: NASA

## Space rocket junk could have deadly consequences unless governments act

The re-entry of abandoned stages of rockets left in orbit from space launches have a six to ten per cent chance of severely injuring or killing a human being in the next decade, says a UBC study.



Photo: Kizhakkedathu Lab

## UBC team discovers 'silver bullet' to keep medical devices free of bacteria

The team developed a silver-based coating that can be applied to implanted medical devices, such as catheters and stents, to reduce the risk of infection.



photo: Unsplash

## Rural communities require unique technology solutions to access health care

UBCO researchers collaborated with residents of ten rural communities to explore ways to improve access to digital health-care services despite technology inequities.



image supplied from study

## Photo exhibit shows pandemic through the cameras of older adults

The images provided a window into the lives of several older adults during the 2020 lockdowns during a study about the role social connections play in healthy aging.



photo: iStock

## Why BC's rules on common law marriage need reform

Peter A. Allard Law professor and family law scholar Erez Aloni says that the law in BC and other provinces may cause confusion around legal obligations in the event of a breakup.



## Engineers at UBC get under the skin of ionic skin

A study published in *Science* confirmed that hydrogels used to make ionic skins detect pressure using the piezoelectric effect, similar to how humans detect pressure.



photo: Unsplash

## Canada needs Indigenous-led fire stewardship

The study reviewed fire management practices and recent wildfires in Canada and recommends the revival of cultural burning, while moving towards Indigenous-led fire stewardship to better manage wildfire risks and promote healthy ecosystems.



photo: Unsplash

## Canadian gut health products may not provide the same benefits to immigrants

UBCO researchers found that westernization may change the gut microbiome of Indian immigrants, meaning supplements and probiotics in western pharmacies may not provide the same benefits to them.



photo: iStock

## Black people in the US twice as likely to face coercion, unwanted procedures during birth

The findings, published in the journal *Birth*, reveal key contributing factors to the persistent racial inequities in reproductive health in the US.

## UBC team developing oral insulin tablet sees breakthrough results

A study compared animal models' absorption of insulin when administered through a newly developed tablet or by intravenous injection and showed that the insulin was absorbed similarly in both cases. This shows promise for developing a fast-acting, low-cost insulin tablet to replace injected insulin for diabetics.



### New tools aim to improve care for people experiencing substance use stigma

The *EQUIP Equity Action Kit* includes e-learning modules, videos and planning tools as part of a larger initiative to improve health equity.



photo: Unsplash

### Economist points to gap in Indigenous health equalities

New research found that Indigenous women have significantly worse health outcomes than men.



### BC sea sponge has COVID-blocking powers

The discovery paves the way for the development of new medicines made from natural sources that can attack COVID-19 variants.



photo: Unsplash

### How artificial intelligence can make our food safer

Dr. Rickey Yada examined how AI can help food safety experts develop leading indicators to predict potential problems in food safety.



photo: Adobe Stock

### Vigilantes seeking justice can also spell trouble for workplaces

A research team developed a Vigilante Identity Scale (VIS) to assess common behavioral tendencies of those who are likely to seek their own forms of organizational justice in response to social violations.

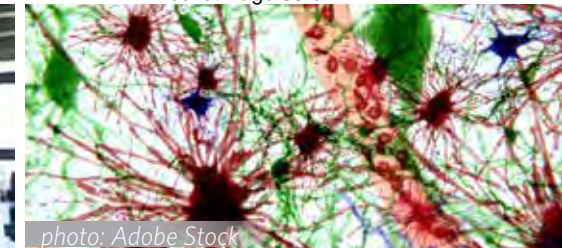


photo: Adobe Stock

### Tiny receptors might be key to preventing progression of brain cancer

New UBCO research identified overlooked receptors as a potential target to halt the aggressive spread of brain tumours.



photo: Unsplash

### Cross-racial friendships easier for children with good academic and social skills

The study, in collaboration with Ohio University, explored the relationship between cross-racial friendships and students' academic and social success, and if either characteristic led to the other.



photo: Unsplash

### BC researchers launch clinical trial for first genetically engineered stem cell-based therapy for type 1 diabetes

The novel investigative treatment could enable type-1 diabetes patients to produce insulin through a small medical implant that contains millions of pancreatic cells derived from CRISPR gene-edited stem cells.



photo supplied by M. Russello

### Decades-old DNA provides new insights for national park's salmon management

DNA sequencing showed hatchery fish should not be used to restore the kokanee population in Kluane National Park and Reserve.



photo: Paul Cottrell, DFO

### Toxic toilet paper and long-lasting chemicals found in endangered killer whales

The study analyzed tissue samples from six southern resident killer whales and six Bigg's whales stranded along the coast of BC from 2006 to 2018.



photo: Shutterstock

### Tuning in to children's post-COVID screen time and sleep

A team at UBCO is investigating the impacts of changes to children's screen-time and sleep during the pandemic on their family relationships.



photo: Unsplash

### Why some pro hockey players don't seek help even when they need it

A UBC study highlighted that help-seeking behaviours in professional men's ice-hockey is heavily impacted by cultural and systemic factors.



photo: Unsplash

### New research aims to keep planes and wind turbines ice-free

A UBCO-University of Toronto research team developed a smart de-icing system that integrates microwave sensors into a material while enabling heat to dislodge ice without the need for a person or machine to physically melt it.



### Owners of the priciest properties in Vancouver pay very little income tax, UBC study finds

The study was based on data from the Canadian Housing Statistics Program and the US and Canadian censuses. It looked at how much tax was being paid by non-corporate owners of residential properties in metropolitan areas.



### UBC scientist sends yeast and algae to space on Artemis 1

UBC pharmaceutical sciences professor Corey Nislow sent the organisms into space to study the effects of cosmic rays and near-zero gravity.



photo: Unsplash

### UBC professor's new workbook offers tools for a better sex life

Dr. Lori Brotto's *Better Sex Through Mindfulness Workbook* provides a practical, step-by-step guide to cultivating sexual desire and improving sexual satisfaction.



photo: Reuben Krabbe

### Microplastics from tires, roads increasingly end up in lakes and streams

More than 50 tonnes of tire and road-wear particles are released into waterways annually in an area like the Okanagan, often breaking down and releasing chemical additives that affect aquatic species.



### 'Rootbound Universe' takes aim at climate crisis misinformation

Peter A. Allard School of Law doctoral student Grace Nosek's forthcoming young adult book explores narratives around the fossil fuel industry's role in climate change and seeks to energize the public towards climate action.

AWARD WINNERS

The Office of Research Prizes and Awards (ORPA) provides the UBC research community with strategic guidance and nomination support for national and international awards and prizes recognizing innovative and impactful scholarly achievements. The office was established in 2021 and has since expanded its services and supports through workshops and consultations for researchers in all disciplines.

Major research awards received by UBC faculty in 2022/23 include:

International

American Association for the Advancement of Science

Dr. Rashid Sumaila was recognized as for his contributions to fisheries economics.

Crafoord Prize in Biosciences

Dr. Dolph Schluter was recognized for his research into the role of natural selection in adaptive radiation and the origin of species.

Guggenheim Fellowship

Dr. Karen Bakker was recognized for her scholarship in environmental and economic geography.

Schmidt Science Polymaths Award

Electrical and computer engineering professor Dr. Sudip Shekhar was awarded the prize to conduct interdisciplinary work in biosensors.

Tang Prize

Dr. Pieter Cullis was awarded in the biopharmaceutical science category for his work developing lipid nanoparticle technology that enables mRNA-based COVID-19 vaccines.

Tyler Prize for Environmental Achievement

UBC ocean fisheries experts Drs. Daniel Pauly and Rashid Sumaila were recognized for their work to end overfishing and restore equity to our oceans.

National

Royal Society of Canada

Ten UBC faculty members were named fellows: Drs. Barbara Arneil, Jiahua Chen, Villy Christensen, Nicholas Coops, Marcel Franz, Kai Li, Steven Miller, Fabio Rossi, Margaret Schabas and Sunera Thobani.

Drs. Kimberley Brownlee, Eric Li and Christoph Ortner were named as Members of the College of New Scholars, Artists and Scientists.

Drs. Kimberley Brownlee and Rashid Sumaila received the Kitty Newman Memorial Award and the Mirosław Romanowski Medal, respectively.

Order of Canada

Drs. Allen Eaves, Paul Joseph Dubord, Donald Arthur Enarson, Paula Gordon and David Ley were appointed as Officers, and Drs. Pitman Potter, Granger Richard Avery, Eva-Marie Kroller and Martin T. Schechter were appointed Members, of the Order of Canada.

Canadian Academy of Health Sciences

Drs. Karim Khan, Kathleen Martin Ginis, Julio Montaner and Sabrina Wong were elected as Fellows.

Gairdner International Award

UBC medicine professor Dr. Pieter Cullis was recognized for his research in lipid nanoparticles.

Governor General's Award for Artistic Achievement in Visual and Media Arts

Dr. Shannon Walsh was honoured for her remarkable contributions as a documentary filmmaker.

NSERC Brockhouse Canada Prize for Interdisciplinary Research in Science and Engineering

UBC members of the Canadian Hydrogen Intensity Mapping Experiment (CHIME) shared the award with collaborators at McGill University, the University of Toronto, Perimeter Institute for Theoretical Physics, and the National Research Council of Canada. UBC members included Dr. Mark Halpern, Dr. Gary Hinshaw, Dr. Ingrid Stairs and Mandana Amiri.

2023 University Killam Professors

The University Killam Professorship recognizes exceptional teachers and researchers who are leaders in their fields, and who have received international recognition for their talents and achievements. It is the highest honour UBC can confer on a faculty member.



Dr. Nemy Banthia  
Civil Engineering  
Faculty of Applied Science



Dr. Dominic McIver Lopes  
Philosophy  
Faculty of Arts



Dr. Natalie Strynadka  
Biochemistry & Molecular Biology  
Faculty of Medicine

UBC Internal Faculty Research Awards

ORPA oversees recognition at an institutional level through UBC's internal faculty research awards program. 2022 recipients:

Jacob Biely Research Prize

Dr. Mark Halpern

UBC Killam Accelerator Research Fellowships

Drs. Hamideh Bayrampour, Zachary Hudson, Mary Jung, Amy Kim, Jian Liu and Laura Parfrey

UBC Killam Research Fellowships

Junior Category: Drs. Erez Aloni, Katherine Bowers, Cara Haney, Bethany Hastie, Joelle LeMoult, Philip Matthews, Julia Rubin and Stephanie Waterman

Senior Category: Dr. Wyeth Wasserman

UBC Killam Research Prizes

Arts & Humanities:

Senior Category: Drs. Janine Benedet, Andrew Martindale, Renisa Mawani, Christopher Rea and Azim Shariff

Applied Science, Medicine, Sciences:

Junior Category: Dr. Mohammad Arjmand

Senior Category: Drs. Cristina Conati,

Linda Li, Scott Oser and Tarek Sayed

Charles A. McDowell Award for Excellence in Research

Dr. Zachary Hudson

President's Award for Public Education Through Media

Dr. Paul Kershaw

UBC Okanagan Researcher of the Year Awards

The Office of the Vice-Principal, Research and Innovation oversees the Okanagan Researcher of the Year Awards, and in 2022/23, oversaw the Okanagan Student Researcher of the Year Award. 2022 recipients:

Researcher of the Year

Health: Dr. Jennifer Davis

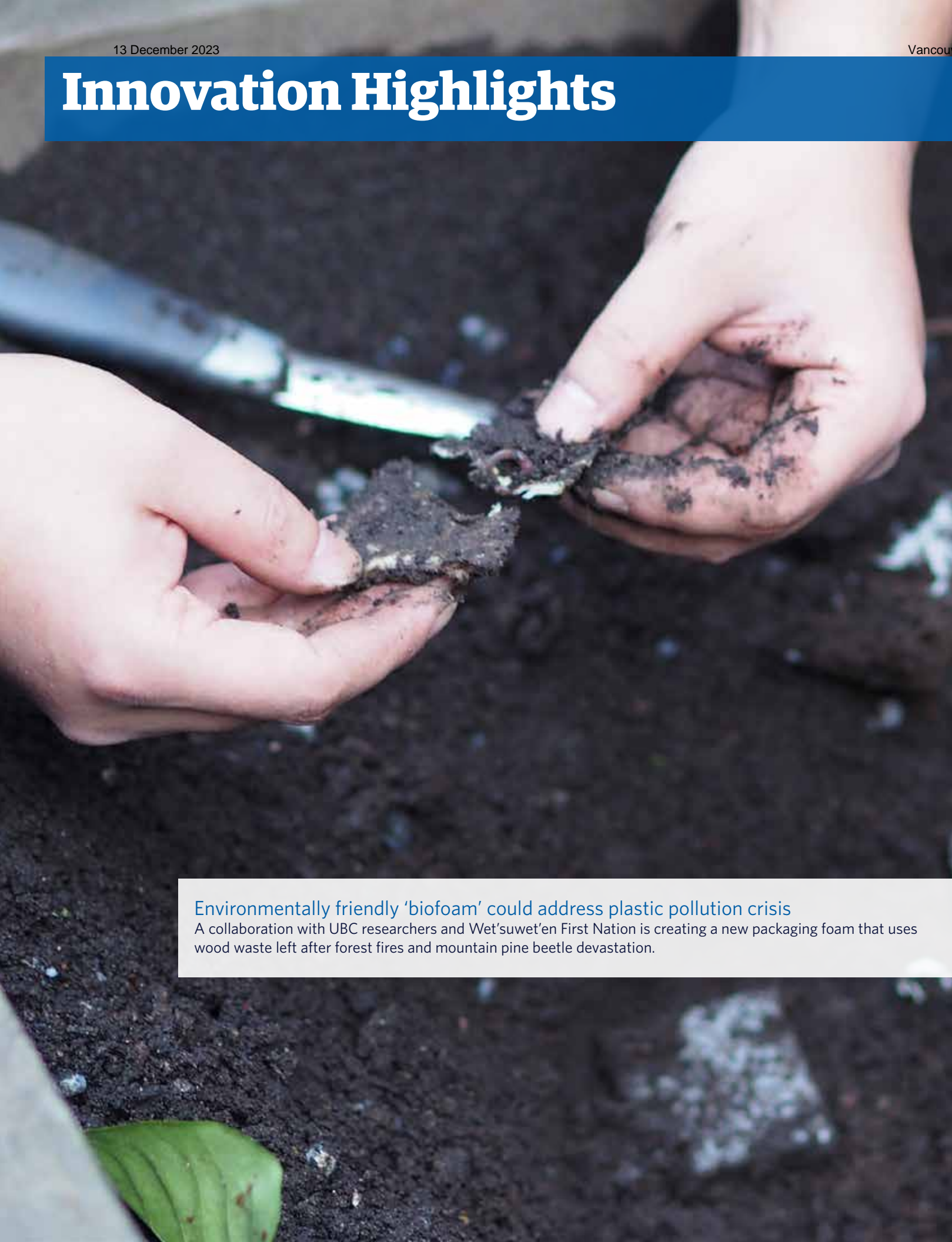
Natural Sciences and Engineering: Dr. Kyle Larson

Social Sciences and Humanities: Dr. Margaret MacIntyre Latta

Student Researcher of the Year

Rhyann McKay (PhD Philosophy)

# Innovation Highlights



## Environmentally friendly 'biofoam' could address plastic pollution crisis

A collaboration with UBC researchers and Wet'suwet'en First Nation is creating a new packaging foam that uses wood waste left after forest fires and mountain pine beetle devastation.

CO<sub>2</sub>

photo: Unsplash

## UBC researchers partner with Canadian e-commerce giant to remove CO<sub>2</sub> from the air

UBC spinoff Carbin Minerals (now Arca) signed a purchase agreement with Shopify for carbon removal credits using Arca's technology for turning mine-rock waste into huge carbon sinks.



photo: iStock

## AI predicts cancer patient survival by reading doctor's notes

A team of UBC and BC Cancer researchers developed an artificial intelligence model that predicts cancer patient survival by analyzing oncologist notes following a patient's initial consultation.



photo: Curvafix

## A flexible approach to fixing pelvic fractures

UBC spinoff Curvafix has developed a medical implant for pelvic fractures that requires only a minimally invasive procedure and could improve health outcomes for pelvic-fracture patients.



## UBC researcher creates wood-based alternative to single-use plastic

Dr. Feng Jiang developed a cellulose film that looks like plastic and behaves like plastic—but is biodegradable.



## New water treatment zaps 'forever chemicals' for good

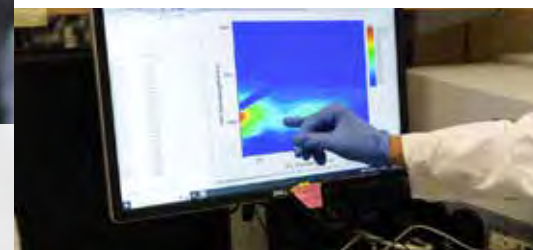
Dr. Madjid Mohseni and his team devised a unique adsorbing material that is capable of trapping and holding all the 'forever chemicals' (also known as PFAS) present in a water supply.



photo: Unsplash

## Made in Canada health-care initiative launches in Europe

The European Commission is investing more than \$8 million to adapt NavCARE, a volunteer health-care navigation program developed jointly by researchers from UBC Okanagan and the University of Alberta.



## Making water monitoring smarter with cellular networks

An NSERC Alliance partnership with TELUS and the Regional District of North Okanagan is leveraging wireless networks to better understand quality of water closer to household taps.



## Preserving and sharing syilx digital heritage

The Westbank First Nation Archaeology Office teamed up with Dr. Neha Gupta to develop a unique digital archaeology project that brings together audio and video recordings of syilx knowledge-keepers, photographs of cultural heritage, and location information, to create an interactive web map.



photo: Adobe Stock

## UBC a partner in Digital Supercluster Project to improve medical diagnostic imaging with artificial intelligence

The Iris project will accelerate course-of-treatment planning, and improve monitoring and the accuracy of diagnostic image analysis

# Innovation UBC

Innovation UBC helps bring UBC research discoveries to life, generating social, cultural, environmental, health and economic impacts that improve lives in BC and around the world. It builds on UBC's experience and expertise, providing a range of assistance for UBC researchers, scholars and their partners to generate these impacts—which may be in the form of new products, services and companies; improved health outcomes; or contributions to public debate, culture and policy. Innovation UBC guides these partnerships through the most effective pathways to help them generate impacts, including collaborative research, knowledge exchange, patenting and licensing, and venture building.

The Innovation Partnerships team continued to support and develop several strategic research relationships with partners such as Rogers Communications. They were also involved in facilitating a five-year partnership with Vancouver-born apparel company, lululemon athletica. Through the agreement, lululemon will fund collaborative research at the university focused on wellbeing, health and biomaterials. The overall partnership will also offer two or more scholarships annually to student-athletes, recreation leaders and other students showing leadership in BIPOC and wellbeing initiatives.

The Knowledge Exchange Unit saw renewed momentum as it launched new programs and initiatives in 2022/23. The unit builds capacity among researchers, students and staff across disciplines to develop and share impactful knowledge through connections and exchange with communities, government, not-for-profit organizations and the general public.

UBC provides programming, mentorship, networking opportunities, and co-working space to its students, faculty, staff and recent alumni on both campuses through entrepreneurship@UBC (Vancouver) and entrepreneurship@UBCO (Okanagan).

At the Vancouver campus, entrepreneurship@UBC delivers three programming streams: Entrepreneurial Explorer, Venture Founder, and HATCH Venture Builder (HATCH, which is a collaboration with the Institute for Computing, Information and Cognitive Systems). A network of collaborators across the university supports their programming, including the School of Biomedical Engineering, the Faculty of Applied Science, the Faculty of Medicine through the Academy of Translational Medicine, the Faculty of Pharmaceutical Sciences, the Faculty of Arts' Graduate Students Arts Co-Op Office, the Sauder School of Business, Alumni UBC and more. In 2022/23, they supported 114 ventures, including 28 based on UBC intellectual property.

Throughout 2022/23, entrepreneurship@UBC engaged over 3,500 community members, entrepreneurs, alumni, investors and industry partners in their online resources, internships and events including venture studio meetups, investor showcases,

female-founder networking and their annual entrepreneurship@UBC Immersion Week.

entrepreneurship@UBCO, located at the Innovation Centre in downtown Kelowna, offers an accelerator, collision space and incubator to support students and researchers to develop their ideas through to market. In 2022/23, they piloted Startup Sprint, a weekend boot camp that teaches the steps of starting a company; they hosted more than 50 participants at the five-part eDiscovery workshop series that was delivered across two academic terms, and they held two intakes of Mentor2Market that connected 17 ventures with more than 30 mentors.

The University-Industry Liaison Office provided contractual support for 1,151 industry-sponsored research projects with a combined budget of \$69 million in 2022/23. A further 1,336 contracts with government and non-profit partners had a combined budget of more than \$115 million in 2022/23. The office oversaw 148 invention disclosures and executed 100 new license and assignment agreements to UBC technologies, as well as the creation of four new spin-off companies (Arca Climate Technologies, Gelma Biotechnologies, SnapCyte Solutions and Tersa Earth Innovations), raising the cumulative total of UBC spinoffs to 249. Technology transfer licensing generated more than \$8 million in revenue for the university in 2022/23.

Highlights from UBC spinoffs in 2022/23 include Aspect Biosystems signing a large development contract with Danish pharmaceutical company Novo Nordisk for their technology that 3-D prints live tissue implants to cure diabetes and liver ailments. Alpha-9 Theranostics raised US \$75 million in Series-B financing to support its work developing next-generation radiopharmaceuticals that promise to meaningfully improve cancer treatments. The company plans to progress multiple treatments into first-in-human clinical trials in the coming years. Meanwhile, Acuva was named one of Canada's 2022 "top growing companies" by *The Globe and Mail's* Report on Business and Mangrove Lithium was named among the 2023 Global Cleantech 100, out of more than 15,000 nominees. Jeti Resources, a UBC spinoff using novel catalytic technology to release copper from tough-to-process low-grade ores, also raised US \$100 million in Series D financing and received investment from BMW Group's venture capital fund.



# Enabling Collaboration

## RESEARCH EXCELLENCE CLUSTERS

The Research Excellence Clusters program supports researchers to form new and develop existing interdisciplinary clusters to address key challenges facing society. With investment from the Grants for Catalyzing Research Clusters (GCRC) program in Vancouver and the Eminence Program in the Okanagan, UBC researchers are undertaking groundbreaking new work at the intersection of disciplines.

In late 2022, an external review of the GCRC program was conducted to assess its effectiveness in supporting Research Excellence Strategy 6: Collaborative Clusters of UBC’s strategic

plan. The reviewers found that the university’s investment in the GCRC program was significant and encouraged UBC to continue to invest in internal catalytic funding, as well as explore opportunities to enhance interdisciplinarity and post-award support for clusters. They also suggested a closer examination of ways to reduce applicant, reviewer and administrative burdens. VPRI leadership and the administrative team for the GCRC program have committed to examining the findings and are considering opportunities to modify or improve the program in future years.

In 2022/23, a total of 54 clusters were supported; 40 on the Vancouver campus and 14 in the Okanagan.

### Vancouver Campus Emerging Clusters

1. UBC Advanced Angiotensin Therapeutics Network (AATHEN)
2. Advancing Mental Health Equity in a Post-COVID-19 Asia-Pacific
3. Advancing Multifunctional Dental Biomaterials
4. Advancing the Science of Physiologic Birth
5. Ars Scientia
6. BC Eating Disorders
7. Beyond Window-Dressing Reconciliation in Health: Settler-Clinician Responsibilities
8. Centre for Research on Equity and Justice in Perinatal Services
9. Climate Change Health Effects, Adaptation and Resilience (Climate Change HEAL)
10. Climate Justice Partnerships
11. Centre for Microplastics
12. Disaster Resilience Research Network
13. Future Minerals Working Group
14. Immunotherapeutics (Immuno-T)
15. Indigenous Land-Based Health, Wellness, and Education
16. MATRIX-N: Multidisciplinary Alliance for Translational Research and Innovation in Neuropsychiatry
17. Memory and Transformative in the Afterlives of Mass Violence
18. Mobilizing Sport and Sustainability Collective
19. Precision Medicine in Transplantation
20. Relational Technologies: Land, Sovereignty, and Language in Community-Led Immersive Storytelling
21. Vision: Molecules, Behaviour, Society
22. Trustworthiness of Machine-Learning-Based Systems (TrustML)
23. UBC Shakespeare First Folio Research Cluster
24. UBC Wild Berry Research Cluster: A Community-Driven Participatory Knowledge Transfer (CDP-KT) Plan

### Vancouver Campus Established Clusters

1. Action on Sepsis
2. BC Diabetes Research Network
3. Biodiversity Frontiers in a Rapidly Changing World
4. Bionics network
5. Decision Insights for Business & Society (DIBS)
6. Designing for People (DFP)
7. Diversified Agroecosystem Cluster
8. Dynamic Brain Circuits in Health and Disease
9. Migration
10. Quantum Computing
11. Reducing Male Suicide
12. Resuscitating More Patients from Sudden Unexpected Death: Transformative Research
13. Social Exposome Cluster
14. Transformative Health and Justice
15. UBC Research-Based Theatre Collaborative
16. Women’s Health Research Cluster

### Okanagan Campus Clusters

1. Aging in Place
2. Airborne Disease Transmission
3. Comfort-Enhancing Technologies
4. Community Health
5. Culture, Creativity, Health and Wellbeing
6. Enhancing Ecosystem Sustainability
7. Exosome Isolation
8. Green Infrastructure
9. Homelessness
10. Indigenous-Led Impact Assessment
11. Plastic Recycling
12. Rural Health Equity
13. Urban Indigenous Wellbeing
14. Watershed Ecosystems

## GLOBAL RESEARCH EXCELLENCE INSTITUTES

UBC Global Research Excellence (GREx) Institutes advance global excellence in collaborative and interdisciplinary research. They aim to integrate fundamental and translational research and allow research clusters to realize their full potential and impact.

The UBC Life Sciences Institute became the fourth GREx Institute, in May 2022. The institute will pursue the Biological Resilience Initiative (BRI), integrating foundational, cross-disciplinary and collaborative research across multiple scales to elucidate the mechanisms of resilience in biological systems. The BRI is the first initiative in Canada to study life science questions through the lens of innate resilience. It will be a generative hub, focusing on innovative, interdisciplinary collaborations on the grand challenges that face human health and the health of our planet.

### UBC GREx Institutes

1. BioProducts Institute
2. Language Sciences Institute
3. Life Sciences Institute
4. Stewart Blusson Quantum Matter Institute

## COLLABORATIVE RESEARCH MOBILITY AWARDS

The Collaborative Research Mobility Awards (CRMAs) facilitate collaboration on timely research opportunities by enabling researchers to move between campuses or institutions.

The UBC CRMAs relaunched after a pandemic hiatus to reinvigorate collaborations between Vancouver and Okanagan researchers. In 2022, 18 groups of researchers received awards to collaborate on a diverse range of projects. These included research on transnational LGBTQ+ communities’ production and use of print and digital media, the soft power and public diplomacy of South Korean pop culture at UBC, revamping the current construction ecosystem towards improved efficiencies and reduced waste, and integrating pharmacists into seniors’ primary-care teams in BC.

## PUBLIC HUMANITIES HUBS

The Public Humanities Hubs (PHH) on each campus provide tailored support and networks for humanities scholars to advance knowledge in the public humanities. With investment from UBC’s Academic Excellence Funds, the hubs resulted from wide consultation with UBC humanities researchers to highlight and develop public-facing research in the humanities and complement the GCRC and Eminence programs.

At the Vancouver PHH, five research clusters were funded for projects ranging from humanistic sound studies to creating a digital edition of an early modern Japanese manuscript, and decolonizing university governance. Four faculty members received fellowships to develop public-facing humanities research projects within an interdisciplinary community of scholars. The hub partnered on a \$2.5 million SSHRC Partnership Grant titled *Visual Storytelling and Graphic Art in Genocide and Human Rights Education* and also provided cash and in-kind contributions to five SSHRC Connection Grants awarded to UBC humanities scholars. The PHH seed grants supported six creative and collaborative public humanities projects that mobilized humanities ideas in the public sphere. The Vancouver hub’s 52 events—hosted or co-sponsored with partners such as the Museum of Vancouver, Sliced Mango Collective, and others—saw nearly 4,000 attendees.

At the Okanagan PHH, strategic planning is underway now that their initial pilot funding period has completed. The planning process is consultative and creative, in accordance with public humanities practice. The hub’s “Looking Back, Taking Stock” event revisited the many kinds of public humanities work on campus over the last decade, and discussed the need for ongoing collaboration.

# Strengthening Shared Research Infrastructure and Resources

## CANADA'S IMMUNO-ENGINEERING AND BIOMANUFACTURING HUB

UBC was announced as the lead institution of Canada's Immuno-Engineering and Biomanufacturing Hub (CIEBH). The BC-based research and innovation hub brings together provincial, national and international partners to position Canada as a global epicentre for the development and manufacturing of next-generation immune-based therapeutics. More than 50 organizations from private, public, not-for-profit and academic sectors have come together to build on the strengths of BC's biotech and life sciences industry. CIEBH is one of five new research hubs announced by the federal government that will work together to improve pandemic readiness and the overall health and wellbeing of Canadians. Federal funding of \$570 million is available over the next four years to support project proposals associated with these hubs to advance *Canada's Biomanufacturing and Life Sciences Strategy*.

## CAMPUS AS A LIVING LAB

Utilizing our campuses as living labs provides a collaborative framework for researchers, students, staff and external partners to explore, develop and test new ideas, and to share the knowledge gained from these experiences. This approach has formed the basis of multiple partnerships, including one between UBC and Rogers Communications that in 2018 created North America's first 5G campus network and established the university as a living lab for innovation in next-generation wireless networks and technologies. The approach also underpins Campus a Living Lab (CLL) programs on our two campuses.

In Vancouver, the VPRI portfolio partners on the CLL initiative with the Provost and Vice-President, Academic (Vancouver), Vice-President, External, and Vice-President, Finance and Operations portfolios. In 2022/23, the initiative engaged with UBC Wellbeing to support more wellbeing-focused projects. Six projects received Vancouver CLL funding, including the Indigenous Campus as a Living Lab at x̓w̓íc̓əsəm (the place where we grow) garden, which investigates how Indigenous land-based wellness knowledge and practices can influence UBC campus health and wellness environments, especially for Indigenous students, faculty, staff and community members.

Other projects investigate an innovative exercise pathway for student depression treatments, leak-detection system for UBC buildings using autonomous robots, a biodiversity assessment of campus trees' insect and microbial communities, a mycelium-based composting toilet pilot, and the creation of a climate- and COVID-resilient outdoor learning space.

A CLL initiative was established on the UBC Okanagan campus in 2022/23, where it will be administered by the Office of the Vice-Principal, Research and Innovation. The Okanagan initiative pairs researchers with campus operations staff to design and implement innovative solutions to on-campus challenges. Projects are meant to have an immediate impact on campus while also having applications to societal challenges in the Okanagan region and beyond.

Two projects received funding in the inaugural year: the first, a joint effort between the Department of Psychology and the Office of the Associate Vice-President, Students, aims to improve mental health care for students by partnering the on-site student health clinic with the campus psychology clinic to offer clinical psychology services from supervised student-clinicians. The second funded project, a collaboration between the School of Engineering and the UBCO Construction Management Office, aims to make the concrete structures on campus more sustainable and durable by analyzing extracted concrete cores from aging structures to develop rehabilitation techniques that extend the concrete's life.

## COMMUNITY-UNIVERSITY ENGAGEMENT SUPPORT FUND

The Community-University Engagement Support (CUES) Fund augments community-university partnerships that advance collaborative research, teaching and learning to benefit communities across the province. Paid directly to community partners, the fund aims to enable partnerships and prioritize reciprocal, inclusive engagement so all communities—especially those that have been, and continue to be, underserved, marginalized or excluded—can benefit. CUES is jointly administered by UBC Community Engagement and VPRI, and in spring 2023, awarded \$745,000 to 31 partnerships.

Shared research platforms are research facilities supported by the Office of the VPRI in partnership with departments and Faculties. Shared research platforms provide researchers with access to highly specialized infrastructure and staff who offer guidance and consultation to optimize experiment designs, data acquisition and analysis. The platforms are available to university and industry researchers.

The Pacific Centre for Isotopic and Geochemical Research (PCIGR) became a shared research platform on the Vancouver campus in 2022/23. This facility, established by Dr. Dominique Weis, has a long record of providing excellent geochemical services to researchers and industry. PCIGR now also serves research in the environmental sciences, oceanography, biology, engineering and archeology. The platform is funded as a partnership between the Office of the VPRI and the Department of Earth, Ocean and Atmospheric Sciences.

Upright Open MRI (UOMRI), located at Vancouver General Hospital, was the site of several orthopedic studies as well as a seatbelt-fit study led by Dr. Peter Crompton from the School of Biomedical Engineering in collaboration with an American vehicle research consortium. The UOMRI scanner—the only MRI scanner of its type in the world solely dedicated to research—underwent a major software upgrade this year to bring it on par with clinical MRIs. The UOMRI platform is jointly supported by the Office of the VPRI, a grant from the Faculty of Medicine and the Centre for Hip Health and Mobility.

Studies at the Facility for Infectious Disease and Epidemic Research (FINDER) on the Vancouver campus garnered several high-profile mentions in the media. One such study, led by Dr. Yossef Av-Gay and published in *Molecular Biomedicine*, identified a compound that shows early promise at halting infections from a range of coronaviruses, including all variants of SARS-CoV-2 and the common cold. The findings reveal a potential path toward antiviral treatments that could be used against many different pathogens. FINDER has also positioned itself as a pandemic-ready facility by providing biosafety and biosecurity training to ensure practices and techniques remain current. It also offers animal research services and hosts a pathogen biobank that contains the most recent risk-group 3 strains (e.g., SARS-CoV-2 variants currently circulating in the province). FINDER is jointly funded by the Office of the VPRI, a grant from the Faculty of Medicine and Genome BC.

Plant Care Services' two research-only greenhouses and field sites on the Vancouver campus were at full capacity in 2022/23, with dozens of experiments occurring at any point in time, year-round. They supported researchers from the faculties of Land and Food Systems, Forestry, and Science (these Faculties are also funding partners on the facility), and by researchers from the faculties of Applied Science, Arts and Education. One such study, led by Dr. Shawn Mansfield and published in *Plant Physiology* and other journals, focused on understanding how lignin can be susceptible to chemical deconstruction, which could lead to the development of sustainable sources of high-value compounds or useful chemical precursors. Another study, led by Dr. Thorsten Knipfer from the School of Biomedical Engineering, examined hazelnut-tree irrigation management for the Lower Mainland Horticulture Improvement Association.

The Sequencing and Bioinformatics Consortium (SBC) at UBC Vancouver continued to see demand for its services, including bioinformatics and data analysis support, training workshops, and consultations for the optimization of sequencing analyses, with strong uptake from graduate students and postdoctoral fellows. In the past year, SBC served over 100 principal investigators and processed tens of thousands of samples from both campuses, as well as external users, including industry.

UBC hosts the main hub of the BC Interuniversity Research Data Centre (BCIRDC) at the Vancouver campus, part of the Canadian Research Data Centre Network. A Kelowna branch of the BCIRDC has been available as a shared research platform on the Okanagan campus since Summer 2021. These centres provide secure access to detailed Statistics Canada microdata such as anonymized tax, employment insurance, social assistance and hospitalization records.

Seventeen UBC Vancouver groups sharing equipment and services received funds through the VPRI's Research Facilities Support Grants (RFSG). The RFSG competition enables repairs and minor upgrades to encourage sustainable, long-term use of research equipment.

# Fostering Student Research

# Enabling Knowledge Exchange

In 2022/23 a report on the outcomes of the Program for Undergraduate Research Experience (PURE) pilot was completed. Lessons from the report will inform future mechanisms to increase undergraduate student involvement in research experiences at UBC.

In March 2023, the VPRI piloted a new event series to enhance the connection between undergraduate students and UBC's research activity. The three-part series, presented by the VPRI and promoted by the Office of the Vice-President, Students on both campuses, attracted more than 220 registrants. The sessions aimed to reveal "the who, what, why and how of UBC research." The first session featured a panel discussion of four professors offering insights into the nature of their research, their motivations, and the relevance of their research to others. At the second session, current students and recent graduates spoke about their routes into research, what they learned from the experience and where it has taken them since their initial experiences. Asian Studies professor Christopher Rea led the final session, based on the book he co-authored with Thomas S. Mullaney, *Where Research Begins: Choosing a Research Project That Matters to You (and the World)*.

## Plug Yourself into UBC Research: A Series for Undergraduates

*Professor POV*

**Dr. Karen Cheung**, Department of Electrical and Computer Engineering & School of Biomedical Engineering

**Dr. Lori Daniels**  
Department of Forest and Conservation Sciences

**Dr. Heather Gainforth**  
School of Health and Exercise Sciences

**Dr. Daniel Heath Justice**  
Department of English & Institute for Critical Indigenous Studies

*The Undergrad Research Experience*

**Kiah Lee**  
Toxicology and environmental science

**Courtney Kneale**  
History

**Nisa Chavez**  
Applied animal biology

**Min Kim**  
Global health and nutrition

*How to Design a Research Project That Matters to You... and the World*

**Dr. Christopher Rea**  
Department of Asian Studies

Extensive consultations in 2021/22 informed the direction of the UBC Knowledge Exchange (Kx) Unit this year. Under the renewed mandate, a new knowledge exchange manager and specialist were hired, and several initiatives and a new dedicated website launched, in 2022/23.

In early 2023 the Kx Unit launched an eight-session training program titled, *Research to Impact: Skills, Practices and Tools for Knowledge Exchange and Mobilization*. In this hybrid program, UBC researchers explored different aspects of knowledge exchange such as stakeholder mapping, partnering in research with Indigenous communities and other equity-deserving populations, targeted dissemination and Kx science.

A pilot of the Knowledge Exchange and Mobilization (KxM) Scholar program launched in late 2022 to enhance the capabilities within UBC Faculties and schools to further the practice and science of KxM. The scholars selected for this program are responsible to provide training and assistance within their respective schools and departments, while also fostering a community of practice focused on KxM. An initial cohort of four scholars was chosen in early 2023. Each scholar receives a \$10,000 honorarium, which can be renewed for two years, along with an additional \$2,000 per year allocated for research to assess the impact of their KxM activities. To prepare for their roles, all scholars participated in the Research to Impact program and received training tailored to their needs.

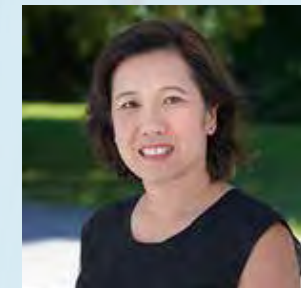
Spring 2023 also saw the beginning of a partnership with UBC's Centre for the Study of Democratic Institutions in the Department of Political Science to offer regular consultations and workshops related to public policy communications. The series, which will continue through 2023/24, invites students, faculty or staff from all disciplines to develop strategies and skills in connecting their research or scholarship to public policy using social media, briefing notes, policy reports and other communications activities.

The unit also partnered with UBC Community Engagement to plan the inaugural UBC Partnering in Research Conference in June 2023. The conference aimed to address the ethical, cultural and political challenges that emerge in collaborative research, with a focus on developing effective strategies to bring about significant transformations.

## 2023 KxM Scholars



**Dr. Sandra Lauck**  
Nursing



**Dr. Barbara Lee**  
Social Work



**Dr. Jasmine Ma**  
Kinesiology



**Dr. Michelle Stack**  
Educational Studies & UBC Learning Exchange

# Engaging Indigenous Partners

Throughout 2022/23, the VPRI and the Indigenous Advisory Committee of the Indigenous Research Support Initiative (IRSI) collaborated to chart a mandate for IRSI that further aligns its activities with UBC’s *Indigenous Strategic Plan*. This process is expected to continue through 2023/24.

RavenSpace, a platform and hub at UBC Press for publishing Indigenous community-driven works of cultural, educational, and social significance, was awarded a three-year grant of US \$1 million from the Mellon Foundation’s Public Knowledge program. RavenSpace provides digital tools and methods for Indigenous communities and scholars to work together, and with other creators, to achieve their vision for sharing knowledge and stories. It prioritizes Indigenous access and participation and upholds the protocols of knowledge and heritage sovereignty in the vibrant public exchange of ideas. With this grant—the third the foundation has awarded to RavenSpace in recent years—RavenSpace will grow its operations and broaden its reach by expanding its team and launching a suite of core activities: designing and delivering a series of workshops on producing multimedia publications; forming new partnerships and channels for audience engagement; expanding support for digital innovation; and support for increasing the agency and inclusion of a diversity of knowledge-holders and authors in publishing.

## Projects supported by the 2022/23 CUES fund led by Indigenous community partners

**Arts-based resurgence with and for Indigenous youth in the Fraser Valley of BC**

Community Partners: Jordie Lynn, Matsqui-Abbotsford Impact Society  
UBC Partners: Kelsey Timler and Dr. Helen Brown, Faculty of Applied Science

**Empowering Indigenous learners: creating a culturally relevant toolkit to enhance parent-teacher dialogue**

Community Partner: Chas Desjarlais, Vancouver School Board Indigenous Education Team  
UBC Partner: Dr. Rosalin Miles, Faculty of Education

**Enhancing community well-being through energy sovereignty: Lessons from West Moberly First Nations**

Community Partner: Clarence Willson, West Moberly First Nations Band Council  
UBC Partner: Dr. Maggie Low, Faculty of Applied Science

**Far too many preterm births in Cowichan tribes communities: Generating knowledge about Indigenous midwifery to strengthen motherhood journeys**

Community Partner: Liz Spry, Ts’ewulhtun Health Centre (Cowichan Tribes)  
UBC Partner: Jennifer Murray, Faculty of Medicine

Several funded research excellence clusters align mutual interests between Indigenous communities and the university on both campuses. In addition, many of the partnerships supported by Community-University Engagement Support (CUES) fund in 2022/23 are led by Indigenous community partners.

At the Okanagan campus, incorporating Indigenous Ways of Knowing is integral to the design and delivery of the research and teaching programs that will reside in ʔəl sic snpaʔnwixʔtn when it opens. The building, set to open in December 2025, will be home to the Interior Salish language fluency program and the Centre for Contemporary Interior Salishan Studies, among other programs. The unique, four-storey space will bring together researchers, experts, scholars, students and the community into interdisciplinary teams to collaboratively investigate and explore solutions to complex societal problems.

**Indigenous champions for life mentorship collaboration between Hope and Health and UBC Thunderbirds soccer team**

Community Partner: Deana Gill, Hope and Health for Life Society  
UBC Partner: Jesse Symons (staff), UBC Thunderbirds Women’s Soccer Team, UBC Athletics and Recreation

**Mistreated: The legacy of Indian hospitals in BC and Alberta**

Community Partner: Amber Kostuchenko, Stó:lō Research and Resource Management Centre  
UBC Partner: Kristin Kozar (staff), Indian Residential School History and Dialogue Centre

**Musqueam garden at UBC farm**

Community Partner: Patricia Isaak, Musqueam Indian Band  
UBC Partner: Dr. Eduardo Jovel, Faculty of Land and Food Systems

**Regional Nlaka’pamux collaboration on post-disaster spiritual and mental health resource development**

Community Partner: Mike Jackson, Kanaka Bar Indian Band  
UBC Partner: Sarah Kamal, Faculty of Arts

xʷčičəsəm (the place where we grow) at UBC Farm



# Enhancing Research Culture

The VPRI is committed to enhancing the culture of inclusion across the portfolio through meaningful engagement in and responses to UBC's *Inclusion Action Plan* and a commitment to implementing the *Indigenous Strategic Plan*. It is also engaged in several strategic university-wide and national initiatives and programs dedicated to supporting researchers and enhancing the broader research culture at UBC.

## UBC's Dimensions Pilot

The Office of the VPRI and UBC's Equity and Inclusion Office have partnered since 2020 in leading the university's participation in the pilot project of the federal *Dimensions: Equity, Diversity and Inclusion Canada* program. The Dimensions program sought to foster increased research excellence, innovation and creativity across all disciplines in Canada's post-secondary sector through greater equity, diversity and inclusion (EDI). In preparation for a final submission to the federal pilot program, UBC's Dimensions team developed a comprehensive action plan to address barriers and gaps identified by the institutional self-assessment conducted in 2021/22.

In October 2022, the team submitted UBC's self-assessment and the resulting action plan for peer review and evaluation by the federal Dimensions program. The plan comprises 24 objectives and 43 actions to improve EDI in UBC's research ecosystem. These objectives and actions address broad issues that relate to the university as a whole, as well as research-specific programs and support services.

Following the thorough peer-review process, UBC was awarded a "Construction" designation by the federal program. This designation represents the second of four stages of transformational change and recognizes the strategic, coordinated and ongoing nature of UBC's efforts to enhance EDI. This acknowledges UBC's commitment and actions to date, while acknowledging that ongoing work is still required.

Following the conclusion of the federal Dimensions pilot, the implementation of *UBC's Dimensions Action Plan for EDI in Research* will be coordinated by the Equity and Inclusion Office and incorporated into UBC's Strategic Equity and Anti-Racism (StEAR) Framework.

## UBC Open Access Fund and Scholarly Publication Fund for Humanities and Social Sciences Research

Administered by UBC Library in partnership with the VPRI, these funds encourage the open sharing of research and scholarship. Uptake of the Open Access Fund (OAF) was strong in 2022/23, with the fund exhausting before year-end. A total of 35 open-access publications by 33 different researchers across 22 UBC departments or schools received OAF funding. UBC's Scholarly Publication Fund provided funds for 17 awards, including six subventions and 11 awards for other publication costs such as indexing and image clearances.

## Research Data Management

The VPRI collaborated with the Office of the Chief Information Officer and UBC Library to coordinate the launch of a Research Data Management (RDM) Strategy. The strategy was developed through extensive consultation with the UBC research community, led by a task force of members from across the university.

The strategy responds to the *Tri-Agency Policy on RDM* and provides a framework to support UBC researchers in developing a wide array of data literacies, skills and practices that support the collection, documentation, storage, sharing and preservation of research data. An implementation committee was struck to establish a plan to act on the strategy's recommendations, and an RDM website was launched to compile initial resources and tools for UBC researchers.

## Research Security

UBC increased its capacity to support risk-assessment and mitigation plans for applications submitted to the NSERC Alliance program by offering additional dedicated support from the University-Industry Liaison Office. Further investment, including from the federal Research Support Fund, has provided access to subscription-based online resources to undertake due-diligence checks with research partners and has augmented ongoing cybersecurity enhancements for UBC research infrastructure. The VPRI also convened a working group with representatives from both campuses to share developments and directives related to research security, and to prepare the UBC research community for potential changes to federal funding guidelines relating to research security.



# VPRI Support at a Glance

## UBC Vancouver

**Animal Care, Biosafety & Radiation Safety Committees**

Ensure safe and ethical conduct of research projects involving animals, biological materials and/or radioactive materials and provides necessary permits and approvals that authorize research. [ors.ubc.ca/compliance](https://ors.ubc.ca/compliance)

**entrepreneurship@UBC**

Helps UBC students, faculty, staff and alumni to commercialize their ideas and innovations through venture building. [entrepreneurship.ubc.ca](https://entrepreneurship.ubc.ca)

**Indigenous Research Support Initiative (IRSI)**

Provides research support and services to Indigenous communities and university researchers collaborating on projects, and ensures that these projects are based on community-led interests, reciprocal relationships and principles of mutual accountability. [irsi.ubc.ca](https://irsi.ubc.ca)

**Innovation Partnerships**

Provides sector-specific expertise to help stimulate innovation and connect UBC researchers with partners in industry, non-profit or community groups. [innovation.ubc.ca/innovation-partnerships](https://innovation.ubc.ca/innovation-partnerships)

**Institutional Programs Office (IPO)**

Manages the full cycle of major federal, provincial and regional funding awards, including those offered by the Canada Foundation for Innovation (CFI), the British Columbia Knowledge Development Fund (BCKDF) and Pacific Economic Development Canada (PacifiCan). [ipo.ubc.ca](https://ipo.ubc.ca)

**Knowledge Exchange Unit (Kx)**

Builds capacity among researchers in all disciplines to develop and share impactful knowledge through connections and exchanges with external partners—including communities, government, non-profit organizations and the public. [kx.ubc.ca](https://kx.ubc.ca)

**Office of Research Ethics (Behavioural and Clinical)**

Ensures that research at UBC achieves the highest ethical standards, provides leadership on emerging issues in research ethics, delivers training to faculty members and students, and manages regulatory compliance for studies funded by the U.S. Public Health Service. [ethics.research.ubc.ca](https://ethics.research.ubc.ca)

**Office of Research Prizes and Awards**

Offers information, strategic advice and nomination support for major external research prizes and awards, and manages UBC's internal faculty research awards program. [prizes.research.ubc.ca](https://prizes.research.ubc.ca)

**Office of Research Services (ORS)**

Helps researchers find funding opportunities, obtains the institutional signature for grant applications, manages ongoing compliance requirements, sets up research accounts and spending limits, transfers research funds and registers clinical trials. [ors.ubc.ca](https://ors.ubc.ca)

**Research Finance**

Ensures all sponsored research and specific-purpose funds are spent in compliance with policies, prepares and submits financial reports to funders and helps to resolve any funding issues. [finance.research.ubc.ca](https://finance.research.ubc.ca)

**Support Programs to Advance Research Capacity (SPARC)**

Provides strategic research development services and resources designed to develop capacity, build collaborations and increase UBC researchers' success rates on Tri-Agency funding applications. [sparc.ubc.ca](https://sparc.ubc.ca)

**UBC Press**

Publishes high-quality works of original scholarship as Canada's leading social sciences publisher. [ubcpres.ca](https://ubcpres.ca)

**University-Industry Liaison Office (UILO)**

Facilitates research partnerships with industry, government and non-profit organizations through research contracts and agreements. Patents and licenses discoveries and inventions made by UBC researchers, and forms spin-off companies. [uilo.ubc.ca](https://uilo.ubc.ca)

**Advanced Research Computing (ARC)**

Supports high-performance computing and data management needs, and provides consultations, expertise and access to digital research infrastructure. [arc.ubc.ca](https://arc.ubc.ca)

**Animal Care Services**

Provides research and administrative support, veterinary services, compliance, training, procurement, animal housing and technical services, and works with UBC's Animal Care Committee in support of the UBC Animal Care and Use Program. [animalcare.ubc.ca](https://animalcare.ubc.ca)

**SHARED RESEARCH PLATFORMS**

Facilities funded jointly by VPRI with Faculties and departments to offer specialized research services to the UBC and external research communities. Current platforms support research involving risk-group 3 pathogens, geochemistry, plant care, sequencing and bioinformatics, and MRI imaging. [research.ubc.ca/shared-research-platforms](https://research.ubc.ca/shared-research-platforms)

## UBC Okanagan

**entrepreneurship@UBCO**

Offers UBC Okanagan students, faculty, staff and recent graduates training and mentorship support to explore their startup ideas, build connections within the Okanagan innovation ecosystem, and develop the skill sets needed to launch a successful new venture.

[entrepreneurship.ok.ubc.ca](https://entrepreneurship.ok.ubc.ca)

**Office of Research Services (ORS)**

Provides research facilitation and administrative services. Helps researchers find funding and provides grant program and application support. Supplies the institutional signature for grant applications, manages new and ongoing compliance requirements, and sets up and provides ongoing maintenance of research accounts. [ors.ok.ubc.ca](https://ors.ok.ubc.ca)

**UBC Survive and Thrive Applied Research (UBC STAR)**

A research and development hub powered by a network of UBC researchers working collaboratively with academic and industry partners to develop technologies, strategies and standards for application in defence, sport and health. [star.ubc.ca](https://star.ubc.ca)

**SHARED RESEARCH PLATFORMS**

**UBCO Animal Care Services**

Provides research and administrative support, veterinary services, compliance, training, procurement, animal housing and technical services, and works with UBC's Animal Care Committee in support of the UBC Animal Care and Use Program. [animalcare.ubc.ca](https://animalcare.ubc.ca)

**Cleantech Hub**

A central innovation space to catalyze industry-academic collaborations that develop clean technologies, help Canadian companies access domestic and international markets, and support Canada's transition to a low-carbon economy. [cleantech.ok.ubc.ca](https://cleantech.ok.ubc.ca)

**Fipke Laboratory for Trace Element Research (FiLTER)**

Facility for research involving trace element analysis and electron microscope imaging. [filterubco.ca](https://filterubco.ca)

**UBCO Plant Growth Facility**

A state-of-the-art, 5,000 square-foot greenhouse facility that provides ample space for large projects while allowing for isolation of different growth and treatment protocols. [wine.ubc.ca/plant-growth-facility](https://wine.ubc.ca/plant-growth-facility)

**Research Data Centre (RDC)**

A secure campus facility to access microdata from population and household surveys, administrative data holdings and linked data from Statistics Canada. [research.ok.ubc.ca/rdc](https://research.ok.ubc.ca/rdc)

Below: Artist's rendering of ʔəl sic snpa̓xnwixʷtn.  
Courtesy of HCMA and KieranTimberlake.



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THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

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November 27, 2023

To: UBC Vancouver Senate  
Christopher Eaton, Associate Registrar for Academic Governance / Director,  
Senate & Curriculum

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

A handwritten signature in blue ink, appearing to be 'Gage Averill', written over a horizontal line.

Re: Annual Report on External Reviews

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**Request:**

That Senate receive for information a report summarizing external reviews of academic units at UBC Vancouver in 2022-23.

**Rationale / Background:**

Each year, the Office of the Provost and Vice-President academic, with the help of Faculties, compiles a report listing the external reviews of academic units undertaken in the previous year, highlighting key findings and recommendations as well as the units' preliminary responses to each review.

Also included is a listing of those units that have provided a progress report to the Provost Office on reviews that occurred 2-3 years previously, discussing status of implementing the recommendations.



November 27, 2023

To: UBC Vancouver Senate

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

Re: **Annual Report to Senate on External Reviews of Academic Units, 2022-23**

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**For information:**

We are pleased to submit the following report on UBCV External Reviews that took place in the previous academic year. This report will briefly summarize each review, highlighting the key findings and recommendations and the units' preliminary responses. We are grateful to the Faculties and their internal units for contributing much of the content for this report.

**External Review Summaries:**

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**Mid-Term Progress Reports on External Reviews 2019-20:**

The following units undertook external reviews in the 2019-2020 year, and thus are at the approximate mid-point between reviews. They have reported to the Provost Office on the status of implementing the recommendations.

- School of Architecture and Landscape Architecture
- Department of History
- Allard School of Law
- Faculty of Medicine
- Department of Surgery
- Department of Urologic Sciences
- Human Early Learning Partnership
- Providence Health Care Research Institute
- Equity & Inclusion Office

**Faculty of Applied Science**  
Summary of External Review: October 2022

**Key Findings of the Review Committee:**

- *The Faculty is a global leader for education, innovation and research. It has outstanding and dedicated faculty and staff, and high-quality students. The Dean is highly respected and liked.*
- *It is widely viewed as a leader in collaboration with outreach to the community as well as industry.*
- *The attrition of first year engineering students to second year is high. The Faculty has been examining first year student wellbeing and stressors and, as a result, several resources have been developed to assist first-year students.*
- *The Faculty provides a wide range of top-notch undergraduate programs and has one of the largest co-op programs in Canada with an 80% placement rate for engineering students. The demands for the engineering programs are extremely high.*
- *Wellbeing of graduate research students has become a concern, resulting from a reduction in face to face meetings, supervisions, and labs, a challenge that began with the COVID pandemic. Also, there is no required minimum amount for postdoctoral stipends.*
- *The gender diversity of the engineering student population is still challenging, although the percentage of women in graduate programs at Okanagan is well above those in other engineering schools nationwide.*
- *The current budget allocation is not equitable across all units.*
- *The faculty has experienced a tremendous growth in research and doubled its research funding from 2017 to 2021. This is a remarkable achievement unparalleled in other Canadian higher educational institutions, and UBCO has been playing a key role in this.*

**Key Recommendations of the Review Committee:**

- *To address the high attrition of first-year engineering students to second year, consider altering the first-year curricula and pedagogy.*
- *To address demand, we strongly recommend considering a significant increase in the number of seats given to the engineering programs at UBC.*
- *Every possible effort should be made to enhance wellbeing of graduate students and concern about stipend amounts.*
- *To enhance gender diversity and EDI, the Faculty should have more involvement in the central admission process and the process should consider factors other than mark cutoff in evaluating student profiles.*
- *The review committee agrees with the Dean that, as it exists within the Faculty, the current budget allocation model is not equitable. The Faculty should modify the current budget allocation model to enable strategic growth.*
- *Several matters require attention to further integrate the engineering units at Vancouver and the Okanagan.*
- *Despite the successes in research growth, there seem to be untapped opportunities for additional collaborative research initiatives.*

**Faculty Response:**

- *The Faculty is exploring the creation of a new First Year Success Initiative to analyze retention, progression and success of first year undergraduate engineering students. We will review the*

support programs developed at peer institutions to inform the development of an innovative student support program based on best practices.

- The Faculty has developed a Strategic Growth Initiative to increase the number of domestic and international seats and meet the exceptionally high demand for APSC programs. The Faculty is preparing to increase the number of research faculty to fully support the planned student growth. To support student and faculty expansion, the Faculty continues to advocate for a planned new building.
- The Faculty has formed a dedicated working group on graduate student stipends and affordability. In the medium term, the Graduate Advisors Committee will be asked to explore challenges and propose solutions towards stronger engagement between PhD students and their supervisors; graduating within an appropriate timeframe; and students understanding their rights and the processes available to elevate their concerns.
- The Faculty will undertake a review of the admission processes with specific attention to gender bias in admissions and the role of the Faculty.
- The Faculty has established a working group to review the current budget model, develop a detailed understanding of the challenges and inequities, and recommend scenarios for an updated budget model for the Faculty.
- To increase collaboration and partnership between the Vancouver and Okanagan campuses, the Faculty will work to ensure that staff are integrated and provide services across both campuses; explore the logistics/policies that would support cross-appointments; and continue the travel fund to encourage mobility between campuses, with space for visits and collaboration.
- The Faculty has developed a Research Leadership Development Program and invested in our research and partnerships team capacity to support larger scale research proposal development.

**School of Community and Regional Planning**  
**Faculty of Applied Science**  
Summary of External Review: January 2023

**Key Findings of the Review Committee:**

- *Positive endorsement of all aspects of the School's work, describing the School as having made "extraordinary progress" and as being "an academically dynamic unit."*
- *A new director was hired; a ten year strategic plan developed and is being implemented; 12 new faculty have been hired. The clarity, boldness and coherence of vision and leadership was noted.*
- *Significant program development and revision has taken place: the accredited Masters of Community and Regional Planning (MCRP) and PhD curricula have been substantially revised; and Provincial approval granted for a new Major in Urban Studies (with Geography).*
- *The Indigenous Community Planning (ICP) concentration (within the MCRP), based on a 13-year partnership with the Musqueam Indian Band, was recognized as of international significance.*
- *Challenges for the school include the disadvantageous tuition allocation model through which SCARP is financed, a governance structure that concentrates responsibility in the position of the director and the disjointed space across two buildings for classrooms, offices and community gathering.*

**Key Recommendations of the Review Committee:**

- *APSC should swiftly implement a more equitable funding allocation model within the Faculty.*
- *Adequate, secure, long-term funding support for the Indigenous Community Planning concentration should be a priority.*
- *SCARP's current funding limits the School's ability to contribute to the Faculty.*
- *Attention should be focused on student experience, which has been impacted by a combination of staff turnover and inadequate student funding.*

**School's Response:**

- The School welcomes the report and the fulsome endorsement of the SCARP Strategic Plan and progress with implementation. The School will maintain the current trajectory and priorities.
- The School will work with the Faculty of Applied Science to review the funding model. Some progress has been made by allowing the School to recruit to a PAEI position.
- Progress is being made, but work still remains, to secure long-term sustainable funding for ICP and compensation for Musqueam.
- The School has recruited for a student-facing staff position and onboarding the new employee is underway.

**Department of Materials Engineering**  
**Faculty of Applied Science**  
Summary of External Review: October 2022

**Key Findings of the Review Committee:**

- *Materials Engineering at UBC is a strong, vibrant department with engaged students, staff and faculty.*
- *The research enterprise of the Department ranks among the very best in Canada.*
- *Graduate students generally feel happy and supported by their supervisors and the Department.*
- *Undergraduate students were generally positive about the Materials Engineering program.*

**Key Recommendations of the Review Committee:**

- *Additional delegation of responsibilities is needed to assist the Head with their workload, provide opportunities for development of junior faculty members and for succession planning.*
- *Implement a mentoring program for tenure-track Educational Leadership faculty.*
- *Address the concerns centered around the community and social aspects raised by the Graduate Students.*
- *The undergraduate education curriculum should be reviewed and revised to reflect the breadth of Materials expertise within the Department, to emphasize sustainability, and to increase flexibility in choice of elective courses.*

**Department's Response:**

- Since the review, the Department has appointed two Associate Heads to assist with providing overall leadership to the Graduate and Undergraduate programs.
- The Department agrees with the importance of providing mentorship opportunities for EL faculty and anticipates that a formal mentoring program can be established in the near future as more EL faculty members are promoted in the coming years. In the meantime, the Department Head has purposefully made connections for new faculty members with more senior colleagues outside of the Department and will continue to look for mentoring opportunities where possible.
- For the Graduate students, the Department has recognized that activities and connections across the research groups seem to have been lost and is working to renew these connections.
- A recent revision of the undergraduate curriculum implemented in the last academic year is addressing this recommendation. Further revisions are being considered.

**Department of Mechanical Engineering**  
**Faculty of Applied Science**  
Summary of External Review: October 2022

**Key Findings of the Review Committee:**

- *The state of the Department of Mechanical Engineering at UBC is strong.*
- *The Department has an enviable undergraduate program, healthy graduate programs and excellent instructional laboratories.*
- *The Department has a culture of collegiality, transparency and democratic governance, with some progress being made in terms of equity, diversity, inclusion and Indigeneity.*
- *The Department is well managed by a popular Head, and excellent staff who are highly appreciated by the faculty and students.*

**Key Recommendations of the Review Committee:**

- *Undertake a phased approach to meeting department space needs.*
- *Capitalize on opportunities for revenue growth and resource optimization*
- *Enhance the MECH student experience, especially for graduate students.*
- *Improve departmental governance, culture, equity, diversity and Indigeneity.*
- *Excel in recruitment and retention.*

**Department's Response:**

- The Department will advocate for a faculty-wide space audit and re-purposing of under-utilized classrooms as dedicated study spaces for students and as meeting rooms. The Department will also advocate for access to shared facilities, in the yet to be built Applied One as well as work towards ensuring the Department has a “centralized” home to bring people together.
- The Department will review the professional Masters programs, strengthen connections to UBCO and other units in UBCV and strengthen research activities, by building on areas of existing strength and emerging fields.
- The Department will create an infographic to support and guide students, identify and promote the Graduate Pathways to Success offerings at G +PS, and continue to sponsor activities to create community among the students beyond their labs.
- The Department will improve communication of decisions, assess the Department's staff structure to identify areas of improvement, and establish key performance indicators and actual targets to achieve equity and cultivate an entrepreneurial culture. Indigenization is being included in the MECH 400 course.
- The Department is actively working on succession plans for staff and will develop guiding principles on how to react to opportunistic openings.

**Department of French, Hispanic, & Italian Studies**  
**Faculty of Arts**

Summary of External Review: November 2022

**Key Findings of the Review Committee:**

- *The Department has made impressive achievements in:*
  - 1) *Overcoming long-standing challenges in integrating different programs through the development of Romance Studies.*
  - 2) *Maintaining a high quality of undergraduate teaching and pedagogical strategies.*
  - 3) *Excellent supervision and mentorship of graduate students.*
  - 4) *High quality of faculty research output and Tri-Council research awards.*

**Key Recommendations of the Review Committee:**

- *Curriculum review to better integrate French, Hispanic, and Italian Studies and to provide students with a more coherent curriculum.*
- *Introduce new ways of expanding the Romance Studies Program to include language and culture; Introduce a Major in Italian Studies.*
- *Re-evaluating administrative workload, particularly for junior faculty.*
- *Greater funding for graduate students that is in better parity with other Humanities units at UBC and does not rely so heavily on TA assignments; increased clarity in communicating graduate funding packages to incoming students, particularly around TA allocations and responsibilities.*

**Department's Response:**

- Complete curriculum renewal of Spanish and reinstate a Major in Italian Studies; Implement hybrid language courses; Expand course offerings in Romance Studies.
- Strengthen the Department's commitment to engage concretely with UBC's Indigenous Strategic Plan.
- Continue to advocate for more competitive graduate funding to attract top students; examine the possibility of offering a co-op program for PhD students.
- Conduct a comprehensive workload assessment to determine the current distribution of tasks, responsibilities, and expectations among faculty and staff.

**Faculty Response:**

- The Department Head and members of the executive have already met with the Dean of Arts and the Acting Associate Dean of Equity, Innovation and Strategy to discuss approaches to Faculty succession planning, curriculum innovations, and balancing workload.
- The Department might work with the Associate Dean of Equity, Innovation, and Strategy on the Indigenous Strategic Plan self-assessment and implementation.
- The Faculty can work with the Department to advocate for more graduate student funding, TA allocations, and on a prospective co-op program for PhD students.

**Centre for Disease Control**  
**Faculty of Medicine**  
Summary of External Review: May 2023

**Key Findings of the Review Committee:**

- *“Our overall assessment is that UBC CDC is highly research productive. We would judge most of its research outputs to be nationally leading, with a subset being internationally leading. Staff and student morale appear to be generally high, despite the challenges and work pressure imposed by the SARS-CoV-2 pandemic”.*
- *Reviewers noted that relationships with UBC could be clearer and that we should boost engagement of UBC CDC staff and students with departments and schools. They also noted that while we benefit from being lodged within PHSA, projects and grants managed by the health authority are not as easy to track as those based in UBC accounts and systems. They noted that almost all the funding for scientists and faculty at UBCCDC comes from PHSA, that scientists so funded have little room for career advancement and that clinicians have no formal protected time. They urged further evolution of our strategic planning approach and ongoing efforts to involve Indigenous perspectives.*

**Key Recommendations of the Review Committee and Relevant Responses:**

1. *Opportunities for UBC CDC researchers and students to interact with colleagues in UBC Faculty of Medicine departments should be improved. This is particularly important for early-career researchers, who will benefit the most from the wider academic stimulus provided by engagement with the university departments.*
8. *PHSA: Career progression and salary enhancement opportunities for highly research productive BCCDC scientists employed by PHSA are limited, with most emphasis being placed on rewarding management responsibilities and service delivery.*
10. *UBC: As far as we could determine, very few UBC CDC faculty (i.e. assistant professor and above) are UBC-funded, or funded by external research fellowships (such as Canada Research Chairs). The large majority are either PHSA-funded via UBC or have adjunct appointments with UBC. While we understand the financial model of UBC FoM, we feel UBC needs to invest in new substantive academic appointments based at UBC CDC. This is required for UBC CDC to increase its proportion of internationally-leading research, to increase the interaction between UBC CDC and UBC FoM, and to secure leadership succession planning.*
4. *An integrated budget also showing PHSA- and UBC- held annual research spend (as compared with total grant award amounts) and staffing costs (broken down by academic, research and service percentage contributions) would give a much clearer picture of the scale and competitiveness of activity. Routinely generating such integrated financial summaries should also help in overall UBC CDC planning and management.*
5. *There would be benefits to a more formalized approach to strategy development, backed by governance and management structures which allow for strategy to inform future investment. If the goal is for UBC CDC to be world-leading in its research outputs then we note that focus is essential – choosing what areas not to pursue is as important as identifying priorities.*

12. *We recommend that dedicated funding tracks should be considered to enhance research addressing the public health needs of Indigenous communities, with Indigenous involvement in research initiatives. We would also recommend that UBC CDC develops a strategy for research actively involving Indigenous groups, with clear priorities and measurable performance goals and indicators.*

**Centre's Response to the Key Recommendations:**

Response to recommendation 1: We are pleased to encourage faculty members and students to attend core meetings and academic activities of their home department or school. We will charge our existing student engagement committee with the additional goal of engagement within the Faculty of Medicine. We will look to initiate regular meetings (twice yearly) with the leadership of key departments and schools to set goals and gauge progress.

Response to recommendation 8: Along with other research institutions at PHSA, we are actively reviewing scientist classifications with a view to rewarding research excellence and creating opportunities for career progression. Further, we need to make sure that scientists have administrative and operational support to facilitate success.

Response to recommendation 10: While we're aware of constraints to the Faculty budget, we are happy to work closely with the Dean's office and the School of Population and Public Health to define future hires that can build on our existing potential and assure succession of leadership. The faculty, its departments and schools benefit from a great deal of research activity and teaching from PHSA-funded faculty, and some reciprocity would help keep the effort sustainable. It may also be possible for UBC to help in terms of infrastructure. Our laboratory-based researchers have insufficient research space at present and could benefit from collaborative planning with UBC toward more research space.

Response to recommendation 4: We are confident that we can account for UBC-held funds. The challenge is the parallel tracking of grants and contracts awarded to PHSA/BCCDC as entities like the Federal Government often prefer to contract directly with the health authority. We launched a project earlier this year with BCCDC Operations. This should enable better explanation of the full scope of research funding but also clearer accountability on spend over time for accounts at PHSA.

Response to recommendation 5: We agree that articulation of research strategy is important. To date, we have done so by integrating strategic planning of research with strategic planning for our overall public health care mission, in the spirit of "Research is Care" and have benefited from advice from our External Research Advisory Committee. Moving forward, we can articulate a more focused research strategy by addressing priority actions that facilitate excellence across key domains.

Response to recommendation 12: While BCCDC is not a research funder, we have a moral imperative, professional duty, and legal obligation to redress the harms of the colonial system, particularly as it relates to the centre. PHSA's Mandate Letter states that advancing reconciliation with Indigenous Peoples is a priority. Our full response outlines initiatives positioning BCCDC with this recommendation and describes BCCDC research projects led or co-led by Indigenous people. We will play an active role in growing those described activities, becoming a welcoming and safe home for more Indigenous trainees and lifting up Indigenous researchers to leadership positions. We will make it a priority to engage with UBC, the BCCDC Foundation and other funding agencies around creating dedicated lines of funding.

**International Collaboration on Repair Discoveries  
Faculty of Medicine**

Summary of External Review: February 2023

**Key Findings of the Review Committee:**

- *ICORD is an outstanding multidisciplinary spinal cord injury (SCI)-focused unit with high productivity and strong international impact, as evidenced by consistent metrics. Together with partners such as Praxis, it has major impacts on the SCI field.*
- *ICORD continues to be a world-leading center for research in SCI. The review team believes there is a need for more granular mission planning and that there has been a significant dilution of the original focus on repair discoveries. Many entities are involved in understanding the interrelationships of ICORD: FOM, BCIP, VCHRI, RHF, and Praxis. However, understanding how they interconnect and influence strategic planning is a challenge.*
- *It does not seem that ICORD has yet translated many repair discoveries, although the contributions to significant themes in repair biology have been substantial. The new BME faculty materials scientist and cell biology recruits may help discover translatable therapeutics. A limited involvement of ICORD investigators in single-site or multisite randomized placebo control trials to bring therapies to the clinic was noted.*

**Key Recommendations of the Review Committee:**

*Recommendation 4: Take an ICORD therapeutic repair-restoration program from pre-clinical testing to clinical trial testing in the next five years. In the process, create a translation team that includes preclinical researchers guided by the requirements of regulatory cGMP and scale-up issues. Involve the appropriate clinicians and have weekly meetings throughout the translation time frame. Plan for suitable outcome measures at Phases 1 and 2 and envision how a larger-scale clinical trial could be configured and funded. Also, include significant rehabilitative components and neurophysiological endpoints if suitable.*

*Recommendation 5: Retain and strengthen the core repair (hard science) mission of ICORD and creatively facilitate the translation of discoveries.*

*Recommendation 9: Broaden the Neuroscience specific focus. Create a more extensive interaction with the Center for Brain Health and foster collaboration around relevant pathomechanisms across neurological problems.*

*Recommendation 11: Space. Relocate Digital Emergency Medicine to the sixth floor to reduce 3rd Floor congestion and interference with SCI clinical research. Devote the remainder of 6th floor space for ICORD use.*

*Recommendation 19: Strengthen the engagement of ICORD with public and private sectors, including partnerships with industry for commercialization and implementation of preclinical discoveries into observational and randomized clinical trials.*

*Recommendation 22: Can UBC increase the support of ICORD administration and office support? For example, a Grant Facilitator position has been lost at ICORD, which raises concerns with multicenter application production that is needed to target large-scale external funding. Is there VCH support for Blusson maintenance? RHF supports some administrative team members, and their funding is up to renewal. Overall, external funding is a concern for sustainable administrative positions at ICORD.*

**Response to the Key Recommendations:**

Response to recommendation 4: The reviewers recommend to “Take an ICORD therapeutic repair-restoration program from pre-clinical testing to clinical trial testing in the next 5 years.” What follows in the report can only be interpreted as an example what the MIAMI project did in the case of their Schwann cell trial (cGMP ect.) – which was a good lesson to the research world how involved a cell trial is from the regulatory perspectives. We do not agree that a cell transplantation program is the (only) route to repair. The inclusion of “significant rehabilitative components and neurophysiological endpoints if suitable” is certainly a good suggestion and circles back to 1b above (a PT-PhD in neuromodulation).

Response to recommendation 5: “Retain and strengthen the core repair (hard science) mission of ICORD” ... We like to be more careful with the language in this recommendation (“hard science”) it could create unnecessary schisms. Yet, we generally do not disagree that the core repair mission should be strengthened whereby the repair definition should not be as narrow as expressed under 4 (GMP, cells). Our participation in large consortium grant initiatives is only one testimony of our commitment to repair (DARPA, NFRF). Future strategic discussion will continue to take these considerations into consideration.

Response to recommendation 9: “Broaden the Neuroscience specific focus.” ... “Create more interactions with the DMCBH” We appreciate that comment and agree that this area could and should be expanded on; however the limited time during the interviews and limited space in our self-report did not provide much detail here for the benefit of the reviewers’ understanding of the collaborations under way.

Response to recommendation 11: “Relocate Digital Medicine to the 6th floor.” We have repeatedly requested such a move to accommodate our expanding clinical programs on floor 3 which has the ramp, as an emergency egress, an important feature as elevators can’t be used in cases of emergency and often break down.

Response to recommendation 19: “Strengthen the engagement of ICORD with public and private sectors, including partnerships with industry for commercialization and implementation of preclinical discoveries to observational and randomized clinical trials.” We agree that this an area for further expansion of what is currently ongoing in this direction (neuromodulation, NIRS monitoring, wheelchair and exercise machine designs, wound healing etc.). It is though hugely resource demanding and therefore needs to be on a case-by-case basis as the opportunities arise. Partnering with Praxis in its accelerate/incubate program is ongoing.

Response to recommendation 22: “ensure the Departmental positions of retiring ICORD PIs are not lost.” While ICORD is not in control of faculty positions (which as such no longer exist), we have been actively pursuing this issue in the past by joining forces with the Departments in Faculty Renewal Program applications. We have also been attracting new members in established positions to become members in ICORD. The renewal of our two (part-time) Zoology positions will be challenging as Zoology sees little value in supporting faculty in a Centre that was moved from Science to Medicine.

**Life Sciences Institute  
Faculty of Medicine**

Summary of External Review: January 2023

**Key Findings of the Review Committee:**

- *The LSI was founded in 2005 with a mandate to support globally competitive biological research, and is the largest Institute dedicated to fundamental life sciences research in Canada.*
- *The LSI's interdisciplinary environment is home to ~90 PIs from 13 departments (primarily FoM, FoS), and provides operational support and professionally run core facilities.*
- *The most significant challenge highlighted in the last external review was the need to decide if the LSI should be more than the 'sum of its parts', with its own scientific mission and identity. LSI's size and scope provide unique opportunities to create a world-leading life sciences research enterprise, which most stakeholders agree should be the goal.*
- *Key developments over the past five years include recruitment of Josef Penninger as Director in 2018. After bringing then Deputy Director Jim Johnson on board in 2021, this leadership team made significant progress in attracting new resources to the Institute and in generating excitement around a unifying vision. Progress includes: 1) developing a strategic plan; 2) expanding core facilities; 3) reorganizing into research focus teams emphasizing high impact problems and disease relevance; 4) creating the Biological Resilience Initiative (BRI), a unifying theme used to become a UBC GREx Institute; 5) securing the commitment of 6 new faculty positions and other resources.*

**Key Recommendations of the Review Committee** (recommendations addressed together are grouped):

- *1, 5, 6, 10, 15. That LSI build upon the Biological Resilience Initiative, leveraging additional funds through new collaborations, engagement of the private sector and philanthropic sources. That the University establishes and supports a higher profile for LSI to assist in awareness throughout the UBC community, including...provincial health authority institutions...hospital research centres, Academy of Translational Medicine...many unexploited synergies. That LSI faculty be invited to present to donors, to work with the advancement office to increase understanding of the work of the LSI.*
- *2, 3, 4. That clearer governance be established. A new governance model be explored similar to the School of Biomedical Engineering that provides a sustainable funding stream. That LSI leadership be given greater exposure to the Faculty and University leadership and advancement opportunities.*
- *7, 12. That LSI leadership be allocated proportional CFI application envelopes relative to Tri-Council share. Investment in grant preparation has been highly successful and should be expanded. Diversification of grant funding is encouraged...Collaborative studies between faculty members is ripe for doubling.*
- *8. That UBC review how LSI facilities fit into the overall University maintenance plan...before failures occur.*
- *9. That LSI negotiate with the Faculties of Science and Medicine for additional funding to subsidize extra-LSI users of the core facilities...departments should recognize the support their own faculty are enjoying.*
- *11. Access to tissues and tumour banks should be encouraged within the UBC system along with simplification of Material Transfer Agreements, ethical consent and data exchange.*
- *13, 14. Although most recruitment falls to the departments, it is important to ensure LSI representation on search committees. The overall environment for research at LSI is excellent but due to the nature of appointments and lack of resources, the LSI plays second fiddle to the departments. This could be rectified by at least doubling the central support budget which would benefit all faculty, staff and trainees.*

- 16. *Formal recognition of the roles of the LSI and the constituent departments with respect to trainee support should be established...potential roles for the LSI in technology training, interdisciplinary research and community and career building that no single department could achieve.*
- 17, 18. *Establish a trainee exchange or visiting fellow program [for] other campuses and afford access and training to technologies available at LSI...given significant the Indigenous population at the Northern BC campus [this would] greatly increase opportunities for Indigenous trainees. Establish new opportunities for Indigenous scholars and build relationships with researchers, especially in Northern BC but also in other areas, to directly encourage inclusion and participation of Indigenous and underrepresented populations in activities at LSI. To act and not rest upon the intent to increase diversity.*

#### **Response to the Key Recommendations:**

- 1, 5, 6, 10, 15. The BRI created an overarching vision for LSI research that is inclusive of all members, provides a “face” to the LSI, and has potential to nucleate this key topic within UBC and beyond. To fully leverage the potential of this initiative we need significantly more funding and increased profile. Fundraising efforts around Research Focus Teams are underway but will require more support from UBC’s fundraising apparatus.
- 2, 3, 4. It is critical that LSI leadership sit at the tables that matter to be able to control its own fate. We would like more frequent touchpoints with FoM, FoS, and UBC upper admin. The proposal to explore that the Biological Resilience Initiative (and parts of LSI) become a School is indeed very interesting because it allows such independence and control of its own fate within the current structures of UBC. Therefore, the School idea should be seriously advanced.
- 7, 12. LSI researchers bring in ~\$40 M/year and ~\$ 10 M/year in tri-council overheads, very little of which reaches the LSI. Receiving 50% of the Tri-Council share would finance most cores/initiatives, and allow LSI leadership to execute on the strategic plan. The envisioned Research Focus Teams are in part built to explore and expand into other resources. We are building in this area but need more financial support.
- 8. This is critical, as the building is getting old and needs new IT infrastructure, cooling/heating, etc.
- 9. The new LSI cores have democratized access to technologies that many PIs, especially ECRs, otherwise could not afford. Core facilities increase efficiency, prevent waste, and build community.
- 11. We agree. We have been doing this, but this could be markedly improved, in particular MTAs, ethics etc. which would promote interactions.
- 13, 14. We agree, LSI should not be just a real estate provider but actively involved in hiring. LSI has engaged Departments for the six BRI positions. This can be only solved if UBC leadership steps in, re-allocates tri-council overheads to LSI, and gives LSI leadership real powers in hiring, fundraising, etc. as was initially envisioned when LSI was created.
- 16. We agree. The cores can be used for training and community building that transcends departments. Career development workshops, grants/writing support, job fairs etc should be expanded. LSI could also lead in advancing the postdoctoral community. Student communities are already well integrated in the departments and there is no need to create parallel structures.
- 17, 18. Establishing new cores created an opportunity to develop such programs, increase awareness and reach out to other UBC campuses and Indigenous trainees. By design, our BRI GREx has potential to directly encourage inclusion and participation of Indigenous and underrepresented groups in LSI activities. This initiative was never properly executed because of inadequate funding but needs to be prioritized.

**Occupational Science and Occupational Therapy**  
**Faculty of Medicine**  
 Summary of External Review: November 2022

**Key Findings of the Review Committee:**

- *Since the last review, the team was impressed with advances and found all recommendations were addressed including:*
  - *addition of domestic and international seats, with associated faculty positions*
  - *strong relationships between the Department leadership and the Dean's office*
  - *strides in research mission and poised to meet its goals including a focus on partnerships*
  - *clinical community pleased with outreach activities and linkages with outside agencies*
  - *administrative staff are a well-functioning cohesiveness group*
  - *search for new department leadership; led to a strong, talented leader being hired*
- *The Department has built a strong international reputation in education and research.*
- *Current Department Head has a succession plan to mentor the next Department Head.*
- *OSOT is a thriving, forward-thinking unit with an outcome-focused strategic plan in alignment with the Faculty of Medicine (FOM) and UBC goals.*

**Key Recommendations of the Review Committee:**

2. *Establish an Associate Department Head role for the implementation, ongoing coordination, evaluation, and periodic accreditation of the distributed sites.*
3. *Build an evaluation plan in the short term that supports a responsive quality improvement process and in the longer term specific to the distributed learning model.*
4. *To support expansion, establish a plan to recruit sufficient fieldwork sites that considers incentives (supervisor remuneration), practitioners' wellbeing and strengthened funding for rural fieldwork.*
8. *To build on the successes of creating a JEDI culture (in admissions, faculty and staff hires; in transforming curriculum content), measure the impact in advancing teaching and learning.*
10. *Establish a strategy to support team cohesion across sites, build collaborations that support team effectiveness and a sense of belonging.*
11. *A review of space needs on the Vancouver campus including lecture hall to accommodate 150.*

**Response to the Key Recommendations:**

2. We agree that an *Associate Head, Expansion* is essential and is being recruited. This role will support accreditation of distributed sites; updating operational and academic policies, committee structure, organizational charts, program evaluation etc to include distributed sites; revising faculty workload guidelines; and 'listen and learn' together to address issues/develop solutions with distributed sites.
3. A *formative and summative evaluation plan* for our North sites began prior to the external review and was augmented in the months that followed the external reviews to May 2023.
  - In Spring 2022, implemented a multi-stakeholder formative and summative program evaluation that over 14 months had 12 evaluation points, including a valued pilot test in June 2022 with six

Vancouver students moving to the North for three weeks to test classrooms, labs and new conferencing technology. We then conducted a faculty survey focusing on preparation and perceptions of distributed teaching. We did mid-term surveys, informal discussions, end-of-term townhalls, and instructor reflections – all for “just-in-time” information. Collated data was presented back to faculty and students with an action plan for improvement.

- Formative touch-points will continue in 2023-2024.
  - Summative evaluation (course/SGT evaluations, National OT Certification Exam, and employer surveys, etc) as described in the MOT Program Evaluation Plan will continue.
4. In the last 5-7 years we had, on average, 60 offers of *fieldwork* not needed by UBC students. These were most often in non-urban locations. With expansion, however, these placements will be used by the UBC class and further placements will be required. The issue of:
- payment and other incentives for clinical educators will require a collaborative approach that includes the Dean’s Office, Ministry of Health, AVED, practitioners & UBC health professions.
  - funding for required rural fieldwork to support the often prohibitive costs, is now appearing in budgets. We have funding for 16 rural placements. However, we need to defray the cost of fieldwork for 64 such placements annually.
8. OSOT faculty have a strong value for inclusion that is reflected in the MOT curriculum and our research for many years. We are proud of this. Future actions include working with our EDI committee to develop a systematic approach and evaluation plan of JEDI initiatives.
10. We began hiring new faculty & staff in 2021 for the North. To *support team cohesion*, they came to Vancouver 1-2 times/month to shadow the curriculum and participate in lecturers, lab classes, experiential learning activities, and grading calibrations; and to participate in onboarding meetings where they met department staff, faculty and leadership, identify and met mentors, and participated in monthly Department Executive Council meetings, annual curriculum retreat, admissions interviews and work of committees. To understand cohesion and belonging among MOT students in Vancouver and North, we conducted a survey, 9 weeks (Nov 2022) into the launch of the MOT program in the North. Survey responses showed 86% of students felt a sense of belonging; 96% felt they had a community of peers to support their learning; and 94% felt they had support of the faculty. There was no difference between Vancouver & North. Overall, these data suggested a positive sense of belonging and support among students. Maintaining this will require attention and will include: further entrenching OSOT principles to enhance belonging and engagement of students, faculty and staff; and encourage engagement of representatives from all sites to participate in the OT Student Society, on OSOT committees, in departmental initiatives, and events.
11. Our *current space* on the UBC Point Grey campus in Vancouver is at capacity, limiting education and research goals. The need for a 150-person lecture theatre has been discussed with the FOM Director of Facilities. Developing this space is one piece of the plan that is in-keeping with supporting collaboration and a sense of belonging across sites.

**Vancouver Prostate Centre**  
**Faculty of Medicine**  
Summary of External Review: January 2023

**Key Findings of the Review Committee:**

- *The VPC has been extraordinarily successful as an internationally recognized translational research center as evidenced by impactful publications, peer-reviewed grants, and drug development. It has grown to over 200 researchers and staff members and serves as a rich training program for the next generation of prostate cancer researchers.*
- *With UBC tech transfer support, VPC investigators have been able to translate novel scientific discoveries directly to the clinic.*
- *The VPC mission aligns with the strategic plans of the Faculty of Medicine at UBC and its four pillars of education, research, organization, and partnership.*
- *While highly focused on prostate cancer, the VPC started to encompass other disciplines and has a new strategic initiative to expand into an Institute of Urologic Sciences.*

**Key Recommendations of the Review Committee:**

*Recommendation 1: Renewal of Director. This is a critical time for the Center as it embarks on a large campaign and plans for a possible transition towards an Institute, strongly built upon the current Director's vision and leadership as well as close relationships within the broader UBC/VCH network. Therefore, the Committee recommends renewal of Dr. Gleave for another term (or until a succession is planned) with a runway to enable close mentorship and successful transition of leadership. This succession plan should be developed within the next 2-3 years to ensure effective and timely replacement director(s) by the end of term.*

*Recommendation 2: Update Governance Structure. The Center has experienced rapid growth now with over 200 researchers and support staff. The Committee suggests formulation of an updated governance structure potentially with broader delegation of duties, such as additional roles to foster engagement and communication across the Center and with other stakeholders. This could include, for instance, an Associate Director of Faculty Development, Lab Operations Committee, and other positions or intermediate committees that report directly to the EC. In addition, the EC could be expanded to include early career researchers and include operations staff. This should assist in effective communication, both top-down and bottom-up. It will also potentially improve career development for some and give an opportunity to demonstrate better representation of women and minorities on these structures. UBC/VHRI members could also serve on the VPC advisory board to enhance communication and transparency as the center grows.*

*Recommendation 3: Faculty Development. Given the overall productivity of the VPC and its growth as a translational research center within UBC, the Committee recommends an evaluation of metrics that could facilitate the recognition and position of faculty within UBC and potentially increase the number of funded faculty through a fair and equitable process. This has improved with more F-slots and two CRC chairs since the last review, which enhanced morale and increased UBC presence in the center. Regardless of type of appointment (e.g., tenure, grant funded, partner), there should be a more formalized mentoring program so that all faculty members are aware of requirements for promotion and what steps are needed. For non-clinical faculty members (including partners), mentoring committees could have representation from other departments at UBC that could help identify opportunities such as teaching that are needed for promotion.*

***Recommendation 4: Critical Assessment of Current and Future Space Needs.** The current Center is physically at maximum capacity and requires additional space and renovations. This was a consistent issue brought up by faculty, trainees, and staff members. Resources should be identified in collaboration with VCHRI and UBC to optimize utilization of current space and identify new space opportunities in geographic proximity, as this will become even more of an issue as VPC seeks to expand.*

**Response to the Key Recommendations:**

**Response to recommendation 1:** I agree with the reviewers that succession planning is a key focus for the next 5 years as the Centre potentially evolves into an Institute of Urologic Sciences. This has been a major focus of the Executive. A successful CERC recruitment to fulfill this role did not turn out to be long term. Instead, we evolved our management structure as discussed under Recommendation 2 below. Going forward, our focus will be on identifying Co-Directors of laboratory and clinical research to share this leadership role. Formalization of plans for succession have been developed within the next two years and implemented within three years.

**Response to recommendation 2:** The VPC has evolved its governance structure over the past decade, from a three Co-Director leadership structure into a more corporate model, required and shaped by the CECR funding at VPC, with a single Executive Director supported by an executive committee of five scientists representing the cores of the Centre, along with a COO and CFO. This has worked well. The review committee does raise relevant suggestions to improve access of all members to leadership as the VPC has grown, and we agree that additional committees can be formed to broaden faculty and leadership development.

**Response to recommendation 3:** The review committee identifies a high per scientist grant funding, patent production, and publication output at the VPC. They highlight a discrepancy between this input, output and impact by VPC scientists and UBC-funded scientist salary support. This has been somewhat addressed with two recent CRC recruits and a clinician scientist funded position. However, the numbers of UBC supported scientists and clinician scientists continue to be low and disproportionate to the input/output/impact of the Centre. I look forward to working with UBC FoM to continue to track these metrics and look for opportunities to address these inequities. The review committee recommends a formalized mentoring program so that all faculty members are aware of requirements for promotion. There is an established mentoring program within the VPC and DUS, including a research advisory committee, which helps with both mentoring and selection of research opportunities for graduate, post-graduate, and post doctoral trainees. I will highlight the P&T process for early career faculty for inclusion within this committee.

**Response to recommendation 4:** The review committee highlights that the current Center is physically at maximum capacity and requires additional space and renovations. Resources should be identified in collaboration with VCHRI and UBC to optimize utilization of current space and identify new space opportunities in geographic proximity, as this will become even more of an issue as VPC seeks to expand. The leadership of VPC recognizes that space constraints are a barrier to ongoing growth and research productivity. The current space has been expanded in the past because of significant CFI awards and we have worked with leadership within the Faculty of Medicine (FoM) to look at ongoing expansion into dry lab space within the Robert Ho Research Centre to help support our growing computational needs. The leadership of VPC continues to look forward to working with the FoM in this regard.

**Faculty of Science**  
Summary of External Review: April 2023

**Key Findings of the Review Committee:**

- *The Faculty is a large and multi-faceted organization that collaborates well with other Faculties. The Associate and Assistant Deans work well with the Dean and are appropriate in number to the size and complexity of the Faculty, in addition to being gender diverse.*
- *The undergraduate students who met with the committee expressed high satisfaction with their experience. The Graduate students interviewed expressed concerns, such as salary amounts, the extra cost of exceeding four years to complete theses, and mentor relationships.*
- *The Faculty is actively working to increase gender and racial diversity in faculty hiring, but as with most such faculties in North America, more work is needed.*
- *The Faculty has an excellent and deserved international research reputation, and faculty members have won numerous prestigious national and international recognitions. There is strong interdisciplinary activity within the Faculty and with other Faculties. Support for facilitating new projects is strong within the faculty and from the VPRI office. Funding is a concern.*
- *The faculty faces significant challenges regarding the condition of some of its most important facilities, especially for undergraduate education. Addressing this is critical for both the faculty and the institution to meet the fast-growing needs of STEM.*
- *Enhancing communication from the Dean's office to the departments was identified as an area for improvement.*
- *The review committee was impressed with the dedication and excellence of the Educational leadership faculty who indicated that they felt respected and supported and are eager to be more fully integrated into the faculty's governance.*
- *The Faculty demonstrates its commitment to outreach and engagement with programs such as Science 101 that engages the Downtown Eastside community and plays an important role in opening the campus to people who have been traditionally excluded from the benefits of higher education.*

**Key Recommendations of the Review Committee:**

- *Address graduate student support, including but not limited to salary issues. Graduate students should be made more aware of the Ombuds office and its services.*
- *Increase transparency in communications between layers of faculty leadership, especially around budgeting and development of complex projects.*
- *Work strategically to build robust and innovative research partnerships with special attention given to models of industrial affiliation.*
- *Prioritize urgent infrastructure needs, especially for the Chemistry and Math buildings.*

**Faculty Response:**

- The Faculty and Departments are strongly committed to increasing graduate stipends. At present, this effort awaits a ruling on the proposed union for graduate research assistants. The Faculty and Department Heads will look into ways we might address variations in graduate student support between departments, and within departments, and provide more clarity to our graduate students and their advisors. We will periodically inform our graduate students and postdocs about the Ombudsperson, and alert that office that periodic outreach is desirable.

- The decentralized nature of the Faculty makes strong communications of utmost importance, and we work constantly to improve communications. We feel the day-to-day operational issues are effective. As the reviewers note, we are in an environment of constant change so it is an ongoing process to work on the flow of information that is two-way. We have added the position of Director of Strategic Projects who is charged with being a liaison between the units and the Dean's Office. It is critical to increasingly engage faculty and staff in discussions of faculty direction and strategy, to develop a shared sense of priorities and underlying values within the Faculty that will inform their implementation. We will continue to hone our presentations about budget and planning, to be sure they are clear and focussed.
- The Faculty will continue to work closely with the Vice-President Research & Innovation Office to seek out new opportunities and contacts for research partnerships. Judging from the number of patents and IP licences, Science faculty have been quite successful in translating their research into industrial applications and new companies, particularly in the key areas of biotechnology, mining, chemistry and quantum technology. We agree with the reviewers' suggestion to increase the support that we provide to help researchers build industrial partnerships. The Faculty has recently put in place an Executive Director of Corporate Innovation and Collaboration.
- Our top priority for infrastructure is to continue and accelerate efforts to build a new Chemistry Teaching and Research complex. We will intensify our advocacy work with the provincial government and other stakeholders who benefit most from the growth in UBC STEM graduates. It is our aim to advance this project to Exec 3 and Board 1 in the coming year. These steps will require UBC to secure commitments from the province to partner in the construction of these critical teaching and research buildings, and subsequently, the replacement of the Math Complex.

**Department of Botany**  
**Faculty of Science**  
Summary of External Review: April 2023

**Key Findings/Highlights of the Review Committee:**

- *Botany is an outstanding department with regard to both research and teaching missions that continue to build on a long history of excellence.*
- *Botany also has excellent infrastructure and facilities and makes good use of their space.*
- *Botany's graduate and postdoctoral training is hampered by low stipends and salaries, a widespread problem at UBC.*
- *The depletion of research faculty ranks in Botany is leading to challenges in fulfilling the teaching mission and maintaining the diverse research expertise of the department.*

**Key Recommendations of the Review Committee:**

*For the Department:*

- *Maintain exceptional level of undergraduate teaching via faculty recruitment in target areas in which the department's teaching is currently over-extended.*
- *Consider taking measures to reduce the time to graduate degree completion, especially in the M.Sc. program.*
- *Some of the above recommendations will require new faculty hires, which is clearly a top priority for the Botany Department moving forward.*

*For University Administration:*

- *Review methods for accounting for departmental teaching effort and workload in courses with significant lab or field components, not just lectures, and ensure equitable accounting for faculty workload across units.*

**Department's Response:**

*For the Department:*

- The recent support of Dean Aronson for the new cluster hire affords us the opportunity to be forward-thinking and develop longer-term strategies for both research and teaching endeavours. We will pursue several new faculty hires: a replacement in mycology to replace a faculty member who is retiring in 2024; an expert in Indigenous botanical knowledge, which was proposed to be a joint hire with Forestry; and a cluster hire of three new plant cell and molecular faculty in the general area of Food Security and Plant Resilience (a future direction for the department). Currently, the Head is working with the Dean of Land and Food Systems and Director of the Michael Smith Laboratories to develop a campus vision for the area of Food Security, and maximize the University's effort in the area, where Botany will be a major player, if not the leader. We believe we can participate in, and be a leader in one of next grand challenges in plant biology—how to feed a growing global population on less arable land, in the face of a rapidly changing climate—and we plan to work closely with colleagues in LFS, MSL, and Forestry to usher in this vision.
- Reducing the time to completion, is indeed something attainable and something the department has discussed in the past, and will attempt to address in the future. A possible mechanism is to reduce the course requirement necessary for MSc students, thus permitting students to put more time towards prioritizing their research projects earlier in their degrees.

For University Administration:

We recognize the massive workload of teaching in the large Introductory Biology courses, especially in the area of course coordination and are actively working to implement a suggestion of Dean Aronson's, to find ways that staff can support course coordinators. Our recent hire of a Manager in the Biology Program (a new position) is one step in this direction.

**Department of Theatre and Film****Faculty of Arts****Summary of External Review: March 2022****Key Findings of the Review Committee:**

- *The Department is still struggling with some of the structural/ infrastructural challenges identified in the last external review.*
- *There is a lot of good will in the Department, but the different areas still seem to function as separate units. Each unit or program needs to better communicate with other units/ programs for change to happen.*

**Key Recommendations of the Review Committee:*****Geography***

- *Buildings need to be renovated and repaired for safety and accessibility; Faculty and staff should be in the same building to encourage a sense of community.*

***Governance***

- *Changes in the current administrative structure to include one Head and three Associate Heads.*
- *Establish a committee to ensure clarity, transparency and equity in workloads and to address gender imbalances in administration and leadership.*

***Curriculum***

- *A more robust Bachelor of Fine Arts (BFA) with multiple concentrations*
- *Creation of a Student Handbook to guide Undergraduate and Graduate Students through their respective programs*

**Department's Response:**

- Consolidation of the Department's faculty to evolve the Theatre and Film "Brand" for 2023 and beyond including major curriculum and program review.
- Centering equity concerns, particularly the gender imbalances in leadership.
- Creation of an Associate Head position.
- Establish a robust communication system to ensure stronger connections between faculty and programs to build a collegial Departmental culture.
- Increase internal and external funding for faculty and graduate students.

**Faculty Response:**

- The Dean *Pro Tem*, Associate Dean Academic, and Associate Dean of Equity, Innovation and Strategy met with the Department to identify main priorities moving forward and to discuss ways of improving the governance structure and the culture of collegiality in the Department
- The Department might work with the Associate Dean of Equity, Innovation, and Strategy to address questions around gender equity.
- The Faculty can work with the Department to find ways to upgrade equipment and to plan buildings for safety and accessibility reasons.

## Centre for Applied Ethics

### Faculty of Medicine

Summary of External Review: February 2022

#### **Key Findings of the Review Committee**

*Given the invitation to be bold, we adopted a four-part framework for our deliberations:*

- *First, we considered the role of UBC as a prominent public university in British Columbia and Canada and what should be expected of such a university with a core academic mission of teaching, research, and service.*
- *Second, we considered what it would require for UBC to realize the vision of leadership and impact expressed so articulately by a UBC alumnus in the UBC 2018-2028 Strategic Plan.*
- *Third, we considered what a university centre for applied ethics, like the CAE, might look like if it were designed today given the daunting suite of 21<sup>st</sup> century challenges, for which innovative thinking, rigorous analysis, creative partnerships, novel solutions, and practical guidance are needed locally and globally.*
- *Finally, we considered how well the CAE is currently positioned to establish UBC as a global leader in applied ethics and what steps the university would need to take to ensure this type of global leadership could be achieved and sustained.*

#### **Key Recommendations of the Review Committee:**

*As one senior UBC administrator told us: “[the CAE] should be one of the most important centres at the university.” It is clear from our review that the status quo is not an option for the CAE. Rather, we believe that what is needed is a fundamental recognition of applied ethics as constitutive of and essential to UBC’s strategy as a global public university and its commitment to “foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world”.*

*The UBC should engage in a comprehensive strategic planning process, led by the Faculty of Medicine and the Provost’s Office, to re-imagine a world-leading Centre for Applied Ethics for the 21st century at UBC. In addition, we encourage the Faculty of Medicine and SPPH to:*

*Provide dedicated administrative support for the CAE day-to-day operations.*

- *Support the CAE to develop an interim Academic and Business Plan to provide continuity and stability for the centre during the process of strategic renewal.*

#### **Response to the Key Recommendations:**

CAE faculty also lead in the way that applied ethics is done. This typically involves building collaborative relationships with practitioners and “end users” in the areas we study, such as patients and research subjects, and engaging in translational activities with clinicians, technologists, lawyers, policy makers, and business and practice leaders. We have longstanding experience and leadership in creating research that is inclusive and rigorous.

Another strength of CAE—and opportunity for growth—lies in our capacity to bring people together from across both UBC campuses and from society more broadly to address the “wicked” ethical problems that cut across traditional areas of study. In addition to carrying out our own research projects, CAE helps increase the research capacity of the university by advancing the ethical lens, capability and strength of people who are conducting the university’s research.

The external report has identified several weaknesses of CAE. They note that the Centre's external reputation has diminished over time. I agree with this overall assessment, largely because the Centre held a high status as a pioneer in applied ethics, especially within the Canadian context. I will note, though, that the expertise of each of the review committee members was limited to one subfield in applied ethics (health ethics, broadly construed), and that they overlooked the current scholarly reputation of the Centre in other areas, e.g. ethics related to science and business. That being said, there are definitely areas in need of improvement, such as the need to give the CAE "brand" a more prominent profile both at UBC and in the wider academic community. I see two responses here, which could be pursued concurrently. One route, is to leverage CAE's place within SPPH, and to position ourselves as a leader in Global Health and Public Health Ethics. Importantly, this would involve a change in emphasis and branding, but would need to be done in a way that would not alter the fundamental mission of CAE.

A second route would be to use CAE's (and as the external reviewers pointed out, my own) convening power to gather the many ethicists across the UBC faculties and partner institutions to discuss our collective will to establish a greater external profile for "Ethics at UBC", and if that collective will exists, to discuss ways that CAE could lead an effort to achieve it. With the above in mind, we propose using Centre endowment funds to hire a CAE administrator (likely part-time), whose primary responsibilities would include (a) fostering connections and collaborations among CAE faculty, across UBC, and across society with health authorities, professional associations, governments, etc., (b) managing external communications—including by producing a newsletter and an annual report, and by refreshing the Centre's website, and (c) coordinating collaborative grant proposals. We also aim to continue our practice of bringing in postdoctoral fellows who, in the recent past, have created connections across UBC leading to successful grant proposals.

We accept that there should be a strategic assessment of the opportunities of CAE within UBC. It is critical, however, that this review be conducted by specialists in applied ethics from across the university, and from our partner institutions such as the health authorities, the School of Public Policy and Global Affairs, and the Dhillon Centre for Business Ethics.

I strongly recommend that the Chair of this strategic review be a senior applied ethicist at UBC who has research interests in areas that intersect with health, but also has expertise and interests that cover the range of the Centre's activities. I would recommend we establish a standing advisory committee to CAE, also led by a senior applied ethicist at UBC with expertise and interests that span widely across fields of applied ethics.

We also agree with the external reviewers that CAE can only fulfill its potential through increased institutional support. At a minimum, this will include allowing CAE to hire a tenure stream position in applied ethics. If the approval is not immediate, then it would make sense to consult with the proposed advisory committee to hire in an area that best meets the strategic needs of CAE, as identified through the strategic review process.