



Vancouver Senate
SENATE ORIENTATION SESSION 3
EXECUTIVE PORTOLIO PRESENTATIONS
WEDNESDAY, 20 SEPTEMBER 2023
5:00 P.M to 6:30 P.M.
LSC 1003 and VIA REMOTE ATTENDANCE

1. Welcome – Mr Christopher Eaton, Clerk to the Senates

5:00-5:05 pm

2. Office of the University Counsel – Mr Mark Crosbie, Associate University Counsel

5:05-5:20 pm

3. Office of the Vice-President Students – Dr Ainsley Carry

5:20-5:35 pm

4. Office of the Vice-President Finance & Operations – Mr Frank Laezza

5:35-5:50 pm

5. Office of the Vice-President Research & Innovation – Dr Gail Murphy

5:50-6:05 pm

6. Office of the Vice-President Academic & Provost – Dr Gage Averill

6:05-6:20 pm

7. Enrolment Planning – Ms Rella Ng, Dr Bushan Gopaluni and Mr Sam Saini

6:20-6:30 pm



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

WEDNESDAY, 20 SEPTEMBER 2023

6:30 P.M or at completion of portfolio presentations

LSC 1003 and VIA REMOTE ATTENDANCE

1. **Welcome** – Dr Deborah Buszard (information)
2. **Senate Membership**
 - a. 2023-2026 Senate Membership – Ms Rella Ng (information) (docket pages 5-6)
 - b. Senate Nominating Committee Membership – Mr Christopher Eaton

As per the Rules and Procedures of Senate, the following Senators have been nominated:

Dr Charles Menzies, Faculty Member, Arts

Dr John H.V. Gilbert, Convocation Member

Dr Paul G. Harrison, Convocation Member

Mr Kevin Doering, Convocation Member – Nomination declined

The Nominating Committee presently has 8 vacancies for non-student members of Senate, with two of those vacancies to be filled by non-faculty members of Senate. A call for additional nominees will be made under this agenda item and an election will occur if needed.

3. **Minutes of the Meetings of 17 May 2023 – Dr Deborah Buszard** (approval)
(docket pages 7-61)
4. **Business Arising from the Minutes – Dr Deborah Buszard** (information)
5. **Remarks from the Chair and Related Questions – Dr Deborah Buszard**
(information)
6. **From the Board of Governors – Dr Deborah Buszard (information)** Confirmation
that material from the following meetings as approved by Senate were subsequently
approved by the Board of Governors as required under the *University Act*
(information):

April 2023



Curriculum: Curriculum proposals from the Faculties of Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, and Medicine), and Pharmaceutical Sciences as recommended by the Vancouver Senate Curriculum Committee

New Programs: New Graduate Diploma in Pharmacy Leadership from the Faculty of Graduate and Postdoctoral Studies (Pharmaceutical Sciences) as jointly recommended by the Vancouver Senate Curriculum Committee and Vancouver Senate Admissions Committee

Awards: new and revised awards

May 2023

Curriculum: Curriculum proposals from the Faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Education, Forestry, and Science), Medicine, Pharmaceutical Sciences, and Science as recommended by the Vancouver Senate Curriculum Committee

New Programs: From the Faculties of Applied Science, Arts, and Graduate and Postdoctoral Studies (Applied Science and Science) as jointly recommended by the Vancouver Senate Curriculum Committee and Vancouver Senate Admissions Committee

Awards: New and revised awards

7. Candidates for Degrees - Dr Deborah Buszard (approval)

The list of seven candidates, as approved by the faculties is available for advance inspection at the Senate office and is available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees as recommended by the faculties of Applied Science, Arts, Commerce and Business Administration, and Graduate and Postdoctoral Studies, be granted the degree for which they were recommended, effective September 2023 or November 2013 as listed, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.*

*Six of the degrees are recommended to be granted immediately, while one, a doctor of philosophy, is proposed to be granted effective November 2013.



8. Joint Reports of the Admissions and Curriculum Committees – Dr Claudia Krebs

- a. Revisions to the Bachelor of Science in Food and Resource Economics (ratification) (docket pages 62-47)
- b. New Program: Major in Data Analytics, in the Bachelor of Science in Food and Resource Economics (ratification)
- c. New Program: Major in Business and Markets, in the Bachelor of Science in Food and Resource Economics (ratification)

9. Admissions Committee – Prof. Carol Jaeger

Revisions to the Admission Requirements and Establishment of Distributed Sites for the Master of Physical Therapy (ratification) (docket pages 148-162)

10. Curriculum Committee – Dr Claudia Krebs

Ratification of Material Approved in the Summer (ratification) (docket page 163-210)

11. Nominating Committee – Dr Paul Harrison

Appointments to Senate Committees and Council of Senates Committees (approval) (docket pages 211-213)

12. Tributes Committee – John H. V. Gilbert

- a. Memorial Minute for Dr Robert Lowe (approval) docket pages 214-215)
- b. Memorial Minute for Dr John Hugh McNeill (approval) (docket pages 216-217)
- c. Revision to Emeritus Appointments (approval) (docket pages 218)

13. Report from the Provost – Dr Gage Averill

- a. Renaming of the James Hogg Research Centre to the Centre for Heart Lung Innovation (approval) (docket pages 219-224)
- b. Update on International Partnerships (information)

14. Report from the Registrar – Ms Rella Ng

2023-2026 Triennial Election Results (continued) (information) (docket pages 215-216)

15. Other Business

Reception to follow in the LSC Atrium following the meeting.

Senate Membership 2023-2026 (as of 1 September 2023)

Ex Officio

- Chancellor (The Hon. Steven L. Point)
- Acting President, Chair (Dr. Deborah Buszard)
- Vice-President, Academic (Dr. Gage Averill)

Deans of Faculties

- Dr. James Olson, Applied Science
- Dr. Clare Crowston, Arts
- Dr. Darren Dahl, Commerce and Business Administration
- Dr. Andrea Esteves, Dentistry, *Pro Tem*.
- Dr. Jan Hare, Education, *Pro Tem*.
- Dr. Robert Kozak, Forestry
- Dr. Susan Porter, Graduate and Postdoctoral Studies
- Dr. Rickey Yada, Land and Food Systems
- Dr. Dermot Kelleher, Medicine
- Prof. Ngai Pindell, Peter A. Allard School of Law
- Dr. Larry Lynd, Pharmaceutical Sciences, *Pro Tem*.
- Dr. Meigan Aronson, Science

Chief Librarian

- Dr. Susan Parker, University Librarian

Director of Continuing Education

- Dr. Christina Hendricks, *Pro Tem*.

Representatives of the Faculty of Applied Science

- Dr. Agnes d'Entremont, Associate Professor of Teaching
- Dr. Sathish Gopalakrishnan, Associate Professor

Representatives of the Faculty of Arts

- Dr. Marina Adshade, Assistant Professor of Teaching
- Dr. C. W. Marshall, Professor

Representatives of the Faculty of Commerce and Business Administration

- Dr. Adlai Fisher, Professor
- Dr. Kin Lo, Associate Professor

Representatives of the Faculty of Dentistry

- Dr. Nancy Ford, Associate Professor
- Dr. Chris Overall, Professor

Representatives of the Faculty of Education

- Dr. Shannon Bredin, Associate Professor
- Dr. Guy Faulkner, Professor

Representatives of the Faculty of Forestry

- Dr. Julie Cool, Associate Professor
- Dr. Chunping Dai, Associate Professor

Representatives of the Faculty of Graduate and Postdoctoral Studies

- Dr. Steven Pelech, Professor
- Dr. HsingChi von Bergmann, Professor

Representatives of the Faculty of Land and Food Systems

- Dr. Sue Grayston, Professor
- Dr. Anubhav Pratap-Singh, Associate Professor

Representatives of the Allard School of Law

- Dr. Brenna Bhandar, Associate Professor
- Dr. Benjamin Goold, Professor

Representatives of the Faculty of Medicine

- Dr. Bruce Forster, Professor
- Dr. Wendy Norman, Professor

Representatives of the Faculty of Pharmaceutical Sciences

- Dr. Fawziah Lalji, Professor
- Dr. Ingrid Price, Associate Professor of Teaching

Representatives of the Faculty of Science

- Dr. Mark MacLachlan, Professor
- Mrs. Karen Smith, Lecturer

Representatives of the Joint Faculties

- Dr. Elisa Baniassad, Professor of Teaching, Faculty of Science
- Dr. Ben Britton, Associate Professor, Faculty of Applied Science
- Dr. Peter Englezos, Professor, Faculty of Applied Science
- Dr. Susan Forwell, Professor, Faculty of Medicine
- Dr. Joanne Fox, Professor of Teaching, Faculty of Science
- Dr. André Ivanov, Professor, Faculty of Applied Science
- Dr. Emily Jenkins, Associate Professor, Faculty of Applied Science
- Dr. Suzie Lavallee, Professor of Teaching, Faculty of Forestry
- Dr. Charles Menzies, Professor, Faculty of Arts
- Dr. Catherine D. Rawn, Professor of Teaching, Faculty of Arts
- Dr. Santokh Singh, Professor of Teaching, Faculty of Science
- Dr. Jackie Stewart, Professor of Teaching, Faculty of Science

Representatives of the Convocation

- Francis Andrew
- Lawrence Burr
- Kevin Doering
- Andrea Dulay
- John Gilbert
- Paul Harrison
- Rob Kim
- Stewart McGillivray
- Jenny Phelps
- Mitchell Prost
- Richard Spencer
- Austin Uzama

Elected Representative of the Professional Librarians

- Mr. George Tsiakos, Head, Law Library

Representatives of Affiliated Colleges

- Rev. Dr. Colin Godwin, Carey Theological College
- Dr. Jeffrey Greenman, President, Regent College
- Dr. Gerry Turcotte, St. Mark's College
- Rev. Dr. Richard Topping, Principal, Vancouver School of Theology

Student Representatives

(Term from April 1, 2022 to March 31, 2023 except for Education which is from October 1 to September 30 of each year. One representative elected from each faculty, two from the Faculty of Graduate and Postdoctoral Studies, and five members at-large.)

Representative of the Students of the Faculty of Applied Science

- Laia Shpeller

Representative of the Students of the Faculty of Arts

- Ian Caguiat

Representative of the Students of the Faculty of Commerce and Business Administration

- Hubaib Amin

Representative of the Students of the Faculty of Dentistry

- Alex Mitchell

Representative of the Students of the Faculty of Education

- Holly Patraschuk

Representative of the Students of the Faculty of Forestry

- Xiutong Tony Jiang

Representatives of the Students of the Faculty of Graduate and Postdoctoral Studies

- Samuel Kenston
- Siddharth Rout

Representative of the Students of the Faculty of Land and Food Systems

- Joseph Al Rahmani

Representative of the Students of the Allard School of Law

- Kai Rogers

Representative of the Students of the Faculty of Medicine

- Amy Wang

Representative of the Students of the Faculty of Pharmaceutical Sciences

- David Qi

Representative of the Students of the Faculty of Science

- Katherine Feng

Representatives of the Students At-Large

- Kareem Hassib
- Mathew Ho
- Kamil Kanji
- Davey Li
- Sultana Razia

VANCOUVER SENATE
MINUTES OF 17 MAY 2023

Attendance

Present: K. Kanji (Vice-Chair) R. Ng (Secretary), J. Al Rahmani, H. Amin, F. Andrew, G. Averill, S. Bates, L. Burr, I. Caguiat, A. Dulay, P. Englezos, G. Faulkner, K. Feng, A. Fisher, N. Ford, S. Forwell, J. Fox, J. Gilbert, S. Gopalakrishnan, P. Harrison, K. Hassib, M. Ho, X. T. Jiang, R. Kozak, C. Krebs, M. Kuus, D. Li, S. Matsui, C. Menzies, S. Nicolaou, J. Olson, H. Patraschuk, S. Pelech, N. Pindell, S. Porter, A. Pratap-Singh, S. Razia, A. Scott, L. Shpeller, A. Singh, K. Smith, R. Spencer, Jac. Stewart, S. Thorne, R. Topping, G. Tsiakos, G. Turcott, A. Wang, H. von Bergmann, H. Zerrieffi

Regrets: President D. Buszard (Chair), M. Aronson, R. Boushel, J. Bulkan, V. Chitnev, A. Collier, M. Coughtrie, C. Crowston, D. Dahl, J. Dierkes, B. Fischer, C. Godwin, D. Goyal, S. Grayston, J. Greenman, A. Grieg, J. Hare, A. Ivanov, C. Jaeger, K. Khosla, K. Lo, M. MacDougall, M. MacPhee, C. W. Marshall, A. Mitchell, B. Nguyen, S. Parker, S. L. Point, I. Price, M. Quayle, K. Rogers, S. Rout, Jam. Stewart, M. Stewart, A. Uzama, R. Yada, A. Zhao

Clerk: A. Breen

Guests: S. Burk, A. East, M. Murray, C. Kam

Call to Order and Territorial Acknowledgement

Senator Kanji, Vice-Chair of Senate, called the ninth regular meeting of the Senate for the 2022/2023 academic year to order at 6:08 pm.

Senate Membership**Student Members**

The Registrar, Ms. Rella Ng, welcomed a new incoming student Senator serving on Vancouver Senate from 1 April 2023 until 31 March 2024 and thereafter until replaced.

- Amy Wang, Faculty of Medicine

Nominating Committee – Student Members

As a result of the call for nominations issued last month, Kamil Kanji and Laia Shpeller are acclaimed as elected to the Senate Nominating Committee until 31 March 2024 and thereafter until replaced.

Nominating Committee – Faculty Representative and Convocation Member

As a result of the call for nominations issued last month, Dr. John Gilbert has been elected as the Convocation representative on the Senate Nominating Committee.

Vice-Chair of Senate

As a result of the call for nominations issued last month, Kamil Kanji is acclaimed as elected as Vice-Chair of the Senate for a term of no more than one (1) year, effective 1 May 2023, pursuant to Section 37(1)(a) of the *University Act*.

Minutes of the Meeting of 19 April 2023

Hisham Zerriffi
Gerry Turcotte

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That the Minutes of 19 April 2023 be adopted as corrected

Correction: Senator Hassib was present.

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| Approved as corrected. |
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Report from Presidential Search Committee

On behalf of the Chancellor and Chair of the Presidential Search Committee, Senator Kozak presented a brief update. Senator Kozak stated that the Committee met on 5 May 2023 and noted that the search has generated much interest in the position and that the Search Committee continues to receive applications and is in the process of reviewing candidates. Long list and short list interviews are scheduled for June and July.

Expression of Thanks to 2020-2023 Members of Senate

The Vice-Chair expressed his gratitude to senators for their service over the triennium, noting that their contributions and service are invaluable and critical to the University.

While the Chair could not be in attendance, President Buszard sent a message of thanks to outgoing Senators, which was shared by the Vice-Chair at the President's request:

“Although I cannot join you for tonight’s meeting, I would like to express my gratitude to those Senators for whom this will be their last meeting. Thank you for your service to the Senate and to UBC: Veta Chitnev, Alison Greig, Savvas Nicolaou, Sally Thorne, Maura MacPhee, Merje Kuus, Robert Boushel, Guy Faulkner, Janette Bulkan, Hisham Zerriffi, Julian Dierkes, James Stewart, Claudia Krebs, Alex Scott, Abby Collier, Benjamin Fischer, Haymen Leong, Mike Stewart, Matthew Tan, and Angela Zhao. Next week we begin graduation ceremonies at UBC Vancouver. I would like to thank all members of Senate who will be participating in the ceremonies and also extend my thanks to all the volunteers and staff who help make this occasion so successful. And of course, congratulations to all those who are graduating; UBC is proud of you.”

Candidates for Degrees

The Vice-Chair of Senate called for the following motion:

Kamil Kanji
Sathish Gopalakrishnan }

That the candidates for degrees and diplomas as recommended by the Faculties be granted the degrees or diplomas for which they are recommended, effective 17 May 2023, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.

Approved

NB: Senator Ho abstained.

Council of Senates Budget Committee

The Chair of the Vancouver Sub-committee, Dr. Sue Forwell, presented.

ANNUAL REPORT OF THE VANCOUVER SUB-COMMITTEE

Senator Forwell noted that the committee is consulted by the Provost and Vice President Academic, the Vice President of Finance and Operations, the Comptroller, the Executive Director of Academic Initiatives, and the Office of the Provost and provides feedback and guidance on budget planning and priorities, facilities, capital planning, the President's Academic Excellence Initiative, UBC Campus Vision 2050, etc.

Senator Forwell thanked the University administration for working diligently with the Committee and providing information upon request over the course of the year.

Senator Menzies asked if there is any decision making or recommendations voted on by Committee, or whether its work is mostly consultative.

Senator Forwell responded that the Committee is primarily consultative but can bring forward issues or concerns, particularly related to capital, buildings, and how they are ranked or prioritized.

Academic Building Needs Committee

The Chair of the Academic Building Needs Committee, Laia Shpeller, presented.

ANNUAL REPORT

Senator Shpeller thanked Committee members, staff, and Michael Jud for support during the year.

Since its last report to Senate, the Committee continued its consultations on University initiatives, such as Campus Vision, capital planning, and capital fundraising. Consultations for specific proposals were done through the Property and Planning Advisory Committee (PPAC), which is a separate entity whose membership includes all members of the Academic Building Needs Committee. In addition to general activities, in response to the Triennial Review and concerns regarding the Committee's mandate, the Committee carefully considered its scope, activities and following consultations throughout the year, during the year. As a result, the Committee made a recommendation to the Nominating Committee that it be reconfigured to more closely resemble the Okanagan Senate's Academic Building Needs Committee. Senator Shpeller noted that the Nominating Committee will make this recommendation to Senate as part of the 2020-2023 Triennial Review Report.

Academic Policy Committee

Senator Spencer presented on behalf of the Chair of the Academic Policy Committee, Dr. Kin Lo.

AMENDMENTS TO POLICY GA-6: NAMING POLICY

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| Richard Spencer | } | <i>That the Senate approve amendments to Policy GA-6: Naming Policy.</i> |
| Susan Forwell | | |

Senator Spencer stated there has been extensive consultation on the proposed amendments, and that changes are outlined in the docket provided. He asked that Senate recognize Matthew Murray from the Office of the University Counsel and Andrea East (external counsel) to address any questions or concerns senators may have.

Senator von Bergmann noted a recent issue relate to the Trudeau Foundations at McGill University, and asked if UBC has any foundation that the Senate should be aware of as a possible source of questionable donations, similar to the incident at McGill University.

The Senate recognized Matthew Murray, who responded that this is not explicitly part of the Naming Policy, but that donations are reviewed by UBC's Office of Development and Alumni Engagement. There is a donor due diligence process for all donations and that the issues raised by Senator von Bergmann would normally be captured in that vetting process.

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| Approved |
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BACHELOR OF INTERNATIONAL ECONOMICS: ACADEMIC REGULATIONS

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| Richard Spencer | } | <i>That the Senate approve amendments to the academic regulations with respect to attendance and</i> |
| Hisham Zerriffi | | |

the use of email communication for the Bachelor of International Economics in the Vancouver School of Economics in the Faculty of Arts.

Senator Spencer stated that the changes are relatively straightforward. There was some discussion in the Committee regarding attendance requirements, but the Committee generally found the amendments to be reasonable and relatively minor changes.

Approved

BACHELOR OF APPLIED SCIENCE: ACADEMIC REGULATIONS

Richard Spencer
Sathish
Gopalakrishnan

} *That the Senate approve amendments to the academic regulations with respect to academic standings and academic achievement designations for the Faculty of Applied Science.*

Senator Spencer stated these changes are to bring the designations in the Faculty into alignment with Workday. There is a new designation of Dean Scholar, and the designations Dean's Honour List is now changed to Dean's List. There are also some changes to Standing Deferred.

Approved

FACULTY OF FORESTRY: ACADEMIC REGULATIONS

Richard Spencer
Robert Kozak

} *That the Senate approve amendments to the academic regulations with respect to academic achievement designations for the Faculty of Forestry.*

Senator Spencer stated that these changes are to align the designations in Workday. There is a new designation of Dean Scholar, and the designations Dean's Honour List is changed to Dean's List.

Approved

Admissions Committee

Senator Krebs presented on behalf of the Chair of the Admissions Committee, Senator Jaeger.

ANNUAR REPORT ON APPEALS AND OTHER MATTERS OF DELEGATED AUTHORITY

Senator Krebs briefly outlined the decision made by the Committee under delegated authority, the first being the annual grade adjustments for secondary school applicants following the

Alberta high school curriculum. This policy was approved in 2009 and for admission to the 2022 Winter session, grades presented by Alberta secondary school applicants were adjusted upwards by 4%.

Senator Krebs next noted that a number of student mobility agreements were approved by the Admissions Committee under the Council of Senates Policy C-2: *Affiliations with Other Institution of Learning*.

Senator Krebs also outlined the number of nominal or editorial changes considered by the Committee and reported on the appeals for admission, readmission or transfer to the University adjudicated by the Committee since its last report to Senate in May 2022. From 1 May 2022 to 30 April 2023, the Committee heard 170 appeals, of which five were allowed.

Senator Menzies asked why only five of the 170 appeals were allowed.

Senator Krebs responded that this is usually due to applicants not meeting the competitive cutoff, and there being no error in process found in their applications that would justify giving them precedence over others who were also not admitted. The Committee's review of appeal is very thorough, with some sent back to the Faculty for further questions for more clarification if the Committee is unsure.

Senator Pelech stated that there are often applicants with 90% averages are not accepted as the appeal process is a very difficult one for the Committee.

Senator Pelech raised the matter of student exchanges in relation to agreements with foreign universities in countries where there are human rights abuses, several of which the University established affiliations only recently. He asked when a consistent policy on how to deal with these situations can be expected by Senate.

The Provost, Senator Averill, responded to Senator Pelech's comment, stating that UBC currently has over 500 agreements with universities around the world that cover a variety of student mobility issues, Faculty mobility issues, and research agreements. The creation of computerized management system for these agreements is underway. In the meantime, the Vice Provost International Office is conferring with all Faculties and the results of these consultations will be reported to Senate in September. It is envisioned that if Senate asks for a policy, that there will be further consultations and that something will be prepared by spring at the latest. There are currently no guidelines from Senate or the University with whom we might create partnerships with around the world.

Appeals on Academic Standing

The Chair of the Committee on Appeals on Academic Standing, Senator Forwell, presented.

APPEALS ON ACADEMIC STANDING

Senator Forwell outlined the scope and jurisdiction of the Committee, which is to review decisions of the Faculty that have arrived at improper or unfair procedures, and that as a result, a wrong decision on the merits were arrived at. However, the Committee has no jurisdiction where

the sole question raised in an appeal turns on the exercise of academic judgment via Faculty. The Committee can reverse the decision of a Faculty, and grant such academic standing to the appellant as it sees fit, or it can quash the decision of the Faculty and send it back to the Faculty for reconsideration in accordance with proper procedures.

Senator Forwell reported that in the current reporting period, four appeals were heard by the Committee, as compared to three last year. One appeal was allowed in part, and the other three were dismissed. In addition to these four appeals, there were nine other appeals presented to the Registrar. One was settled with the Faculty prior to the hearing, one was withdrawn by the appellant prior to the hearing, one was sent back to the Faculty for a final decision prior to the initiation of the Senate appeal process, and six are currently in progress and are expected to be heard by the Committee.

Senator Forwell noted that the Committee has also responded to report of the Ad Hoc Committee on the Review of Student Appeals Structures and Procedures, which will be presented in the Nominating Committee's report. The Committee feels as though they have addressed the issues that were raised in that report applicable to academic appeals.

Senator Forwell thanked the Vice-Chair and members of the Committee for their willingness to serve, the Senate Secretariat staff for their assistance, and in particular the student members for their attendance and for raising important issues at very difficult times of the year.

Senator Pratap-Singh asked to clarify if the appeal that was allowed was allowed in-full or part, as Senator Forwell stated that one appeal was allowed in part though the report states it was allowed in-full.

Senator Forwell confirmed that the appeal was allowed in part.

Senator Pratap-Singh stated that the docket on page 116 says the appeal was allowed in full and that this should be corrected.

The Clerk confirmed that this appeal was allowed in full, as summarized in the report, and that there is simply an error in the statistics stated earlier.

Awards Committee

See Appendix A: Awards Report

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

NEW AWARDS AND CHANGES TO EXISTING AWARDS

Senator Thorne stated that the Awards Committee reviewed and recommends 46 awards to Senate for approval, including 13 new endowed awards, 12 new annual awards, 10 new internal awards, and 11 revised awards.

Sally Thorne
Lawrence Burr

} *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 Thorne stated that from the Committee's perspective, none of these awards were contentious in any way, and that the Committee is greatly appreciative of the tremendous work done by the Development Office in putting these awards together so that students may benefit from them in the fall.

Senator von Bergmann asked how the Committee determines the suitability of a donor, noting the earlier discussion regarding UBC's affiliations with institutions in countries with problematic human rights records.

Senator Thorne responded that over time, the Committee considers matters that reflect the values of the University; it is an ongoing debate. There are certain industries that the Committee would not accept awards from and noted the tobacco industry as an example. It is assumed that this conversation will continue and evolve as new issues are raised for the Senate's consideration. Senator Thorne stated that the Committee makes every effort to flag awards that may potentially be of concern to Senate.

Approved

ANNUAL REPORT ON MATTERS OF DELEGATED AUTHORITY

Senator Thorne outlined the Committee's delegated authority, under which it can approve changes to the total dollar amount of an award, and number of awards offered for existing awards, and minor editorial changes to previously approved award descriptions. From May 2022 until April 2023, the Committee approved nine proposals under delegated authority including seven revised annual awards, one revised endowed award, and one revised internal award.

On behalf of the Committee, Senator Thorne thanked the work of the Senate Secretariat, in particular Bradley Menard, and also the hard work of other groups who contribute to the work of the Committee.

The Vice-Chair expressed his gratitude to Senator Thorne for her leadership of the Committee during this triennium, and for her many years of service to the Senate, noting that Senator Thorne's contributions are deeply appreciated and respected.

Joint Report of the Admissions and Curriculum Committees

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

DOCTOR OF PHILOSOPHY IN DESIGN, TECHNOLOGY AND SOCIETY

Claudia Krebs
James Olson

} *That the Senate approve the new Doctor of Philosophy in Design, Technology and Society and its related new courses, brought forward by the Faculty of Graduate and Postdoctoral Studies (Applied Science), effective for 2024 Winter Session and thereafter.*

Senator Krebs stated that this new doctoral program has been developed in response to critical research challenges in this area and growing professional demand for graduate students proficient in this area. Senator Krebs noted that the School of Architecture and Landscape Architecture is currently the only major university department of its kind in Canada that does not offer a doctoral training program. Senator Krebs noted that both the Admissions and Curriculum Committees have reviewed the proposal and deem it to be ready for approval by Senate.

Approved

POST-BACCALAUREATE CERTIFICATE IN MECHANICAL ENGINEERING

Claudia Krebs
James Olson

} *That the Senate approve the new Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context, brought forward by the Faculty of Applied Science, effective for 2023 Summer Session and thereafter.*

Senator Krebs stated that this Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context is designed for foreign-trained engineers who require additional academic qualifications to be registered as an Engineer-in-Training or Professional Engineer with the Engineers and Geoscientists of British Columbia (EGBC). The certificate provides a pathway into the profession for trained engineers.

Approved

GRADUATE CERTIFICATE IN APPLIED GEOLOGICAL ENGINEERING

Claudia Krebs
Joanne Fox

} *That the Senate approve the new Graduate Certificate in Applied Geological Engineering, brought forward by the Faculty of Graduate and Postdoctoral Studies (Science), effective for 2023 Winter Session and thereafter.*

Senator Krebs stated that this Graduate Certificate in Applied Geological Engineering fills a need in the labour market for continuing professional education in geological engineering. This

program is targeted for mid-career professionals. This program will be the first certificate of its kind in Canada and second in North America.

Approved

UNDERGRADUATE CERTIFICATE IN DATA AND MODELS IN POLITICAL SCIENCE

Claudia Krebs
Harrison

} *That the Senate approve the new Undergraduate Certificate in Data and Models in Political Science, brought forward by the Faculty of Arts, effective for 2023 Winter Session and thereafter.*

Senator Krebs stated that this undergraduate certificate is in response to labour market demands and feedback from alumni and employers to address the more frequent and intensive use of mathematical modelling and quantitative data analysis as basic tools of work, advocacy, and social scientific research and inquiry both inside and outside the academy. This certificate will provide students with training in these areas.

Senator Ho given that the proposed certificate shares a some course materials with existing courses, specifically POLI 220 (which is a regular pre-requisite already for political science students), it may be too restrictive for the certificate to be limited for upper year political science students to apply for. Senator Ho asked whether there should be more options for students who want to get a better understanding of quantitative studies further down the line, especially given that some students will join the co-op program and will need to learn these new skills.

The Senate gave Professor Christopher Kam from the Department of Political Science permission to respond. Professor Kam responded that the Faculty does allow for retroactive entry into the program. Students in their third and fourth year can go back at any time to take the pre-requisite of POLI 220 and thus qualify for the certificate. All students who enter the major must take POLI 110 as a matter of course. To that extent, the certificate remains widely accessible to all students in the major.

Senator Ho noted that the proposal states that students with second year standing must complete POLI 110 and asked whether the course can be taken in any year of the program, or must be taken in the second year of the program.

In response to a question from Senator Ho, Professor Kam confirmed that students cannot achieve second year standing as a political science major without taking POLI 110.

Approved

NB: Senator Menzies abstained.

Curriculum Committee

See Appendix B: Curriculum Report

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

CURRICULUM PROPOSALS

Claudia Krebs
Robert Kozak

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That the Senate approve the new courses, new program options, new minor, new major, revised honours, and program deletion brought forward by the Faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Education, Forestry, and Science), Medicine, Pharmaceutical Sciences, and Science.

Senator Krebs stated all the new courses are described in the docket provided. From the Faculty of Applied Science, there is a new energy and environmental program option, which is for naval architecture and marine engineering. From the Faculty of Arts, there is a new minor in communications and writing. From Faculty of Science, there is a new major for Bachelor of Science in cellular, anatomical, and physiological sciences, and the Faculty also revised their honours program in cellular, anatomical, and physiological sciences.

Approved

ANNUAL REPORT ON MATTERS OF DELEGATED AUTHORITY

Over the past year, the Committee approved 2,833 proposals under delegated authority, including 276 revised programs, 2,495 revised courses, five new courses, and 57 deleted courses. This is an increase of 2,009 proposals over the same period last year, which is due to the changes as we transition to Workday.

Senator Krebs thanked everyone on the Committee for their work, and the Senate Secretariat for their support; without the competence of the Secretariat, this would not have been possible. Senator Krebs proposed an increased budget for the Secretariat, so that they can continue to do their work without burning out.

Library Committee

The Chair of the Library Committee, Dr. Shigenori Matsui, presented.

ANNUAL REPORT

Senator Matsui outlined the Committee's activities over the last year, and thanked University Librarian, Senator Susan Parker and library staff for their contributions to and support of the Committee's work.

This year, the Committee is particularly thrilled to have Shakespeare's rare books acquisitioned. Senator Matsui hopes the University continues to prioritize growing the library's collection in the future.

Nominating Committee

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

Senator Harrison thanked the members of the Committee in the past Triennium and the Secretariat for their work, specifically Michael Jud, Amandeep Breen, and Chris Eaton.

APPOINTMENTS TO THE ADVISORY COMMITTEE FOR THE SELECTION OF AN ASSOCIATE VICE-PRESIDENT, HEALTH

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| Paul Harrison | } | <i>That Sally Thorne and Kamil Kanji be appointed to an Advisory Committee for the Selection of an Associate Vice-President, Health.</i> |
| Susan Forwell | | |

Senator Harrison thanked Senators Thorne and Kanji for being willing to serve in this regard.

Approved

APPOINTMENTS OF STUDENT SENATORS TO COMMITTEES OF SENATE AND COMMITTEES OF THE COUNCIL OF SENATES

That Sultana Razia, Laia Shpeller and Ian Caguiat be appointed to the Senate Academic Building Needs Committee until 31 March 2024 and thereafter until replaced;

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| Paul Harrison | } | <i>That Holly Patraschuk, Kareem Hassib and Kamil Kanji be appointed to the Senate Academic Policy Committee until 31 March 2024 and thereafter until replaced;</i> |
| Charles Menzies | | |

That Mathew Ho and Katherine Feng be appointed to the Senate Admissions Committee until 31 March 2024 and thereafter until replaced;

That Kamil Kanji and Kareem Hassib be appointed to the Senate Agenda Committee until 31 March 2024 and thereafter until replaced;

That Davey Li, Kareem Hassib, Joseph Al Rahmani, and Sultana Razia be appointed to the Senate

Committee on Appeals on Academic Standing until 31 March 2024 and thereafter until replaced;

That Xiutong Tony Jiang and Hubaib Amin be appointed to the Senate Awards Committee until 31 March 2024 and thereafter until replaced;

That Holly Patraschuk, Siddharth Rout, Hubaib Amin, Davey Li and Ian Caguiat appointed to the Senate Curriculum Committee until 31 March 2024 and thereafter until replaced;

That Sultana Razia, Xiutong Tony Jiang, Joseph Al-Rahmani and Mathew Ho be appointed to the Senate Library Committee until 31 March 2024 and thereafter until replaced;

That Siddharth Rout and Katherine Feng be appointed to the Senate Research and Scholarship Committee until 31 March 2024 and thereafter until replaced;

That Katherine Feng, Kai Rogers and Hubaib Amin be appointed to the Senate Student Appeals on Academic Discipline Committee until 31 March 2024 and thereafter until replaced;

That Holly Patraschuk, Mathew Ho and Davey Li be appointed to the Senate Teaching & Learning Committee until 31 March 2024 and thereafter until replaced;

That Laia Shpeller and Kareem Hassib be appointed to the Senate Tributes Committee until 31 March 2024 and thereafter until replaced;

That Laia Shpeller and Kamil Kanji be appointed to the Council of Senates Budget Committee until 31 March 2024 and thereafter until replaced; and

That Katherine Feng be appointed to the Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree to replace Eshana Bhangu.

Approved

CONFLICT OF INTEREST GUIDELINES-REVIEW AND REFERRAL TO THE COUNCIL OF SENATES

Paul Harrison
Mathew Ho

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That the Vancouver Senate refer the draft Conflict of Interest Guidelines for the Okanagan and Vancouver Senates to the Council of Senates for review pursuant to notice given at the March 15, 2023 meeting of Senate as required by s. 23(f) of the Rules and Procedures of the Vancouver Senate.

Senator Harrison stated that the Committee took into consideration the very thoughtful and helpful questions and comments offered at the previous Senate meeting where this material was presented. The changes in response are indicated on page 444. The Committee hopes that the changes have accommodated the concerns that the Senators expressed. The revised draft is now presented for approval to refer the guidelines for Council of Senates consideration.

Senator von Bergmann asked if in the past have there been any cautions issued to Senators who have breached conflict of interest guidelines.

Senator Harrison responded that Senate has not had such guidelines, so there has been no mechanism for dealing with the rare instances of where potential conflicts of interests have been raised. The purpose of these guidelines is to provide such a framework so that it will be clear what the steps are, what the responsibilities of Senators are, and what happens when there is a question raised.

Approved

TRIENNIAL REVIEW REPORT

Paul Harrison
Laia Shpeller

}

That Senate approves the recommendation in Part 1 of the Triennial Review Report related to an external review of the Senate, as outlined in Section 1 of the 2020-2023 Triennial Review Report

Senator Harrison first outlined the Committee's recommendation for an external review of Senate in the next triennium. This was proposed in the May 2020 Triennial Review Report and many responses in the last and current calls for feedback on triennial reviews have noted the importance and need for there to be review of how Senate functions and fulfills its purpose. Senator Harrison noted that the President *pro tem* is very supportive of the idea and has been in discussions with the Registrar on how to proceed if Senate approves this motion.

Senator Pratap-Singh asked what is the origin/background/need for this review to be conducted.

Senator Harrison stated the issues that are listed on docket page 462 cover the general range of questions that have been raised in the last Triennial Review and in the current one by members of Senate and members of the wider community. There is also an ongoing question as to how the Senate works in relation to the Board in UBC's dual governance model.

Senator Harrison also emphasized that it is often difficult to fill positions on Senate, and many senators are elected by acclimation. Aside from serving senators, the wider University community does not have a good understanding of Senate's role, which limits the interest faculty and other groups to serve. There needs to be a better understanding of what barriers are preventing members of the University community from even considering joining Senate.

Senator Harrison noted that there are also concerns regarding communication, that the decisions Senate makes are not being communicated widely and effectively to the UBC community, and there is no clear mechanism for following up on decisions to see how they are being implemented. There are other issues that are too large to be considered as part of the triennial review process and require a concerted external review to be adequately identified and remedied.

Senator Pratap-Singh asked for confirmation that the external review is a voluntarily exercise, not a mandated one.

Senator Harrison clarified that should the motion be approved, the external review will take place. Senators can decide if they wish to participate or not.

Senator Pratap-Singh clarified that his question related to whether it will be a voluntarily review that the Senate will undertake of itself, rather than being mandated by some policy.

Senator Harrison responded that currently there is no policy or process for Senate review such as there is for reviews of academic units. This is an independent initiative for Senate to undertake an external review.

Senator Forwell asked if there has ever been an external review of the Senate and Senate processes before.

Senator Harrison responded there was an ad hoc committee of Senate in 2005 that made recommendations, but the idea of an external review was not contemplated at that time.

Senator Harrison invited Chris Eaton (Director, Office of the Senate) to comment further. Mr. Eaton stated that there has not been an external review of the Senate and the policy on external reviews at the University has not been followed. There have been four internal Senate reviews of its governance structure and processes, almost all of those followed government changes to the structure of the Senate or University. These internal reviews were much more implementation type exercises rather than reviews.

Senator Pratap-Singh indicated support for an external review, and stated that Senate could have a more substantial internal review, to not only look at the guidelines, but to give Senate a sense of how it can improve its functioning. Senator Pratap-Singh asked if other universities in North America have these types of external reviews as stated in this policy, and if these reviews have benefitted these universities (i.e. if any data exists on this).

Senator Harrison stated that other universities in Canada have undergone reviews and there have been benefits shown to improving their governance function. The Triennial Review process is the recurring process to get an inward-looking review.

The Registrar added that in recent years, Dalhousie University conducted a full governance review of their Board of Governors and Senate, and their Secretariat felt it was very beneficial. The report is available online. Ms. Ng gave another more recent example of the external review Laurentian University, which was a mandated review of the its administrative and governance operations.

Senator Singh asked if the UBC Board of Governors is externally reviewed.

In response to a question from Senator Singh regarding the external review of the UBC Board of Governors, Senator Harrison confirmed that there was a review in 2007.

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| Approved |
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Senator Harrison next presented the part 2 of the Triennial Review Report, outlining proposed amendments to the membership and terms of reference of Senate committees.

Paul Harrison
Claudia Krebs

} *That Senate approves the recommendations in Part 2 of the Triennial Review Report related to Committee Membership and Terms of Reference Amendments, as outlined in Section 4 of the 2020-2023 Triennial Review Report*

Senator Harrison stated that there are a number of recommendations in this section, the first proposing to change the name and terms of reference of the Senate Committee on Student Appeals on Academic Discipline, to remove “Academic” since the Committee deals with both academic and non-academic discipline appeals.

A recommendation related to the Admissions Committee Terms of Reference. Under the Council of Senates policy on affiliation agreements, the Committee as delegated authority to review and approve the terms of affiliations with other institutions of learning. The Committee is often asked to present to Senate proposals that do not include any student mobility component, and the Committee asks that the Council of Senates to clarify the scope of authority both of the Committee and of the Senate.

Senator Harrison outlined the remaining recommendations in Part 2 of the report, for all Standing Committees of Senate concerning implementation/application of the Indigenous Strategic Plan, that the membership of the Senate Awards Committee be corrected and updated the titles of several of the Ex Officio members, to amend the membership of the Senate Admissions Committee to change the Academic Vice President from a non-voting to a voting member, and to broaden the category of individuals who can fill the position held by a UBC 3M National Teaching Fellow to include winners of the West Coast Teaching Excellence Award.

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| Approved |
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Senator Harrison then presented the Committee's recommendations related to orientation and training for senators, outlined in part 3 of the report.

Paul Harrison
Sathish
Gopalakrishnan

} *That Senate approves the recommendations related to 'Orientation and Training for Senators,' as outlined in Section 3 of the 2020-2023 Triennial Review Report.*

Senator Harrison stated that though there has been orientation and training offered to Senators in the past, there have been repeated calls for more extensive orientation and training. This puts a burden on the Secretariat, which is well acknowledged by many Senators. The Senate office staff have been working to organize the kind of orientation and training that Senators have been asking for. This will require additional budget for the Senate Office.

Senator Harrison briefly outlined additional recommendations related to orientation and training including orientation for new senators to standing committee business and mentoring of prospective senators.

Senator Spencer asked if this recommendation would cover the creation of online learning training and evaluation modules.

Senator Harrison responded that he hopes that such resources are under development. One of the limitations of developing robust orientation and training in the past has been the time that is required as Senators are not likely to be able to devote two or three full days to a training session on campus. It is hoped that training will be a combination of both online and in person sessions, but this is to be determined.

Senator Fox asked noted that members of specific Committees, particularly those who hear student appeals, will have training made available to them. However, the recommendations only highlight that new members of the Committee will be offered this training. Senator Fox proposed that all senators, new and returning, be offered orientation and training.

Senator Harrison was supportive of Senator Fox's suggestion, and agreed that reference to 'new' Recommendation B be struck, and can be considered a friendly amendment.

Senator Pratap-Singh expressed support for the recommendation regarding volunteering within the community. However, he noted that the recommendation states that the Senate Office will maintain a list of mentors on the website, and he is concerned about this creating a blockade or favoritism scenario where people have to be trained by the mentors in order to be a Senator. Senator Pratap-Singh proposed to remove the line about maintaining a list on the Senate website to make it seem less authoritative.

Senator Harrison stated that not every Senator will be asked to send out messages that they are willing to talk to members of the community interested in Senate. The idea is simply there be a list of Senators on the website to be easily contacted.

Senator Pratap-Singh proposed if this line in the recommendation can be dropped as a friendly amendment for the time being. In the large context after consultation, this can be addressed.

In response to a question from Senator Harrison, Senator Pratap-Singh confirmed that the recommendation should end after “interest in the work of Senate.”

Senator Krebs stated this is a sensitive notion that there could be some favouritism through this list being seen as some sort of unique clique or requirement of knowing certain people to have access to Senate. It noted that, however, it can be a barrier to not having any names at all available online to the community. Senator Krebs proposed a mechanism through the Faculties, such as the Deans having contact information for Senators within their own Faculty (whether it be current or previous Senators).

Senator Pratap-Singh suggested having a list of contact information for all Senators on the website.

Senator Ho asked what was envisioned for mentorship of prospective members in this recommendation. He suggested that realistically it would be difficult for student senators to mentor other categories outside of other students.

Senator Harrison suggested that Recommendation C can be separated out and voted down so it is not included in the report. The external review can address issues of this kind of exchange of information to generate interest in Senators.

Senator Menzies noted that there is already a list of Senate membership available online on the Senate website and interested individuals would likely know to look for this list of Senators.

Senator Gopalakrishnan commented the challenge is to help people understand that they can reach out to Senators and get an understanding of how Senate works. The Senate website is likely accessed only by senators so an online resource may not be the best way communicate or advertise that senators are interested in mentoring. He stated that the challenge is to motivate individuals to serve on Senate, and the Senate website does not

change anything in this regard. Senator Gopalakrishnan noted his concern that it took several rounds of call for nominations to constitute the Senate membership for the next triennium.

Senator Harrison responded that concerns around Senate communications will take time and an increased budget to fully address and that it may be worthwhile to remove Recommendation C and consider Recommendations A and B separately.

Anubhav Pratap-Singh
Sathish
Gopalakrishnan

} *That Senate divide the recommendations related to 'Orientation and Training of Senators' as outlined in Section 3 of the 2020-2023 Triennial Review Report to consider Recommendation C separately from Recommendations A and B.*

Approved

Sathish
Gopalakrishnan
Hisham Zerriffi

} *That Senate approve Recommendations A and B of the recommendations related to 'Orientation and Training of Senators' as outlined in Section 3 of the 2020-2023 Triennial Review Report*

Approved

Sathish
Gopalakrishnan
Anubhav Pratap-Singh

} *That Senate approve Recommendation C of the recommendations related to 'Orientation and Training of Senators, as amended.'*

In response to a question from Senator Fox, Senator Kanji confirmed the revised recommendation for approval is to read as "Senators consider offering to mentor students, Faculty, or alumni who express interest in the work of Senate."

Approved

Senator Harrison next presented Part 4 of the report, outlining recommendations related to the *Rules and Procedures of Senate*.

Paul Harrison
Susan Forwell

} *That Senate approves the recommendation related to 'Amendments to the Rules and Procedures of Senate,' as outlined in Section 4 of the 2020-2023 Triennial Review Report.*

Senator Harrison outlined the first recommendation, a request from the Admissions Committee to have added delegated authority to approve minor changes to existing admissions matters.

The second recommendation relates to deadlines for submission of materials for Senate agendas and requests that Senate give the Senate Office the authority to decline to accept new agenda items that come to them later than two days before a scheduled meeting of the Agenda Committee. Senators Harrison commented that he recognized that can be difficult for some items that are time sensitive, but the scheduled meetings of the Agenda Committee are published online, so it should be possible for proponents to make submissions by the deadline.

Senator Harrison noted that Recommendation C was referenced earlier in the annual report of the Academic Building Needs Committee. The recommendation proposes to reconfigure the Committee using as a model the Okanagan Senate's Academic Building and Resources Committee via combining the current Academic Building Needs Committee with the Council of Senates Vancouver Budget Sub-Committee. Both committees have been doing parallel work and work with the same administrative units of the University and Senate's work could be advanced more effectively if this reconfiguration were achieved.

Senator Harrison outlined the recommendation add the Vice-President, Research and Innovation as a member of Senate; given the establishment of the Senate Research and Scholarship Committee and that Senate often hears of initiatives that involve the creation of faculty chairs in specific research disciplines and new research collaborations, the Vice-President, Research and Innovation should be a member of Senate.

Senator Harrison outlined the recommendation that the Agenda Committee consider the format of Senate meetings, whether meetings should continue in a hybrid format or return to being held in-person only.

Senator Harrison outlined the last recommendation related to amendments to the *Rules and Procedures of Senate* is regarding the potential establishment of a Senate Committee on Inclusive Excellence, and recommends that the Nominating Committee be charged with leading this discussion.

EXTEND THE TIME TO ADJOURN

Senator Kanji noted the time and called for a motion to extend the meeting by 30 minutes.

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| Joanne Fox | } | <i>That the time to adjourn be extended thirty minutes.</i> |
| Mathew Ho | | |

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| Approved |
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TRIENNIAL REVIEW REPORT (CONTINUED)

Senator Hassib commented regarding the recommendation to add the Vice-President Research and Innovation to the membership of Senate, and expressed concern that students are already

vastly outnumbered in the composition of the Senate. Senator Hassib added that as the Senate acts as an independent body separate from the University administration, there are many concerns about the potential impact of adding yet another member of the administration to the membership of Senate. Senator Hassib suggested that the recommendation related to additional membership be considered separately from recommendations A, B, C, E and F. Senator Hassib added that members of the administration already have a very large voice in the University's governing bodies in both the Senate and the Board of Governors. Senator Hassib stated that the proposed recommendation would threaten the institutional integrity and independence of Senate.

Kareem Hassib
Charles Menzies

} *That Senate amend the main motion to divide the recommendations related to 'Amendments to the Rules and Procedures of Senate,' as outlined in Section 4 of the 2020-2023 Triennial Review Report to consider Recommendation D separately from Recommendations A, B, C, E and F*

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| <p>Motion to Divide Approved</p> |
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Paul Harrison
Susan Forwell

} *That Senate approves Recommendations A, B, C, E, and F related to 'Amendments to the Rules and Procedures of Senate,' as outlined in Section 4 of the 2020-2023 Triennial Review Report.*

Senator Singh commented that the option of online attendance provides more flexibility and attendance will probably be much better if Senate continues with the hybrid model, and this flexibility is important to many Senators, especially those who have family or personal obligations in the evenings.

Senator Forwell asked for clarification regarding Recommendation A, and examples of changes to existing admissions matters might be and whether delegated authority would permit the Admissions Committee to make changes to the Faculty's existing admissions, policies, or characteristics.

Senator Harrison responded that they are the same kinds of editorial and minor changes to wording and gave the example of the Awards Committee. Senator Harrison added that Committee already has delegated authority in the Summer, as is noted in the Terms of Reference. The proposal is to extend this authority so that change that do not have any

substantial effect on admissions, policies, or requirements do not require review by Senate.

Senator Harrison also responded to Senator Singh regarding the Senate meeting format, noting that the proposal is not to change to in-person only, but to ask the Agenda Committee to gauge the will of Senators early in the Fall to see what would work best for Senate.

Senator Spencer expressed concern over the wording of Recommendation A and that it does not specify how the review might be undertaken, adding that senators' preference can be gauged by observing whether people attend online or in-person. Senator Spencer noted that Senators express a desire for the social interaction that occurs in-person, but continue to attend online. Senator Spencer suggested that this item be left for an external review.

Senator Pratap-Singh asked for clarification regarding the potential merger of the Senate Academic Building Needs Committee and the Council of Senate Vancouver Budget Sub-Committee, noting that the Academic Building Needs annual report seems to indicate that it does not have sufficient business to warrant meetings.

Senator Harrison reiterated that this proposed model is based on what the Okanagan Senate's Academic Building and Resources Committee has done.

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| Approved |
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The discussion returned the consideration of Recommendation D.

Gage Averill
Claudia Krebs

} *That Senate approve Recommendation D of the recommendations related to 'Amendments to the Rules and Procedures of Senate,' as outlined in Section 4 of the 2020-2023 Triennial Review Report.*

Provost Gage Averill noted that the purview of the Vice President, Research and Innovation (VPRI) includes considerable overlap with the interest of Senate. The VPRI would make for a very productive member of Senate.

Senator Krebs spoke in support of the Provost comment regarding the role of the VPRI and how there is significant overlap with the mandate of the Senate. Senator Krebs asked for clarification regarding balance between the number of student senators and faculty senators, as that was a concern when dividing the motion.

Senator Harrison responded that the ratio of faculty to students in Senate is 2:1. There are a small number of other members who have been admitted to Senate by vote of Senate and there is another constituency, the convocation senators, who do not get additional representation if this item is approved. Addition of the VPRI would not substantively change the balance between the different constituencies. Senator Harrison commented that student senators as a group are very

effective in bringing forward their issues and wishes approval of this addition would simply advance the Senate enterprise by including the VPRI. Senator Harrison noted that Senate has been late in recognizing research as an important part of the academic mission of the University as the Senate Research and Scholarship Committee was established only a few years ago. Adding the VPRI would make that a firm statement on behalf of Senate.

The Vice-Chair recognized Chris Eaton to speak regarding ratios of Senate membership. Mr. Eaton stated section 35.1(2)(k) of the *University Act* provides that the number of students and number of faculty members on Senate is directly tied to the number of ex-officio members appointed to various roles (i.e. the Chancellor, the President, the Deans of each Faculty, the Academic Vice-President, etc.). Mr. Eaton noted that there are two competing interpretations for how section 35.1(2)(k) operates in reference to sections 35.1(2)(g) or 35.1(2)(h) which specify the number of faculty members and student members respectively. Traditionally, this Senate has decided that for every ex-officio member added, that two faculty members and one student member should be added. So long as a faculty member or student is not being added, additional administrators can be appointed without any other adjustment.

Senator Hassib clarified that his concern is that if a senator that is not a student or faculty member is added to the Senate composition, that this makes the ratio of student senators and faculty senators smaller in comparison to the rest of Senate. Senator Hassib stated that he appreciates the comments from the Provost and others that the VPRI would play an important role in conversations around research and UBC's academic mission, it is not necessary for that member of administration to become a voting member of Senate to fulfill that mission or role.

In response to a comment from Senator Menzies, Mr. Eaton clarified that the number of faculty members and students on Senate is, as per the *University Act*, determined by the number of ex-officio administrators on the Senate; for every ex-officio member, there are to be two faculty members and one student, which sets out a ratio of 1:2:1 between ex-officio, faculty and student members respectively.

Senator Menzies stated that he is supportive of the addition of the VPRI to Senate on the condition that the number of faculty and student senators is also increased at the same time. Senator Menzies moved an amendment to the main motion that the overall composition of Senate be increased to include two joint-faculty representatives and one student at-large position to the membership of Senate.

Charles Menzies
Anubhav Pratap-Singh

}

That Recommendation D related to 'Amendments to the Rules and Procedures of Senate' as outlined in Section 4 of the 2020-2023 Triennial Review Report be amended to add the Vice-President Research and Innovation, two faculty members at-large and one student at-large member to the membership of Senate.

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| Approved |
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Senator Pelech spoke in support of Senator Hassib's earlier comment that Senate can be fully informed of issues related to research and innovation without having to create a voting position for the VPRI.

Senator Gopalakrishnan stated that it is not necessary for the VPRI to be a voting member of Senate, that while it would be helpful to have the VPRI at Senate meetings for discussions related to the University's research activities and initiatives, the VPRI need not be a voting member of Senate so long as they have permission to speak at Senate without requiring explicit permission to do so. Senator Gopalakrishnan reiterated his concerns regarding the difficulty in filling Senate positions in relation to the current difficulty in filling Senate positions but that having the VPRI as a non-voting member would be beneficial.

Senator Harrison voiced his opposition to the proposed amendment, noting that the VPRI is currently an ex-officio member of the Senate Research and Scholarship Committee and that there is no indication that they are not a voting member of the Committee. Senator Harrison confirmed that the Vice-President Research and Innovation already plays a critical role on the Research and Scholarship Committee.

Senator Krebs spoke in support of adding the VPRI as a member of Senate, and agreed that it is important to increase Senate membership if the number of ex-officio or administrative members is increased. Senator Krebs noted the importance of preserving the independence of the Senate and reiterated that her concerns are reflective of the importance of the preservation of the critical role that the Senate plays as an independent governance body of the University. Senator Krebs reiterated her support for to the addition of the VPRI as a voting member of Senate. Senator Krebs noted that challenges related to the recruitment of individuals willing to serve on Senate are independent of the consideration of the VPRI to the Senate, and that stated she is in favour of the amended motion.

In response to a question from Senator Zerriffi, it was confirmed that the VPRI was invited to speak to or present to Senate twice since September 2022.

Senator Pratap-Singh questioned whether there any budgetary and resource implications of the addition of four new members to the Senate (the VPRI, two faculty members, and one student member) and whether these have been discussed with the administration.

The Registrar responded that the proposed revision would require an additional call for nominations for the requisite number of faculty and student positions on Senate.

The Vice-Chair called the amended motion related to Recommendation D.

Gage Averill
Claudia Krebs

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That Senate approve Recommendation D related to 'Amendments to the Rules and Procedures of Senate' be amended to add the Vice-President Research and Innovation, one Faculty member and one student member to the membership of Senate.

Failed

Senator Pratap-Singh called for a role call vote.

The Vice-Chair advised that a roll call vote cannot be called after voting has concluded and results announced.

Senator Menzies asked for an explanation regarding the discrepancy in voting as there were no abstentions announced previously.

The Registrar clarified that in the first vote count, there were some abstentions that were not announced, and that abstentions do not need to be announced, which explains the discrepancy.

EXTEND THE TIME TO ADJOURN

The Vice-Chair noted the time, and suggested that the meeting be extended by fifteen minutes.

Alex Scott
Paul Harrison

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That the time to adjourn be extended by a further fifteen minutes.

Approved

TRIENNIAL REVIEW REPORT (CONTINUED)

Senator Harrison next presented three recommendations outlined in Part 5 of the Triennial Review Report, related to the scheduling and format of Senate meetings.

Paul Harrison
HsingChi von
Bergmann

}

That Senate approve to recommendations related to 'Senate Scheduling and Meeting Format,' as outlined in Section 5 of the 2020-2023 Triennial Review Report.

Senator Harrison stated that the first recommendation in this section is that Senate reinvigorate the periodic call for topics of broad academic interest, as was frequently done in past triennia. Senator Harrison shared that several senators have commented, as part of the triennial review process, that there should be an opportunity during Senate meetings to have in depth discussions on substantive academic issues. The recommendation is that the Senate Office again solicit

Senators and the wider University community to submit issues for discussion, normally after preparation under the auspices of a standing committee of Senate.

Senator Harrison outlined the second recommendation in Part 5, that the Agenda Committee investigate whether instituting a ‘consent agenda’ to consider items of a routine nature that the Agenda Committee believes to be noncontroversial can be grouped and presented with one motion to adopt. Senator Harrison noted that details related to the process associated with approval by consent are outlined in Recommendation B, which requests that the Agenda Committee examine ways of accommodate the desire for more time on the Senate Agenda for substantive academic issues to be discussed.

Senator Harrison outlined the final recommendation related to Senate scheduling and meeting format, that the Agenda Committee explore alternate times for Senate to meet other than evening.

Senator Zerriffi commented that the recommendation regarding the time of Senate meetings is not disconnected from the recommendation regarding the format of Senate meetings, noting that asking senators to attend meetings outside of normal working hours has implications for how they can participate (whether in-person or on-line) and also the ease with which they can participate.

Senator Pelech noted that some members of Senate teach classes in the afternoon and while faculty members can accommodate or work around Senate committee meeting, they would not want to miss Senate meetings.

Senator Patraschuk stated that a Senate meeting time in the afternoon will disadvantage students from professional programs as they will then have to make-up any class or instruction time they might miss. Senator Patraschuk added that Senate meeting should continue to be in the evening to ensure that all members have an opportunity to participate.

Senator Menzies spoke in support of Senator Patraschuk’s comments, noting that not all University business can be conducted during normal business hours.

Senator Shpeller added that student senators in Health Sciences programs are unable to miss class and are often in placement or rotations at sites outside the University. These students would most likely not be able to take time off from their placements to attend Senate meeting held in the afternoon.

Senator Harrison noted that senators’ comments on this recommendation indicate that it would be useful for the Agenda Committee to compile a list of issues that affect individual senators with respect to the timing and format of Senate meetings to better understand what the restrictions and limitations are, and how Senate needs to accommodate the needs of senators.

Approved

EXTEND THE TIME TO ADJOURN

The Vice-Chair noted the time, and suggested that the meeting be extended by fifteen minutes.

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| Alex Scott | } | <i>That the time to adjourn be extended by a further fifteen minutes.</i> |
| Paul Harrison | | |

Approved

TRIENNIAL REVIEW REPORT (CONTINUED)

Next, Senator Harrison presented Part 6 of the Triennial Review Report, related to ‘Relationship with the Board of Governors.’

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| Paul Harrison | } | <i>That Senate approve the recommendations related to ‘Relationship with the Board of Governors,’ as outlined in Section 6 of the 2020-2023 Triennial Review Report.</i> |
| Sathish | | |
| Gopalakrishnan | | |

Senator Harrison stated that this recommendation came from outside of Senate with a suggestion that Senate seek approval for a formal designated observer from Senate at Board of Governors meetings. This would be a formal relationship, and the Board of Governors would be encouraged to do likewise.

Approved

Senator Harrison presented the final section of the report, which outlines recommendations to officers of the University related to an in-person welcome event for senators at the start of a new triennium, recognition of outgoing senators, budgetary considerations for the Senate Office and terms dates for student senators.

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|---------------|---|---|
| Paul Harrison | } | <i>That Senate approve the ‘Recommendations to Officers of the University’ as outlined in Section 7 of the 2020-2023 Triennial Review Report.</i> |
| Mathew Ho | | |

Senator Harrison stated that the first two recommendations are related to an in-person welcome event at the start of each Fall term and a formal letter of appreciation of service to all Senators who are departing. Senator Harrison confirmed that the Interim President is fully supportive of both recommendations.

Senator Harrison outlined the third recommendation, which is that the President and Provost work with the Registrar to increase the budget of the Office of the Senate. Senator Harrison

stated that this was requested in the 2020 Triennial Review Report and noted that for the Senate to be effective, the staff in the Senate Office are currently strained and require more support and resources. He noted that there are a number of other tasks and project that the Senate staff cannot currently attend to as they are supporting Senate committees on both campuses, in addition to various ad hoc Committees. Senator Harrison commented that this recommendation is a plea to rectify the current budgetary constraints facing the Senate Office, noting that the Senate does not have purview over budgetary matters.

Senator Harrison outlined the last recommendation regarding student senator transition dates, and proposed to change the wording of the recommendation, to read as “*That the Nominating Committee be directed to study the feasibility of changing the term of office for student Senators to begin on 1 May of each year rather than the current 1 April of each year, and report back to Senate by January 2024.*” Implementation of the current recommendation is more challenging than initially contemplated but the Nominating Committee is of the opinion that the change in student senator terms should be reconsidered.

Approved

Senator Kanji thanked Senator Harrison for leading the Nominating Committee during a very busy period.

RESPONSE TO THE AD-HOC COMMITTEE TO REVIEW STUDENT APPEAL PROCEDURES AND STRUCTURES REPORT

Senator Harrison presented the response of the Appeals Committees to the recommendations and report of the Ad Hoc Committee to Review Student Appeal Procedures and Structures which outlined recommendations for improving policies and procedures for appeals related to disciplinary, academic standing and admission matters. Senator Harrison noted that the response report has been compiled by the Secretariat and the Committees themselves and is a thorough response to the Ad Hoc committee’s recommendations.

Senator Harrison stated that there has been significant effort to improve policies and processes over the past few years and while there is still work to be done, much of what was recommended has been implemented or is in the process of being implemented. He noted that with the addition of more extensive training, as per in an earlier recommendation in the Triennial Review Report, some of the recommendations in the Ad Hoc Report will be more fully implemented.

Senator Harrison recommends senators give the report a thorough review and noted that it has been heartening to see the changes that have been made to ensure that students who have to go through arduous appeal processes of appeals are treated fairly, with transparency, and with compassion. Senator Harrison thanked the Appeals Committees for their work.

Student Appeals on Academic Discipline

Senator Harrison presented an Annual Report on behalf of the Chair of the Committee, Senator Collier.

ANNUAL REPORT

Senator Harrison presented the Committee's report information, outlining the results of the appeals heard by the Committee since the last reporting period.

Senator Forwell stated that number of appeals heard per year has decreased substantially, likely as a result of Faculties developing more suitable, respectful, and policy driven types of procedures that are more likely to result in a resolution at the Faculty level.

Tributes Committee

The Chair of the Tributes Committee, Dr. John Gilbert, presented.

CANDIDATES FOR EMERITUS STATUS

John Gilbert
James Olson

“That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Dean Emeritus, Principal Emeritus, Professor, Associate Professor, Assistant Professor, Professor of Teaching, Associate Professor of Teaching, Clinical Professor, General Librarian, Administrative Librarian or Lecturer be added to the Roll of Convocation.”

Senator Gilbert noted that Senator Thorne is included in the list of emeriti presented to Senate, and acknowledged Senator Thorne's contributions to the work of the Committee, as Committee chair for several triennia and her wise counsel on many complex and sensitive issues. Senator Gilbert highlighted Senator Thorne's many contributions to the Committee, including the revocation of the honorary degree conferred upon Bishop O'Grady Senator

Senator Olson added his gratitude for Senator Thorne's longstanding impactful contributions to Senate, noting that in her 27 years of service on Senate, Senator Thorne has been critical in helping the University navigate many complex issues. He noted that in addition to the contributions on the revocation of Bishop O'Grady's honorary degree, and the other contributions that Senator Gilbert mentioned, Senator Thorne was the Chair of the Tributes Committee and led the discussion of UBC recognizing Japanese-Canadian students who were unable to complete their studies during the 1942 internment. Senator Thorne masterfully navigated a very sensitive topic and was key in the University's response to and recognition of these students. Senator Olson stated that under Senator Thorne's leadership, the UBC Vancouver Senate approved the personal recognition for approximately 100 UBC students who had their studies interrupted or ended as a result of their internment, the development of a new academic program to educate UBC students about this period in history, the creation of a historical repository to preserve and display the records in the University's possession related to the internment and the establishment of a special Honourary Degree for these former students to “restore justice among the groves of the academy.” Senator Olson expressed his heartfelt gratitude to Senator Thorne for her commitment to UBC and this Senate.

EXTEND THE TIME TO ADJOURN

The Vice-Chair noted the time, and suggested that the meeting be extended by fifteen minutes.

Joanne Fox
Mathew Ho

} *That the time to adjourn be extended by a further
fifteen minutes.*

Approved

CANDIDATES FOR EMERITUS STATUS (CONTINUED)

Senator Stewart corrected that Dr. Stephen Withers is from the Department of Chemistry, not from Conservation Sciences as is indicated on the Emeritus list.

Senator Gilbert confirmed this would be corrected.

By general consent, the proposal was amended to change the department listed for Dr Withers from Conservation Sciences to Chemistry.

Senator Gilbert reminded Senators to submit nominations for honorary degrees via the Senate website, and that the Senate Office can be contacted with questions or concerns. The Committee will be sending out reminders over the summer.

Senator Gilbert thanked members of the Committee, the Secretariat, and UBC Ceremonies and Events for the tremendous support of the Committee during this triennium.

Senator Kanji shared his thanks to all retiring Faculty members who have contributed so meaningfully during their time at UBC.

Approved
as
amended.

Report from the Registrar

The Registrar presented an update to the 2023-2024 academic year dates, specifically the observation Thursday, October 12, 2023, as a make-up Monday for purposes of the academic scheduling; classes normally scheduled for this day are cancelled and will be replaced by the classes that are normally scheduled for Monday. There are now 62 teaching days in term one of the 2023 Winter Session.

Senator Harrison noted that there has been messaging to the broader University community by the Registrar to alert the campus to the change in the fall, which is a great start for the communication plan that will be needed. Senator Harrison thanked the Registrar.

The Registrar provided an update on recent triennial election results and congratulated HsingChi von Bergmann, Bruce Forster, Wendy Norman, Kevin Doering, and Richard Spencer. Ms. Ng noted that a fourth call for the nominations for the remaining positions was issued on May 4, 2023.

Other Business

On behalf of the Interim President, Ms. Ng extended a thank you to all senators for their work over the triennium. She also shared her gratitude to Amandeep Breen for stepping into the Senate Clerk role for the past six months, and thanked all staff in the Senate Office.

Adjournment

As there was no other business, Vice-Chair, Senator Kanji adjourned the meeting and thanked senators for their service over the past three years, noting that their contributions are sincerely appreciated.

*Appendix A: Awards Report***NEW AWARDS – ENDOWED****Adel Foundation Award in Classical Persian Poetry**

Awards totalling \$2,100 have been made available through an endowment established with donations from the Adel Foundation Fund, a donor-advised fund held at the Private Giving Foundation, in honour of Mahmoud Adel-Sabzevari, for outstanding students studying classical Persian poetry in the Department of Asian Studies. Preference will be given to students that have demonstrated an interest in Persian poetry through coursework and/or writing their own Persian poetry. After growing up as an orphan in poverty, Mahmoud Adel-Sabzevari studied History and Geography in the late 1930s at the University of Tehran. His expertise was wide-ranging and endured throughout his life: he was a renowned author, editor, translator and teacher in the arts and sciences, and aged 90 he translated a defining encyclopedic volume of Quranic works into Persian. His most significant passion was Persian literature, and this award has been created to honor his legacy. The awards are made on the recommendation of the Department of Asian Studies, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Antturi Family Award in Swimming

Awards totalling \$3,500 have been made available through an endowment established by the Antturi family for outstanding members of the UBC Men's and Women's Swimming Teams who demonstrate financial need. Preference will be given to student athletes enrolled in programs in the UBC Sauder School of Business. Peter Antturi (B.Com. 1983) was a member of the UBC Swimming and Diving Team, and he and his family hope this award will allow student athletes from all backgrounds to fulfil their athletic and academic potential. The awards are made on the recommendation of the UBC Swimming Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Roy Barnett Fellowship in Piano Performance

Fellowships totalling \$50,000, with ideally a minimum of \$25,000 per recipient, have been made available through an endowment established with funds donated to UBC by Roy Barnett (B.Com. 1961) for outstanding M.Mus. or D.M.A. students pursuing piano performance. Subject to continued academic standing, the award will be renewed for a further one-year of study (M.Mus.) or three-years of study (D.M.A.), or until the respective degree is obtained (whichever

is the shorter period). Roy performed classical music on accordion in his teens, but then set music aside for a career in accounting, becoming Treasurer of one of Canada's largest pharmaceutical companies. His love for music never faded and Roy returned to it later in life, studying classical piano in his retirement. With this fellowship, Roy intends to help today's talented musicians pursue excellence in music performance, as he might have done earlier in his life. The fellowship is made on the recommendation of the School of Music, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Joshua Cinnamon Memorial Award in Hockey

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by family and friends in memory of Joshua Cinnamon (1977–2021) for outstanding members of the UBC Men's Varsity Ice Hockey team in any year of study. Joshua (B.A. 2001) was raised in Tete Jaune Cache, BC, where he spent his formative years on a small family farm nestled in the Rockies. At an early age, Josh learned to skate and developed a passion for hockey. He was a member of the Nelson Leafs, before joining the UBC Thunderbirds Men's Varsity Ice Hockey Team in 1998. Josh worked hard to achieve success in both athletics and academics at UBC, and did so with decency and respect for others. Josh met his wife Amanda while pursuing a law degree in Calgary and they built a beautiful life together in North Vancouver with their two sons, Bennett and Deacon. The awards are made on the recommendation of the Men's Ice Hockey Coaches and the Athletic Awards Committee. (First award available for the 2023/2024 winter session).

John Helliwell Award in Economics

Awards totalling \$2,400 have been made available through an endowment established by friends, family and colleagues in honour of Dr. John F. Helliwell (B.Com. 1959), along with matching funds from the Faculty of Arts, for outstanding graduate students in the Vancouver School of Economics. Preference will be given to students who demonstrate an interest in focusing their studies on topics related to happiness and well-being. Dr. Helliwell is a Canadian economist and Professor Emeritus of Economics at UBC. After graduating from UBC, he was a Rhodes Scholar at the University of Oxford, where he completed a B.A. in Philosophy, Politics and Economics and a Doctor of Philosophy in Economics. Dr. Helliwell has been with the Vancouver School of Economics since 1967 and was also the Mackenzie King Visiting Professor at Harvard from 1991–1994. He was one of the three founding editors of the World Happiness Report in 2012, and still continues this involvement. He is a Distinguished Fellow of the Canadian Institute for Advanced Research and co-directed its program on "Social Interactions, Identity and Well-Being" from 2006–2017. Dr. Helliwell was elected to the Royal Society of Canada in 1978 and appointed an Officer of the Order of Canada in 1987. The awards are made on the

recommendation of the Vancouver School of Economics, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

J. David King Memorial Award in Sustainable Agriculture

Awards totalling \$1,750 have been made available through an endowment established by Aletta Anne King (LL.B. 1980) in memory of her father, J. David King (1922–2013) for students in any faculty enrolled in the UBC Farm Practicum in Sustainable Agriculture who demonstrate financial need. If in any given year, there are no eligible students in the practicum program, the award may go to a student majoring in Sustainable Agriculture and Environment. J. David King (B.Com. 1945, B.Sc. (Agr.) 1945) believed passionately in the economic potential of BC to create and sustain opportunities to support good lives for its diverse residents. After graduating from UBC, which included working at the UBC Farm, Dave began his career as District Manager for the BC Electric Company in Langley where he worked hard to provide electricity to every barn in the Fraser Valley. Following the expropriation of BC Electric, Dave remained with BC Hydro in the economic development department and later served as executive secretary of the BC Harbours Board, and as a commissioner on the BC Energy Commission. He believed firmly that education and hard work is the path to a good life and always maintained a deep respect and appreciation for the farmers who tend the land and produce our food. The awards are made on the recommendation of the Faculty of Land and Food Systems, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

How Yin and Wai Hung (Elsie) Leung Award in Community and Regional Planning

Awards totalling \$1,750 have been made available through an endowment established by How Yin Leung (M.Sc. 1970) and his wife, Wai Hung (Elsie) Leung for outstanding graduate students enrolled in a degree program and/or engaged in a research project offered by the School of Community and Regional Planning (SCARP). Financial need may be considered. How Yin, also a graduate and scholarship recipient from SCARP, was a planner and member of senior management in the City of Surrey, BC for the majority of his planning career prior to his retirement in 2005. How Yin and his wife Elsie are dedicated to encouraging and supporting outstanding graduate students enrolled in the programs offered by How Yin's alma mater. The awards are made on the recommendation of the School of Community and Regional Planning, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

How Yin and Wai Hung (Elsie) Leung Award in Geriatric Medicine

Awards totalling \$1,750 have been made available through an endowment established by How Yin Leung (M.Sc. 1970) and his wife Wai Hung (Elsie) for outstanding M.D. students pursuing electives in geriatric medicine. Preference will be given to students who demonstrate financial need. According to the 2022 Landmark Study Navigating the Path Forward for Dementia in

Canada, “there were 597,000 individuals living with dementia in Canada, and by 2030 we can expect this number will reach close to 1 million”, and by that time one in four Canadians will be seniors. Understanding that there is a critical shortage of geriatricians across Canada, and recognizing the importance of attracting trainees to the study of geriatric medicine to address this shortage, How Yin and Elsie are passionate about encouraging M.D. students to take geriatric electives in the hope that they will choose geriatrics as their specialization. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

David McLean Leadership Award

Awards totalling \$6,600 have been made available through an endowment established by Brenda and David McLean (LL.D. 1994) for students on the University of British Columbia, Vancouver and University of British Columbia, Okanagan campuses who are elected to serve a term on the UBC Board of Governors. David McLean served on the UBC Board of Governors from 1981 to 1987, and was Chair from 1983 to 1985. David founded the McLean Group as a real estate development company in 1972, which has grown to include film and television production services, telecommunications, construction and aviation businesses. This award was established to help support students as they work to develop their leadership skills through serving on the UBC Board of Governors, and to recognize the work student governors do to assist the Board in the management and administration of the property, revenue, business, and affairs of the university. The awards are made on the recommendation of the Board of Governors. (First award available for the 2022/2023 winter session).

Steven Lewis Point Award in Law for Indigenous Students

Awards totalling \$3,500 have been made available through an endowment established by Dr. Yosef Wosk, (B.A. 1971) O.C., O.B.C. along with matching funds from the University of British Columbia, in honour of The Honourable Steven Lewis Point (LL.B. 1985, LL.D. 2013) O.B.C. for second- and third-year J.D. students who are First Nations, Inuit or Métis of Canada and who are in need of financial assistance. Appointed in 2020, The Hon. Steven Point became the 19th Chancellor of UBC and the first Indigenous person to hold the position. As member of the Skowkale First Nation, he served as chief from 1975–1999. He taught law at what is now known as the Peter A. Allard School of Law and became the Director of the First Nations Legal Studies Program. He has served as a judge in the Provincial Court of BC and went on to become the first Indigenous Lieutenant Governor of BC in 2007. The Hon. Steven Point was a recipient of the Queen Elizabeth II Golden and Diamond Jubilee Medals, and the Order of BC. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2023/2024 winter season).

Emily Selwood Memorial Award in Arts

Awards totalling \$1,950 have been made available through an endowment established by friends, family, and the wider community in memory of Emily Selwood (2003–2021) for incoming first-year students entering the Faculty of Arts directly from high school who demonstrate an interest in social sciences and a commitment to community leadership or volunteering. Preference will be given to students from British Columbia. Emily's passion for social sciences brought her to study at UBC in the Faculty of Arts in the fall of 2021, where she loved her classes and quickly formed extraordinary friendships. Her kind and gentle spirit touched many lives in her 18 short years: her compassion and dedication to service led her to give back to community, help those in need, and protect the environment. She was an accomplished rower and loved camping, hiking, and being in nature. The awards are made on the recommendation of the Faculty of Arts. (First award available for the 2023/2024 winter session).

Bing Thom Scholarship

Scholarships totalling \$9,450 have been made available through an endowment established by the Thom family, friends and fellow architects, in memory of Bing Thom (1940–2016) for outstanding students enrolled in the Master of Architecture program. Bing (B.Arch. 1966, M.Arch., LL.D. 2008), established Bing Thom Architects in 1982 and the Bing Thom Architects Foundation in 2001. His urban designs transformed Whalley, BC with SFU Central City, and Fort Worth, Texas with the Trinity Uptown Plan, Tarrant County College, and Trinity River Flood Plain. His posthumous works are the Woodridge Library in Washington, DC, the Allard Hall at MacEwan University in Edmonton, the SFU Sustainable Energy Engineering Building in Surrey, the Xi Qu Theatre Hong Kong, the University of Chicago in Hong Kong, and the Butterfly in Vancouver. Bing received the 2011 Royal Architectural Institute of Canada Gold Medal. He was always inspired by the words of Henry Elder, Director of the School of Architecture at UBC from 1962–1974, who taught that “students should not lose sight of their real purpose of changing civilization.” The scholarships are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Thunderbird Alumni Award in Women's Basketball

Awards totalling \$3,500, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by Erica McGuinness (B.Com. 2008) for outstanding members of the UBC Women's Basketball team in any year of study who demonstrate financial need, leadership qualities and a team-first attitude. A proud Women's Basketball alumna, Erica was a key member of the team and won three U Sports National Titles during her five-year career at UBC. She was inducted into the UBC Sports Hall of Fame in 2016. She has been active in the community as a board member of viaSport – BC's amateur sport hub – and Chair of UBC's Thunderbird Alumni Council. Erica has had a successful career in finance, rising to become Partner at Sequeria Partners, and has specialized in mergers and acquisitions. She hopes that this

award will allow student athletes from all backgrounds to fulfil their academic and sporting potential. The awards are made on the recommendation of the Women's Basketball Head Coach and the Athletic Awards Committee. (First award available for the 2023/2024 winter session).

NEW AWARDS – ANNUAL

123Dentist Award in Dentistry

Awards totalling \$4,000 have been made available annually through a gift from 123Dentist for final-year B.D.Sc. (DH) and D.M.D. students who demonstrate examples of leading initiatives that have promoted collaboration within their program. Having opened its first clinic in Vancouver in 1993, 123Dentist is Canada's oldest network of dental practices, and has become one of the largest networks in the country. The awards are made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

Nafeesa Alibhai Award in Integrated Sciences

Awards totalling \$2,000 have been made available annually through a gift from a UBC alumna in honour of Nafeesa Alibhai for outstanding undergraduate students in the Integrated Science program who identify as 2SLGBTQIA+ and who demonstrate leadership and community involvement. Nafeesa is a queer and trans disabled Muslim and second-generation Khoja immigrant. In 2022, Nafeesa earned their B.Sc. in Integrated Sciences at UBC – the first in their family to be granted a university degree – and then went on to study a M.Ed. in Social Justice Education at the University of Toronto. Nafeesa strives to create alternatives to white-supremacist education systems in the life sciences as part of ongoing transformative justice and abolitionist movements. The awards are made on the recommendation of the Integrated Sciences Program. (First award available for the 2023/2024 winter session).

Ronald Hatch Memorial Bursary in English

Bursaries totalling \$2,000 have been made available through a gift from family and friends in memory of Ronald Hatch (1939–2021) for Bachelor of Arts students majoring in English. Ronald (B.A. 1963, M.A. 1964, Ph.D.) was born in Fort William, Ontario and soon moved to Vancouver. He obtained his undergraduate and master's degrees from UBC, where he also happened to meet his wife Veronica Hatch (née Lonsdale) at a UBC Philosophy Club event. He later went on to teach at the UBC English department for over 35 years, where he established himself as an expert in Canadian and 18th century literature. Throughout his career he taught and mentored many UBC students who remember him as a tough yet fair professor. In preparation for his retirement, Ronald created a publishing house named Ronsdale Press where he devoted many long hours into translating and publishing several local authors. While his love of literature was always constant, he also had many interests outside the world of academia such as

mountaineering, nature conservancy, winemaking and an affinity for travel. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Larry Henkelman Memorial Award in Forestry

Awards totalling \$2,000 have been made available annually through a gift from Ann Henkelman (B.A. 1974), friends, and family in memory of Larry Henkelman (1952–2022) for Bachelor of Science in Forestry students majoring in Forest Resource Management or Forest Operations. Preference will be given to third- and fourth-year students with a demonstrated focus on timberland planning, appraisal, or valuations, and who demonstrate an interest in working in forestry in BC. Larry (B.S.F. 1975, M.F. 1978) worked at Gold River Logging Division from 1975, through many company changes from Tahsis Co. to Western Forest Products, until 2021. He was a founding member of the Coast Appraisal Advisory Committee, the Chair of the Coast Forest Products Association Timber Pricing Committee and Co-Chair of the Coast MPS Technical Subcommittee. Larry was dedicated to forest management and his enthusiasm and commitment for timber pricing contributed to the development of a mathematical-based defensible stumpage equation under the market pricing system for the coast of BC. For forty years, Larry was a leader in the field of timber appraisals. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2023/2024 winter session).

Frank and Nancy Iacobucci Entrance Award in Law for Indigenous Students

Awards totalling \$15,000 have been made available annually through a gift from The Honourable Frank Iacobucci, C.C., K.C., L.S.M. (B.Com. 1961, LL.B. 1962, LL.D. 1989) and Nancy Iacobucci for students entering the J.D. program who are First Nations, Inuit or Métis of Canada and have demonstrated financial need. After graduating from UBC, The Hon. Frank Iacobucci received his Master of Laws and a Diploma in International Law at the University of Cambridge. He was Dean of Faculty of Law at the University of Toronto and University Vice-President and Provost before being appointed Chief Justice of the Federal Court in 1988 and Justice of the Supreme Court of Canada in 1991. The Hon. Frank Iacobucci has received numerous recognitions in Canada, the United States, the United Kingdom and Italy, including a Companion of the Order of Canada, a member of the King's Counsel, and named an Honorary Fellow of St. John's College at Cambridge University. He was honoured with a lifetime achievement award by UBC in 2005. Since retiring, he has been very active in issues of public law, particularly matters involving Indigenous peoples of Canada. Nancy Iacobucci, Frank's lifelong partner, is a graduate of Harvard Law School, where she graduated magna cum laude and was an editor of the Harvard Law Review. She and Frank met at Cambridge and were married in 1964. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2023/2024 winter season).

Khowutzun Forest Services Award in Forestry

Awards totalling \$2,000 have been made available annually through a gift from Khowutzun Forest Services for outstanding second- or third-year students in the Faculty of Forestry. Preference will be given to students who are Canadian citizens, who graduated from a high school in BC, and who have demonstrated financial need. Khowutzun Forest Services is owned by the Cowichan Tribes, the largest First Nation Band in BC. They provide forest management services that reflect their heritage, culture and environmental values, and believe in improving forest health and timber yields while conserving wildlife habitats. Awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2023/2024 winter session).

Ladybird Team Culture Award in Women's Swimming

Awards totalling \$30,000 have been made available annually through a gift from the Gunther family for members of the UBC Women's Swimming Team who are not receiving financial assistance from the Swimming Canada Athlete Assistance Program and who demonstrate financial need. Preference will be given to student athletes who can demonstrate that they promote a positive team culture in the UBC Swimming community. Subject to continued academic standing and athletic performance, the awards may be renewed for an additional two-years. Multiple members of the Gunther family were members of the UBC Swimming Team and they hope this award will allow student athletes from all backgrounds to fulfil their athletic and academic potential. The awards are made on the recommendation of the UBC Swimming Head Coach and the Athletics Awards Committee. (First award available for the 2023/24 winter session).

OUTtv Award in Commerce

Awards totalling \$5,000 have been made available annually through a gift from OUTtv for Bachelor of Commerce students who identify as 2SLGBTQIA+ and have demonstrated an interest in community service and leadership qualities. OUTtv is the world's first 2SLGBTQIA+ television network. They are headquartered in Vancouver, BC, and since launching in Canada in 2001 now distribute their programming in the United States, the United Kingdom, Ireland, South Africa, New Zealand, and Australia. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

Dr. Charles Shuler Award in Geriatric Dentistry

Awards totalling \$3,000 have been made available annually through a gift from the Vancouver Dental Education Centre in honour of Dean Emeritus Dr. Charles "Chuck" Shuler for D.M.D. students who demonstrate an aptitude for and an interest in the field of Geriatric Dentistry. Dr. Shuler (B.Sc., D.M.D., Ph.D.), Dean of the Faculty of Dentistry from 2007–2017, received his B.Sc. in Biochemistry from the University of Wisconsin, his D.M.D. from the Harvard School of Dental Medicine, his Ph.D. in Pathology from the University of Chicago and his Oral Pathology education at the University of Minnesota and the Royal Dental College Copenhagen Denmark. In

2016 he won the Distinguished Scientist Award in Oral Medicine and Pathology from the International Association for Dental Research, and he maintains an active research program funded by the United States National Institute for Dental and Craniofacial Research to better understand the cause of cleft palate birth defects. The awards are made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

Dr. Dan Small Prize in the Urban Ethnographic Field School

Prizes totalling \$2,000 have been made available annually through a gift from Dr. Dan Small (B.A., M.Phil., Ph.D. 2003) for third- or fourth-year students enrolled in the Urban Ethnographic Field School who have the best final project(s). Dr. Small is a medical anthropologist and Research Associate in the Department of Anthropology at UBC. He was a co-founder of Insite, North America's first sanctioned supervised-injection facility, and has developed and established other initiatives including employment and support services for marginalized populations, housing, and social enterprises. Using his experience in medical regulation and medical student assessment, he has been involved with the College of Physicians and Surgeons of BC from 2000–2014, and the Medical Council of Canada from 2007–2014. The prizes are made on the recommendation of the Departments of Sociology and Anthropology. (First award available for the 2022/2023 summer session).

Caroline and James Wang Award in Marketing

Awards totalling \$2,000 have been made available annually through a gift from James Wang and his spouse, Caroline, for outstanding domestic third-year Bachelor of Commerce students specializing in Marketing who demonstrate financial need. Preference will be given to students who demonstrate an interest in eCommerce. James is a successful digital marketing and eCommerce leader and teaches at the UBC Sauder School of Business in the Marketing and Behavioural Science division. James and Caroline created this award to encourage students from all backgrounds to explore careers in marketing and eCommerce. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

Zhao-Geng Scholarship in Applied Science

Scholarships totalling \$2,000 have been made available annually through a gift from Nemo Zhao (B.A. 2019) in memory of Hong Grace Geng (1968–2022) for outstanding Bachelor of Applied Science students. Hong Grace Geng (B.Sc. 1990) was a beloved mother and software engineer. Grace was passionate about education and believed that every student should have the opportunity to achieve their dreams and make a positive impact in the world. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2023/2024 winter session).

NEW AWARDS – INTERNAL

Thunderbird Varsity Award

Awards ranging in value up to the maximum allowable under athletic association regulations have been made available annually by the Department of Athletics and Recreation for varsity student athletes who are listed on a team Eligibility Certificate and demonstrate outstanding athletic abilities. The awards are made on the recommendation of the Athletics Awards Committee.

BC Athlete Assistance Program Award

Awards ranging from \$500 to the maximum allowable under BC Athlete Assistance Program (BC AAP) regulations, have been made available from the Province of British Columbia and administered by viaSport BC for domestic student athletes who are residents of BC and demonstrate commitment to high performance sport and excellence in competition. The awards are made on the recommendation of the Athletics Awards Committee.

Dissertation Writing Fellowship Award in Sociology

Awards totalling \$6,000 have been made available annually through the Department of Sociology for students in the fifth or later year of their PhD program in Sociology. The award is disbursed in three instalments, conditional on satisfactory submission of chapters of the dissertation to the student's supervisor. The awards are made on the recommendation of the Department of Sociology, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Francesco Duina Award

A \$300 award has been made available annually through the Department of Sociology for students who submit the best undergraduate paper to Sojourners, the Department of Sociology's undergraduate journal. The award was created in recognition and appreciation of the contributions made by Francesco Duina, Head of the Department of Sociology from 2013–2015. The awards are made on the recommendation of the Department of Sociology, in consultation with the editorial team of Sojourners.

Graduate Teaching Assistance Award in Sociology

Awards totalling \$500 have been made available annually through the Department of Sociology for graduate students who demonstrate excellence in their role as a Graduate Teaching Assistant. Eligibility is based on the nomination of students by faculty members in Sociology who have worked with them as a teaching assistant. Selection will go to graduate students with the most outstanding record of accomplishment. The awards are made on the recommendation of the Department of Sociology, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Sociology Doctoral Dissertation Award

A \$500 award has been made available annually through the Department of Sociology for Sociology doctoral students who completed a dissertation during the previous calendar year, January-December. Eligible students are nominated by their supervisor. Awards are made on the recommendation of the Department of Sociology, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Honours Award in Sociology

A \$300 award has been made available annually through the Department of Sociology for undergraduate students enrolled in the Honours Program with the most outstanding Honours Thesis. Students must be enrolled during the academic year (September to April) and are nominated by the student's faculty supervisor, based on the merits of the thesis. Awards are made on the recommendation of Department of Sociology.

Undergraduate Teaching Assistance Award in Sociology

A \$500 award has been made available annually through the Department of Sociology for the most outstanding undergraduate Teaching Assistant (TA) for the current academic year. Students must demonstrate excellence in their role as an undergraduate TA and must have completed a minimum number of credits as a TA for Sociology courses as required. Eligible students are nominated by the faculty working with the Teaching Assistant. Awards are made on the recommendation of the Department of Sociology.

Indigenous Research Engagement Award

Awards have been made available by the University of British Columbia for outstanding Indigenous graduate students who undertake research engagement with Indigenous communities, with priority given to Indigenous students whose traditional territory falls, at least in part, within Canada. The awards have a minimum value of \$1,500 and may be received once per degree program. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Indigenous Graduate 5th Year Fellowship

Awards have been made available by the University of British Columbia for outstanding Indigenous students in the fifth-year of their doctoral program and provide an annual stipend of \$18,200 plus tuition for up to one year or until the end of the sixth-year of their doctoral program, whichever comes first. Priority is given to Indigenous students whose traditional territory falls, at least in part, within Canada. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5712 - Helmut and Donna Meisl Scholarship in Medicine

Rational for Proposed Changes

Donors wanted to focus the award on specific areas of medicine and wanted to remove the academic merit component of the award. This shifts it from scholarships to awards. The donors have taken the opportunity to add some biographical information, and the Awards team has taken the opportunity to make cosmetic changes to update the language to contemporary conventions.

Current Award Title: Helmut and Donna Meisl Scholarship in Medicine

Current Award Description

A \$2500 scholarship has been made available through an endowment established by Dr. Helmut (BSc 1970, MD 1976) and Mrs. Donna Meisl. The scholarship is for MD students enrolled in the Faculty of Medicine. The award recognizes academic excellence and is made on the recommendation of the Faculty of Medicine.

Proposed Award Title: Helmut and Donna Meisl Scholarship Award in Medicine

Proposed Award Description

A \$2500 scholarship has Awards totalling \$8,900 have been made available through an endowment established by Dr. Helmut (B.Sc. 1970, M.D. 1976) and Mrs. Donna Meisl. The scholarship is for outstanding M.D. students enrolled in the Faculty of Medicine. Preference will be given to students that demonstrate an interest in general medicine, family practice or other areas of primary care. After completing his education in medicine at UBC, Helmut worked as an emergency care doctor. Donna is an artist and graduated with a B.F.A. at the California College of the Arts, majoring in drawing and sculpture. Helmut and Donna established the award to highlight the importance of family doctors and to encourage students to pursue a career in this specialty in health care. The awards recognizes academic excellence and is are made on the recommendation of the Faculty of Medicine.

3930 – Brown Bros. Ford Scholarship in Athletics

Rational for Proposed Changes

Following a request from adjudicators in Athletics and Recreation, we proposed removing mention of the number of scholarships given out. This will lead to a more equitable adjudication process each year.

Current Award Description

Three scholarships totalling \$3,750 have been endowed by Brown Bros. Ford and the Province of British Columbia. The awards are offered to students having outstanding academic and athletic abilities and are made by nomination of the President's Athletic Awards Committee.

Proposed Award Description

Three Scholarships totalling \$3,750 have been endowed by Brown Bros. Ford and the Province of British Columbia. The awards are offered to students having outstanding academic and athletic abilities and are made by nomination of the President's Athletic Awards Committee.

5318- Sandy Laird Service Award in Mining Engineering**Rationale for proposed changes**

Donor has requested that the award include co-op students and would like to ensure that the award is not deferred as a result of participating in the co-op program. The award has been updated to include language that reflects this.

Current award description

Awards totalling \$4,400 have been made available through an endowment established by Sandy Laird, B.A.Sc., 1957 (Mining Engineer) to second and third year undergraduate students majoring in Mining Engineering in the Faculty of Applied Science. These awards are intended for mining engineering students who aspire to become industry leaders through careers in mine operations and management. Recipients have the opportunity to expand their understanding and knowledge of the industry to help them succeed in their professional career. Strong leadership abilities are critical to advancement in the mining industry; therefore, candidates must have demonstrated leadership through active participation in extracurricular activities in high school, the community, the university and/or sports. The awards are made on the recommendation of the Department of Mining Engineering.

Proposed Award description

Awards totalling \$4,400 have been made available through an endowment established by Sandy Laird, (B.A.Sc. 1957) (Mining Engineer) to second- and third-year undergraduate students majoring in Mining Engineering in the Faculty of Applied Science. These awards are intended for mining engineering students who aspire to become industry leaders through careers in mine

operations and management. Recipients have the opportunity to expand their understanding and knowledge of the industry to help them succeed in their professional career. Strong leadership abilities are critical to advancement in the mining industry; therefore, candidates must have demonstrated leadership through active participation in extracurricular activities in high school, the community, the university and/or sports. **Students in co-op studies are eligible to receive the award.** The awards are made on the recommendation of the Department of Mining Engineering.

6884 - Carol Mae Acton Fellowship in Nursing

Rational for Proposed Changes

After conferring with the Executrix, they have proposed the below changes to help clarify Carol's work experience.

Current Award Description

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

Proposed Award Description

Fellowships totalling \$10,900 have been made available through an endowment established by the estate of Carol Mae Acton (1944–2021) for outstanding graduate students in the School of Nursing. Carol (B.S.N. 1974, M.S.N. 1987) had a long and successful career in nursing. After obtaining her Master's degree, Carol was appointed Director of Care at GF Strong Rehabilitation Centre, and in 1999, she became the first Patient Services Manager for the Acute Care for Elders (ACE) units at Vancouver General Hospital. **Throughout her career she held a range of positions from head nurse, manager to director. She culminated her career as an innovative Patient Services Manager for the Acute Care for Elders (ACE) Units at Vancouver General Hospital.** Her colleagues recall the instrumental role she played in developing ground-breaking policies in geriatrics with the ACE Committee, and remember her fondly for her leadership, humour and desire to support her coworkers through periods of transition. The

fellowships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies.

7216 - Dottie Davies Memorial Scholarship in Microbiology and Immunology

Rational for Proposed Changes

University Counsel had suggested changes to the award description to more accurately capture the source of this endowment's funding. The endowment is composed of a gift that was received at the university previously that was initially intended to support a project that did not go forward because of COVID-19 and has since been repurposed by the faculty to create this award.

Current Award Description

Scholarships totalling \$3,500 have been made available through an endowment established by Dr. Julian Davies (B.Sc., Ph.D., D.Sc. 2003), in memory of his wife, Dorothy "Dottie" Davies (1932-2017), for outstanding undergraduate and graduate students in the Department of Microbiology and Immunology. Dottie (née Olney) was born in Waltham, Massachusetts. She attended Denison University in Granville, Ohio, where she was a member of the Kappa Kappa Gamma sorority and participated in theatre productions as an actress and a director. Dottie met Julian in New York City and they married in 1957. Dottie supported Julian's work as a microbiologist, and they moved around the world and raised three children together while Julian pursued his research. This scholarship was established in recognition of the support and encouragement Dottie offered to the undergraduate and graduate students, and their families, that she encountered. The awards are made on the recommendation of the Department of Microbiology and Immunology, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling \$3,500 have been made available through an endowment established by **the University with a gift from** Dr. Julian Davies (B.Sc., Ph.D., D.Sc. 2003), in memory of his wife, Dorothy "Dottie" Davies (1932–2017), for outstanding undergraduate and graduate students in the Department of Microbiology and Immunology. Dottie (née Olney) was born in Waltham, Massachusetts. She attended Denison University in Granville, Ohio, where she was a member of the Kappa Kappa Gamma sorority and participated in theatre productions as an actress and a director. Dottie met Julian in New York City and they married in 1957. Dottie supported Julian's work as a microbiologist, and they moved around the world and raised three children together while Julian pursued his research. This scholarship was established in recognition of the support and encouragement Dottie offered to the undergraduate and graduate students, and their families, that she encountered. The awards are made on the recommendation

of the Department of Microbiology and Immunology, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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

Rational for Proposed Changes

To specify that preference will be given to students with financial need.

Current Award Description

Awards totalling \$1,050 have been made available through an endowment established by the estate of Shelagh Smith (1928–2021) for outstanding mature students enrolled in the Bachelor of Science in Nursing program. Financial need may be considered. Shelagh (B.A.Sc. (Nursing) 1950, M.S.N. 1982) was raised in Yukon and after completing her undergraduate degree, taught at hospitals in Montreal and New York. In her early 50s, she returned to her studies as a mature student and joined the UBC School of Nursing as a senior nursing instructor. It was during this time that Shelagh observed that academic excellence is compromised for some mature students because of their due to financial need. To honour her commitment to supporting students, Shelagh was awarded the 2017 UBC Donor Partnership Award and received a Centenary Medal of Distinction in 2019. Outside of academia, Shelagh served as a trustee and council member at St. Anselm's Parish, was invested into The Order of the Diocese of New Westminster in 2015, and was a member of the Vancouver Quilters Guild. The awards are made on the recommendation of the School of Nursing.

Proposed Award Description

Awards totalling \$1,050 have been made available through an endowment established by the estate of Shelagh Smith (1928–2021) for outstanding mature students enrolled in the Bachelor of Science in Nursing program. **Preference will be given to students who demonstrate financial need.** ~~Financial need may be considered.~~ Shelagh (B.A.Sc. (Nursing) 1950, M.S.N. 1982) was raised in Yukon and after completing her undergraduate degree, taught at hospitals in Montreal and New York. In her early 50s, she returned to her studies as a mature student and joined the UBC School of Nursing as a senior nursing instructor. It was during this time that Shelagh observed that academic excellence is compromised for some mature students because of their due to financial need. To honour her commitment to supporting students, Shelagh was awarded the 2017 UBC Donor Partnership Award and received a Centenary Medal of Distinction in 2019. Outside of academia, Shelagh served as a trustee and council member at St. Anselm's Parish, was invested into The Order of the Diocese of New Westminster in 2015, and was a member of the Vancouver Quilters Guild. The awards are made on the recommendation of the School of Nursing.

Annual Awards

7208 - Bit Quill Technologies Award in Computer Science

Rational for Proposed Changes

Corporate name change. Other changes to reflect the changing focus of the organization.

Current Award Title: Bit Quill Technologies Award in Computer Science

Current Award Description

Two awards of \$2,500 each have been made available annually through a gift from Bit Quill Technologies for third or fourth-year students enrolled in an undergraduate degree program in the Department of Computer Science who are in good academic standing. Candidates will have helped foster a welcoming, respectful, kind, and supportive learning environment among their peers and have academically supported and advocated for one or more individual(s) who identify as being part of an underrepresented population, or for those who may be struggling significantly with their coursework for any reason. Bit Quill Technologies is a software consulting company based in Vancouver that is committed to consciously cultivating the principles of Teamwork, Relationships, Excellence, and Ethics in their approach to business and decision-making. The awards are made on the recommendation of the Department of Computer Science.

Proposed Award Title: ~~Bit Quill Technologies~~ Improving Award in Computer Science

Proposed Award Description

Two awards of \$2,500 each have been made available annually through a gift from Improving ~~Bit Quill Technologies~~ for third or fourth-year students enrolled in an undergraduate degree program in the Department of Computer Science who are in good academic standing. Candidates will have helped foster a welcoming, respectful, kind, and supportive learning environment among their peers and have academically supported and advocated for one or more individual(s) who identify as being part of an underrepresented population, or for those who may be struggling significantly with their coursework for any reason. Improving ~~Bit Quill Technologies~~ is a software consulting development services company based that is proud to help create opportunities for the development of software in Vancouver by supporting the next generation of computer scientists at UBC that is committed to consciously cultivating the principles of Teamwork, Relationships, Excellence, and Ethics in their approach to business and decision-making. The awards are made on the recommendation of the Department of Computer Science.

1119 - German Government Book Prizes

Rationale for Proposed Changes

Donor would like to change the award from book prizes to certificates. Additional changes have been made to the award title and to the award description to reflect the change and to bring the language into alignment with our current award description writing practices.

Current Award Title: German Government Book Prizes

Current Award Description

Book prizes, the gift of the Federal Republic of Germany through the Consulate General in Vancouver, are available for students showing proficiency in Germanic Studies.

Proposed Award Title: The Consul General of Germany Award for Emerging Speakers of German ~~German Government Book Prizes~~

Proposed Award Description

~~Book prizes, the gift of~~ Certificates have been made available annually by the Federal Republic of Germany, through the Consulate General in Vancouver, ~~are available for students showing proficiency in Germanic Studies.~~ to recognize students for their achievement in first- and second-year German courses offered in the UBC German Studies Program. The awards are made on the recommendation of the Department of Central, Eastern, and Northern European Studies.

8718 - Faculty Women's Club Childcare Bursary

Rationale for Proposed Changes

The Faculty Women's Club have raised enough funds to reflect that the bursary is now funded from an endowment.

Current Award Description

A bursary of \$2,000 is offered annually by the Faculty Women's Club for undergraduate and graduate students with children in licensed childcare. Preference will be given to students who are single parents and families new to BC, not yet qualified for the BC childcare tax benefit. The bursaries are adjudicated by Enrolment Services.

Proposed Award Description

~~A bursary of \$2,000 is offered annually~~ Bursaries totalling \$2,000 have been made available through an endowment established with donations made to the University to support the

childcare bursary established by the Faculty Women's Club (FWC), for undergraduate and graduate students with children in licensed or registered childcare. Preference will be given to students who are single parents and families new to BC, not yet qualified for the BC childcare tax benefit. The FWC Childcare Bursary is in recognition of the challenges facing students with young families. The bursaries are adjudicated by Enrolment Services.

2436 - Sheppard Award in Urban Forestry

Rationale for Proposed Changes

The donor has made the request to move this annual award to an endowed award. The language has been updated to reflect the change.

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from Emeritus Professor, Dr. Stephen Sheppard (B.A., M.A., M.Sc. 1978, Ph.D.) and his family, for outstanding fourth year Bachelor of Urban Forestry students who demonstrate community involvement and leadership skills. Stephen had a career at UBC that spanned almost 25 years. He led the establishment of the Bachelor of Urban Forestry degree (BUF) and was its first program director. In addition, his commitment to public service, community engagement, and climate change action has left an indelible mark on the program, shaping both the curriculum and the program culture. Stephen is still known by BUF students and his colleagues as an extremely welcoming, compassionate, and committed leader who values community service and engagement, particularly in regards to climate change. The awards are made on the recommendation of the Faculty of Forestry.

Proposed Award Description

Awards totalling \$2,000 have been made available through a gift from an endowment established by Emeritus Professor, Dr. Stephen Sheppard (B.A., M.A., M.Sc. 1978, Ph.D.) and his family, for outstanding fourth-year Bachelor of Urban Forestry students who demonstrate community involvement and leadership skills. Stephen had a career at UBC that spanned almost 25 years. He led the establishment of the Bachelor of Urban Forestry (BUF) degree (~~BUF~~) and was its first program director. In addition, his commitment to public service, community engagement, and climate change action has left an indelible mark on the program, shaping both the curriculum and the program culture. Stephen is still known by BUF students and his colleagues as an extremely welcoming, compassionate, and committed leader who values community service and engagement, particularly in regards to climate change. The awards are made on the recommendation of the Faculty of Forestry.

Internal Awards

6402 – Graduate Student Travel Award in Pharmaceutical Sciences

Rationale for Proposed Changes

This is a resubmission to correct an administrative error that resulted in the revision not being accurately captured. The original revision was submitted by the Faculty of Pharmaceutical Sciences to amend the award description to be more flexible and allow it to support professional development activities generally rather than just travel, to ensure students attending conferences held remotely are eligible.

Current Award Title: Graduate Student Travel Award in Pharmaceutical Sciences

Current Award Description

Travel awards totalling \$2,000 are offered to enable graduate students in the Faculty of Pharmaceutical Sciences to attend conferences or symposia at which they will present a poster or an academic paper. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: Graduate Student Travel Professional Development Award in Pharmaceutical Sciences

Proposed Award Description

Travel Awards totalling \$2,000 ~~are offered to enable~~ have been made available annually for graduate students in the Faculty of Pharmaceutical Sciences participating in professional development activities, including but not limited to, attending a conferences or symposia at which they will are presenting a poster or an academic paper. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.



FACULTY OF APPLIED SCIENCE

New courses

BMEG 421 (3) Linear Systems in Optics; **BMEG 422 (3)** Modern Biomedical Optical Imaging; **BMEG 423 (3)** Clinical Informatics; **BMEG 424 (3)** Genome Informatics; **BMEG 425 (3)** Biomedical Robotics; **BMEG 495 (3)** Biomaterials; **CHBE 472 (3)** Technologies for Human and Environmental Health; **CHBE 473 (3)** Environmental Engineering and Sustainability Leadership; **CPEN 300 (1-12)** Special Topics in Computer Engineering; **CPEN 355 (4)** Machine Learning with Engineering Applications; **CPEN 455 (4)** Deep Learning; **ELEC 300 (1-12)** Special Topics in Electrical Engineering; **MANU 455 (3)** Additive Manufacturing Design; **MANU 458 (3)** Manufacturing for Clean Energy; **MECH 455 (6)** Naval Architecture and Marine Engineering Capstone Design Project; **MECH 456 (6)** Energy and Environment Capstone Design Project; **MECH 471 (3)** An Introduction to Pulp and Papermaking; **MECH 486 (3)** Introduction to Ship Design

New program options

Bachelor of Applied Science > Energy and Environment Option; Naval Architecture and Marine Engineering

FACULTY OF ARTS

New courses

ACAM 310 (3) Asian Canadian Cultural Studies; **AFST 350 (3-6)** Topics in African Studies; **ANTH 242 (3)** Visions of the Sacred: Introduction to the Anthropology of Religion; **ASTU 200 (3)** Special Topics: Place and Power; **ASTU 399 (3)** Special Topics: Place and Power; **CENS 304 (3)** Representations of the Holocaust: Auschwitz; **ECON 333 (3)** Economic History of Europe from the Paleolithic to the Industrial Revolution; **ECON 392 (3-9)** Topics in Economics; **ECON 467 (3)** Economics of Crime and Policing; **FREN 395 (3-6)** Special Topics Abroad; **ITAL 395 (3-6)** Special Topics Abroad; **MDIA 270 (3-6)** Special Topics; **MDIA 299 (3-6)** Directed Studies; **MDIA 470 (3-6)** Special Topics; **MDIA 499 (3-6)** Directed Studies; **MES 360 (3)** Political Economy of the Modern Middle East; **POLI 482 (3)** Data and Models Capstone; **PPGA 391 (1.5-9)** Topics in Public Policy and Global Affairs; **RMST 222 (3)** Introduction to Hispanic Cultures; **RMST 374 (3)** Mapping Gendered Spaces in Hispanic Literature and Culture; **RMST 375 (3)** The Caribbean: Frontiers of the Romance World; **RMST 376 (3)** Genre Adaptations in the Hispanic World; **RMST 395 (3-6)** Special Topics Abroad; **SPAN 395 (3-6)** Special Topics Abroad; **WRDS 200 (3)** Writing and Communication Foundations; **WRDS 400 (3)** Writing and Communication Capstone; **WRDS 450 (3)** Writing Practices for Publics and Publications

New Minor

Bachelor of Arts > Minor in Writing and Communication



FACULTY OF FORESTRY

New courses

NRES 241 (3) Introduction to Geomatics for Natural Resource Management; **NRES 341 (3)** Intermediate Geomatics for Natural Resource Management; **NRES 441 (3)** Advanced Geomatics for Natural Resource Management; **UFOR 231 (3)** Introductory Statistical Methods for Urban Forestry; **UFOR 415 (3)** Plant Design; **UFOR 444 (3)** Green Network Planning

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

APPP 511 (1.5-3) Topics in Engineering for Technical Leaders; **BMEG 521 (3)** Linear Systems in Optics; **BMEG 522 (3)** Modern Biomedical Optical Imaging; **BMEG 523 (3)** Clinical Informatics; **BMEG 524 (3)** Genome Informatics; **CHBE 578 (3)** Polymer Science and Processing; **CIVL 585 (3)** Pedestrian and Bicycle Transportation Design; **EECE 595 (1-6)** Electrical and Computer Engineering Seminar; **MECH 556 (3)** Research Writing; **MECH 557 (1)** Research Skills for Engineers; **MECH 558 (1)** Professional Responsibility for Engineers; **MECH 559 (2)** Engineering Project Management

Arts

New course

LIBR 598 (3) Program Synthesis Portfolio

Delete Program

Master of Public Policy and Global Affairs > Accelerated 16-Month Program Option

Education

New courses

ECED 532 (3) Sociocultural Perspectives in Early Childhood Education; **LLED 505 (3)** Environmental Literacy

Forestry

New courses

FCOR 510 (1.5) Professional Communication; **FCOR 511 (1.5)** Working with Diverse Knowledge Systems in Sustainable Natural Resources Management; **FOPE 511 (3)** Wood Properties and Products; **FRST 593 (3)** Climate Adaptation in Socio-Ecological Systems; **FRST 595 (3)** Transformative Environmental Research



Science

New course

MICB 530 (3) Student Seminars in Microbiology, Immunology and Virology

FACULTY OF MEDICINE

New courses

PCTH 301 (3) Introduction to Pharmacology; **PCTH 303 (3)** Pharmacology in Health and Disease

FACULTY OF PHARMACEUTICAL SCIENCES

New course

PHAR 431 (3) Functional Foods

FACULTY OF SCIENCE

New courses

BIOL 303 (3) Green Planet: Biology and History of Plants that Changed Civilizations; **BIOL 311 (3)** Experimental Methods in Animal Behaviour; **BIOL 348 (3)** Biology of Cannabis; **BIOL 488 (1-6)** Topics in Biology; **DSCI 430 (3)** Fairness, Accountability, Transparency and Ethics (FATE) in Data Science; **ENPH 257 (2)** Heat and Thermodynamics; **ISCI 400 (1)** Integrated Sciences Graduating Seminar; **NSCI 140 (3)** The Learning Brain; **NSCI 303 (3)** Foundations of Computational Neuroscience; **NSCI 486 (1-6)** Advanced Topics in Behavioural and Cognitive Neuroscience; **NSCI 487 (1-6)** Advanced Topics in Cellular and Molecular Neuroscience; **PHYS 310 (3)** Machine Learning for Physics and Astronomy Data Analysis; **SCIE 400 (3)** Discipline-based Education Research Methodology; **STAT 449 (3-6)** Statistics Honours Project

New Major

Bachelor of Science > Cellular, Anatomical and Physiological Sciences

Revised Honours

Bachelor of Science > Cellular, Anatomical and Physiological Sciences



20 September 2023

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: a. Revised Bachelor of Science in Food and Resource Economics (approval)
b. New Major in Data Analytics (approval)
c. New Major in Business and Markets (approval)

In accordance with sections 29 (a) and (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at the Senate Curriculum Committee's 10 July 2023 meeting and the Senate Admissions Committee's 26 July 2023 meeting, the Committees jointly approved the following proposals from the Faculty of Land and Food Systems:

- a. Revised Bachelor of Science in Food and Resource Economics (approval)
- b. New Major in Data Analytics (approval)
- c. New Major in Business and Markets (approval)

The revised Bachelor of Science in Food and Resource Economics, and its new Major in Data Analytics and new Major in Business and Markets are in response to feedback from students and are intended to align the degree with UBC's strategic priorities. The program will allow direct entry into first-year and second-year, and will create two distinct and in-depth interdisciplinary majors.

The following is recommended to Senate:

Motion: That Senate ratify the joint decisions of the Senate Curriculum Committee and Senate Admissions Committee regarding the attached proposals.

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

Prof. Carol Jaeger
Chair, Senate Admissions Committee



FACULTY OF LAND AND FOOD SYSTEMS

Revised degree program

Bachelor of Science in Food and Resource Economics

New programs

Bachelor of Science in Food and Resource Economics > Major in Data Analytics; Major in Business and Markets

Bachelor of Science in Food and Resource Economics

The University of British Columbia
Faculty of Land and Food Systems

Fall 2022

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1. EXECUTIVE SUMMARY

The Food and Resource Economics (FRE) group, within the Faculty of Land and Food Systems (LFS), offers a 121-credit, 4-year, Bachelor of Science in Food and Resource Economics (BSFE) at UBC's Point Grey Campus since 2018. This program provides UBC students with an opportunity to learn the principles of economic theory & business and resource management and apply them to the context of: agri-food supply chains, natural resource systems (e.g., soil and water), and the environmental issues deriving from our agri-food markets. Students take courses in FRE, interdisciplinary courses from the LFS core, microeconomics (principles and intermediate), relevant economics courses (e.g., international trade), and restricted and unrestricted electives, including those from the Faculty of Forestry, Faculty of Science, and from the Faculty of Arts. Students either specialize (without formal majors) in Food Markets and Development; Land, Resources and Environment; or Food and Resource Management; or a flexibly blended version of these three concentrations.

As the first few cohorts were admitted and taught, the faculty at FRE reflected on their own experience and vision for the program, consulted with peers in related disciplines at UBC, and gathered feedback from students. With the support of a research assistant, the faculty identified two changes to enhance student learning and clarify the program's goals:

1. allow direct first-year entry (in addition to the current second-year entry)
2. clarify the degree paths by creating two new majors within the program, titled: Data Analytics, and Business and Markets.

A recent survey of undergraduate students in related UBC disciplines revealed strong support for these proposed changes, with a significant number of respondents reporting they would have enrolled in the proposed program if the option was available.

The program currently has (and will continue to have) three important components contributing to its value and relevance in the labor market: the empirical analysis of small and large data sets, policy impact assessment, and a science-focused interdisciplinary perspective. Recent market research reveals a growing need for applied, interdisciplinary training in food and resource economics, and a rising demand for graduates with skills in data analysis, and the ability to occupy "hybrid roles" requiring expertise in multiple functional areas. A scan of the labor market in job postings for relevant skills and qualifications between March 2020—March 2022 revealed 5041 unique BC job postings, and 19,928 unique postings nationwide. There are no other programs in BC offering a similar degree or structure, making our program graduates competitive relative to disciplines such as economics and business administration.

The current program is aligned with many goals in UBC's Strategic Plans, including but not limited to:

- UBC's Indigenous Strategic Plan by committing to diversifying its student body by working with the Faculty of Land and Food Systems Indigenous Academic Advisor to support recruitment and retention of Indigenous Peoples in our program.
- UBC's CAP 2030 Targets and Actions in Food Systems: by committing to promote knowledge and skills in creating resilient and regenerative food systems.

The target launch date for this revised program is September 2024. Early discussions with the admissions department indicates support for these proposed changes. Marketing by the recruiting team, and an update to the program website will help potential students recognize the uniqueness of the program.

2. PROPOSAL DOCUMENT

2.1 ABOUT THE B.SC. IN FOOD AND RESOURCE ECONOMICS (BSFE)

Food and Resource Economics deals with the supply, demand, and the optimal allocation of food and natural resources. Climate change, and our changing environment are adding complexity to this field. To address these fundamental problems, the world needs individuals with a strong core skill set in economics, as well as training in the complementary fields. The Bachelor of Science in Food and Resource Economics at UBC aims to provide an interdisciplinary undergraduate path to students interested in the intersection of economics, food, and the environment.

The B.Sc. in Food and Resource Economics is currently offered by the Faculty of Land and Food Systems at the Vancouver campus of the University of British Columbia (UBC). This faculty additionally offers three other B.Sc. degrees: Applied Biology (APBI); Food, Nutrition and Health (FNH); and Global Resource Systems (GRS). The BSFE program consists of interdisciplinary LFS courses, Vancouver School of Economics (VSE) courses, Faculty of Forestry courses, and various UBC electives. The BSFE program prepares students for the existing Master of Food and Resource Economics (MFRE) program in LFS. The BSFE program receives administrative support (admissions, enrollment, scholarships, etc.) from LFS Student Services and some financial support from the MFRE program.

2.2 CONTINUED CONTRIBUTION TO UBC'S STRATEGIC PLAN

The B.Sc. in Food and Resource Economics is aligned with various UBC's Strategic Plans as follows:

- UBC Strategic Plan 2018-2028: themes of innovation, inclusion and collaboration:
 - **Innovation:** innovation is a focus throughout the program, with analysis and understanding of agri-food supply chains and the management of natural resources (e.g., the cost and benefit of a food safety traceability system).
 - **Inclusion:** courses include content on natural resource management, they recognize the importance and value of recognizing and implementing rights of Indigenous peoples, they enhance an understanding of indigenous knowledge in preserving resources, managing climate change, and ensuring sustainability. The Faculty has an EDII working group.
 - **Collaboration:** the core courses of the degree are interdisciplinary, most offered at the Faculty of Land and Food Systems, others from the Vancouver School of Economics (VSE), Faculty of Forestry, and across campus.
- UBC's Indigenous Strategic Plan:
 - Goal 3, Action 13: faculty and students will address how to respectfully approach and involve interested community partners, with commitment to co-developing research protocols and community-specific ethical research guidelines
 - Goal 6, Action 16: content addressing First Nations ways of knowing, relationship with the land and its resources, as well as community engagement protocols, already exists across various courses, and the Faculty also has an EDII working group to further enhance the quality and quantity of meaningful content in future iterations of course syllabi, resources and assessments
 - Goal 6, Action 25: by committing to diversifying its student body by working with (1) the

new Indigenous Academic Advisor program (anticipated to be filled in summer 2022) at the Faculty of Land and Food Systems to support recruitment and retention of Indigenous Peoples in our; (2) a work learn student position entitled LFS Indigenous Outreach Coordinator to support prospective and new students in their pursuit of post-secondary studies in STEM fields, specifically LFS, and provides training on Indigenous allyship for other student leaders in LFS.

- UBC's CAP 2030 Targets and Actions in Food Systems: the program is committed to promoting knowledge and skills in creating resilient and regenerative food systems.

2.3 PROPOSED CHANGES

To improve the program, we are proposing two significant changes:

- (1) to allow direct first-year entry (in addition to second-year entry) to BSFE;
- (2) to create two distinct and in-depth interdisciplinary majors within the program, titled: Data Analytics, and Business and Markets.

The objective of Major 1: Data Analytics, is to allow successful students to be experts at communicating complex data analytics to diverse audiences. The objective of Major 2: Business and Markets is to enable successful students to be proficient in the functioning of Food and Agricultural Markets worldwide. Henceforth, the proposed program will be referred to as the Proposed BSFE program.

2.4 MOTIVATORS OF CHANGE

Although the curriculum renewal of the BSFE was initiated by its faculty members, the ultimate proposed changes were shaped by feedback of students, alumni, and employers. Figure 2.4.1 lists the various stakeholders involved in the renewal process.

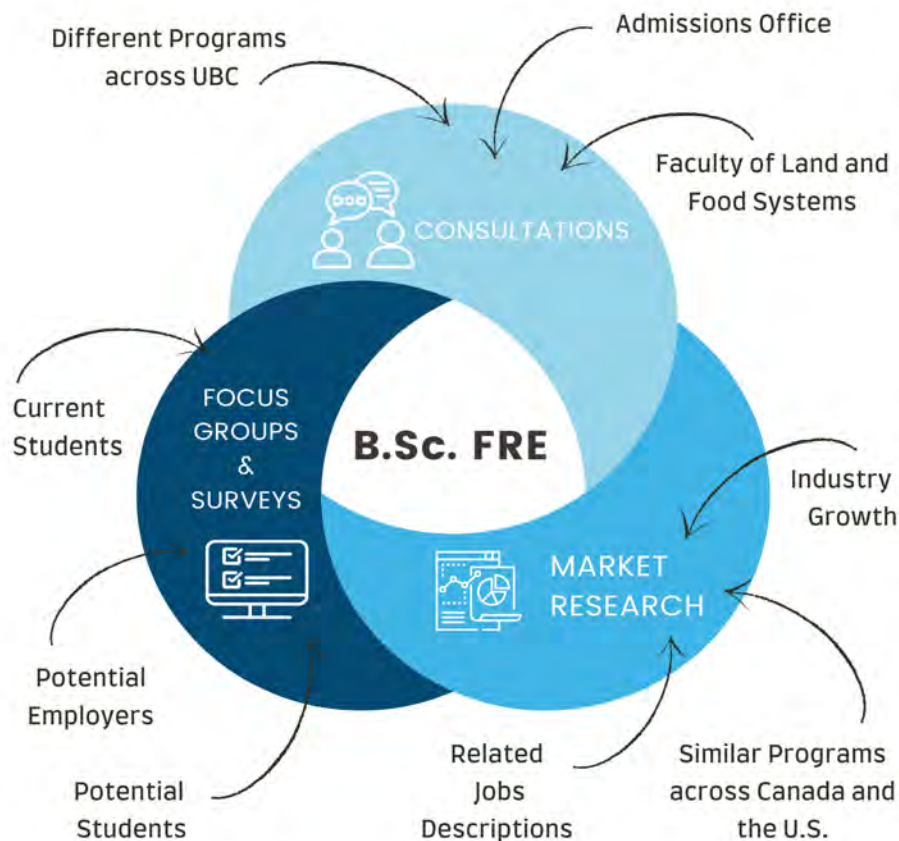


Figure 2.4.1. Feedback that influenced the program structure and requirements.

As shown in Figure 2.4.1, the Proposed BSFE program was designed after:

- consultation with faculty at LFS, different programs across UBC, and the Admissions Office;
- analysis of surveys sent to current students, professionals in the relevant fields, and potential students at UBC, as well as focus groups conducted with current students;
- market research on industry growth, potential jobs listing skill requirements, and comparator analysis of other similar programs in Canada and the U.S.

Interviews with current students and employers led to a major change to the current program—an increased focus on data analytics. We now require a course on data analysis using R in both the first and second year: students will take DSCI 100, Introduction to Data Science, in year one, and will take FRE 290, “Introductory Topics in Food and Resource Economics,” in year 2. We have also created a new course, Predictive Analytics for Food and Resource Economics (FRE 426). In a series of paired interviews, current Year 4 students in the program expressed interest in having more data analytics courses that would scaffold and deepen their understanding of data structures and applications. Additionally, a significant portion of the employers interviewed emphasized that data analytics, although challenging to acquire, are a necessary and desirable skill for future hires to possess. Informed by this feedback, and with the goal of ensuring that successful BSFE graduates are well prepared for the job market after graduation, the faculty created the a new course: FRE 426 which will be a requirement for students choosing to Major in Data Analytics, but it can also be taken by students in the Business and Markets Major as a restrictive elective (Section 4 will offer more details regarding the new course).

2.5 IMPACT ON DEGREE PATH

If the proposed BSFE were to (1) allow direct first-year entry (in addition to second-year entry); and (2) create two distinct and in-depth interdisciplinary majors within the program, it would require some reorganization to the degree path. Figure 2.5.1 shows details about the program as it is currently experienced by students, and how it would change with the proposed BSFE program.

As depicted in Figure 2.5.1, the proposed changes would enable students to join the program in first year, directly from completion of high school, and be able to benefit from a shared 1st and 2nd year curriculum before branching into two distinct and specialized “majors”.

A revision of the current degree path would allow students to choose between the two proposed majors. The new degree path can be found in more detail in the two-column form as part of this proposal package.

The new degree path would be reorganized to achieve the following:

- A stronger foundation in Years 1 and 2, by:
 - the addition of DSCI 100 to Year 1
 - allowing the option of BIOL 111 in addition to BIOL 112 or 121
 - moving ECON 301 to Year 3 from Year 2
- A clear path to major in Data Analytics, for which students would take the following in Year 3 and 4: LFS 350, ECON 301, FRE 326, FRE 374, FRE 426*, FRE 474, FRST 443, GEOS 270 or CONS 340, and GEOS 370
 - the creation of FRE 426*
 - adding CONS 340 as an alternative course to GEOS 270
 - adding GEOS 370 as a requirement
- A clear path to major in Business Markets, for which students would take the following in Year 3 and 4: LFS 350, ECON 301, FRE 302, FRE 326, FRE 374, FRE 385, FRE 394, FRE 420, FRE 460, GEOS 270 or CONS 340
 - adding CONS 340 as an alternative course to GEOS 270

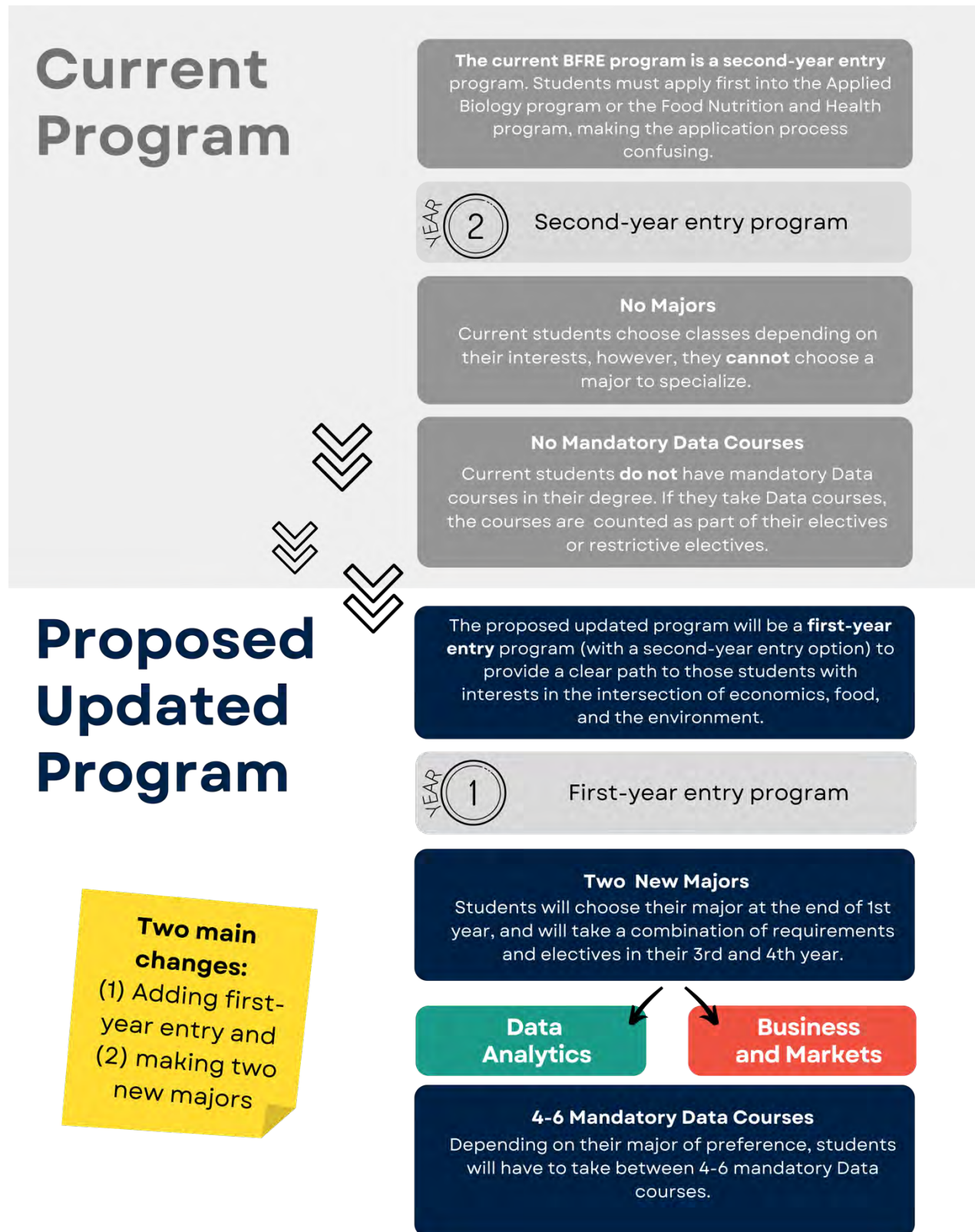


Figure 2.5.1. Degree Path: Current vs. Proposed

2.6 IMPACT ON PROGRAM OUTCOMES

The goal of the proposed program is to continue providing UBC students with the opportunity to learn the principles of economic theory and business and resource management, and to apply these principles in the context of agri-food supply chains, relevant natural resource systems (e.g., soil and water) and agri-food environmental impacts. Currently, three important components of the proposed program are empirical analysis of small and large data sets, policy impact assessment and development of a science-focused interdisciplinary perspective. Building on these three core program components, the proposed Bachelor of Science in Food and Resource Economics will help students apply the principles of economics, of business and resource management to agri-food supply chains, and natural resource systems. With the new majors, students would be prepared for careers in:

- a) Data analytics related to the food and environmental sector.
- b) Graduate admissions for programs in economics or public policy, especially when specializing in Food/Agriculture/Natural Resources.

To reflect the proposed changes, we have decided to add two new Program Learning Outcome (PLO), and have refined and reworded existing PLOs to guide course content and assignments accordingly in the future offerings of the program. The main changes are as follows:

- Addition of two new PLOs to encompass interdisciplinary components:
 - PLO 4: Be able to collect, analyze, visualize and communicate data to diverse audiences through written work and oral presentations.
 - PLO 6: Be able to describe and apply concepts of environment, resources, and sustainability in different circumstances and to different audiences
- Dropping of current PLO 2.
- Simplification, bifurcation, and the clarification of existing PLOs 1 and 6:
 - PLO 5 (Existing PLO 1 becomes Current PLO 1 and PLO 5): Understand how agricultural/food markets and their complementary institutions differ across different countries, and how these differences interact through international trade.
 - PLO 2 (Existing PLO 6 becomes current PLO 2): Analyze policies relevant to food systems and conservation of natural resources using tools in economics.

The current and newly proposed PLOs are included in the table below:

| Current PLOs | Proposed PLOs |
|---|--|
| <p>Students who successfully complete the requirements of the proposed program will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of micro-economics to an assortment of relevant applications (e.g., commodity prices, international development, international trade, and natural resource and environmental externalities) 2. Utilize the principles of business planning and other management methods to assess the feasibility of launching new products and services in agri-food markets 3. Demonstrate an understanding of the principles and applications of statistical and econometric analysis, especially when applied to problems in food and resource economics 4. Describe important features of consumers' demand for food, agri-food markets and relevant natural resources such as soil and water 5. Describe the widely acknowledged environmental impacts of food production and marketing 6. Demonstrate capabilities in measuring policy impacts, especially in the context of international development projects | <p>Students who successfully complete the requirements of the proposed program will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of micro-economics to analyze real world markets relevant to food and natural resources. 2. Analyze policies relevant to food systems and conservation of natural resources using tools in economics. 3. Understand the basic tools of statistical and econometric analysis, with a focus on problems in food and resource economics. 4. Be able to collect, analyze, visualize and communicate data to diverse audiences through written work and oral presentations. 5. Understand how agricultural/food markets and their complementary institutions differ across different countries, and how these differences interact through international trade. 6. Be able to describe and apply concepts of environment, resources, and sustainability in different circumstances and to different audiences. |

Table 2.6.1: Current vs. Proposed PLOs

2.7 IMPACT ON STUDENT DEMAND AND ENROLMENT

To further determine student demand and enrolment for the degree, a survey was sent to over 1,930 UBC students enrolled in 11 related degrees (full report can be found in appendix). Most of the respondents (94%) were in favor of the proposed changes to the program, with the reasons given ranging as follows:

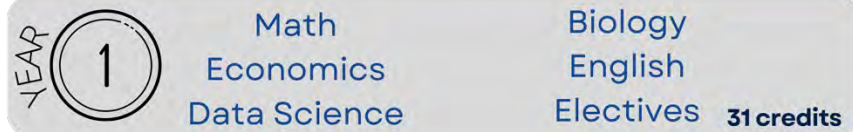
- Data analytics skills are important, necessary, and wanted by students (5 comments).
- Will provide more job opportunities / meet job market demands (5 comments).
- The interdisciplinary approach to learning is important and necessary (4 comments).

When asked about the likelihood of respondents enrolling in the proposed BSFE, slightly less than half (48%) of the respondents indicated they would have enrolled in the proposed BSFE program had the option been available to them. They cited their motivations below:

- the proposed BSFE program is more interdisciplinary than other programs
- the proposed BSFE program presents more career opportunities than other programs
- the proposed BSFE program is more relevant to my career interests than other programs
- the proposed BSFE program is more technical than before (e.g., more statistics courses)

Figure 2.7.1 is a visual summary of the proposed program structure. The structure was modified based on the stakeholders' feedback received throughout the research process.

The proposed BSc in Food and Resource Economics will be a four-year undergraduate program offered by the Faculty of Land and Food Systems.



Students will choose their major at the end of 1st year, and take a combination of requirements and electives in their 3rd and 4th year.

Data Analytics

Business and Markets



Econometrics
Machine Learning
GIS
Remote Sensing
Causal Inference
Indigenous curricula
27 credits

Econometrics
International Trade
Business Management
Food Market Analysis
Indigenous curricula
27 credits

+

**Electives
36 credits**

The flexibility of electives will allow students to take courses that align with their interests and career goals.

121 credits total

2.7.1 Proposed program structure

2.8 IMPACT ON STUDENT ADMISSION REQUIREMENTS

As the proposed BSFE will allow direct first-year entry in addition to the current second-year entry path, the new admission requirements will be proposed on the Academic Calendar.

The admission requirements for BSFE will be as follows:

- Grade 12 requirements
 - English Studies 12 or English First Peoples 12
 - Pre-Calculus 12 (minimum 67%), and Calculus 12 is recommended
- Grade 11 requirements
 - Any English Language Arts 11 or any English First Peoples 11
 - A language 11 or waiver (includes all second language courses, including all Indigenous languages of Canada, but excludes introductory Grade 11 language courses)
 - Pre-Calculus 11 or Foundations of Mathematics 12
 - A Science 11 (Physics 11, Life Sciences 11 (Biology 11), Chemistry 11, Earth Sciences 11, or Environmental Sciences 11), or any Science 12 course.
- Related courses
 - The following subject categories are particularly relevant for this degree. Consider taking courses in these areas in Grade 11 and Grade 12.
 - Language Arts
 - Mathematics, Statistics, and Computation.
 - Social Studies (only Economics, Ethics, First Nations or Contemporary
 - Indigenous Studies, Geography, Law, Psychology, and Social Studies)

For international students

- Minimum requirements
 - Senior-level Pre-Calculus Math
- Related courses
 - The following subject categories are particularly relevant for this degree. Consider taking courses in these areas in your junior year and senior year.
 - Language Arts
 - Mathematics and Computation (will consider Chemistry and Physics in this category)
 - Social Studies (only Economics, Ethics, First Nations or Contemporary
 - Indigenous Studies, Geography, Law, Psychology, and Social Studies)

Your country's grading scale

The grades you'll need to be considered for an offer of admission from UBC depend on the curriculum you're studying, differ by degree, and vary from year to year.

2.9 COMPARATOR ANALYSIS

The structure of the proposed BSFE program was compared to four programs in Canada and six in the United States, and found to be similar but unique in its curriculum focus. It was found that the BSFE program is unique in British Columbia.

The comparator analysis (full report found in appendix) revealed that other programs covered themes that covered at least one or a mix of two of the following:

- Math / Economics
- Resources
- Policy and Law

The proposed BSFE program would allow students to select clear degree pathways towards Data Analytics, and Business and Markets.

The comparator analysis also concluded that the degrees were being offered by faculties similar to UBC's Land and Food Systems, such as the Faculty of Agricultural, Life & Environmental Sciences, School of Environmental Sciences, Department of Economics, or Department of Agricultural and Resource Economics.

2.10 IMPACT OF PROPOSED CHANGES ON RESOURCES

As the BSFE program is currently taught by LFS, the proposed BSFE would continue to use the same space resources and library resources. There are thus no space implications associated with the Proposed BSFE program, and no significant implications for library resources.

Regarding budgetary requirements, the changes in the Proposed BSFE program allowing students to enter directly from high school will increase tuition revenue and help offset the costs of delivery. According to Strategy and Decision Support (SDS) at the Office of Planning and Institutional Research (PAIR), the proposed changes are also expected to increase student retention, and better utilize the resources of the Faculty of Land and Food Systems.

3. THE PROGRAM CALENDAR STATEMENT

The Proposed BSFE will continue to be a 121-credit, 4-year Bachelor of Science in Food and Resource Economics degree. However, to reflect the program more accurately and to allow for a smoother transition to the proposed BSFE, we would like to update the existing BSFE program Calendar in the following way:

- **Introduction page:**
 - reword the program introduction
 - add two paragraphs under Introduction: one addressing students who entered the program in 2023/24 or earlier, and one for students who will be joining once the proposed changes are approved in 2024/25 or later.
- **Admissions page:**
 - Change name of the tab/page to “Admissions for students entering the program in 2023/24 or earlier”
 - add a new Admissions tab/page for students entering in 2024/25 or after
- **Degree Requirements pages:**
 - Change name of current tab/page to “Degree Requirements and Program Options for students entering in 2023/2024 or earlier”. The current program requirements will be moved to this tab.
 - add a new tab/page “Degree Requirements for Major in Data Analytics for students entering in 2024/25 or after later”
 - add a new tab/page “Degree Requirements for Major in Business and Markets for students entering in 2024/25 or later”

TWO COLUMN FORM

Category: 1

| | |
|---|---|
| Faculty: Land and Food Systems Department: Faculty Approval Date: March 8th 2023 Effective Session (W or S): W Effective Academic Year: 2024 | Date: 22 nd December 2022 Contact Person: Sumeet Gulati Phone: 604-822-2144 Email: sumeet.gulati@ubc.ca |
| Proposed Calendar Entry: Introduction <i>The Bachelor of Science in Food and Resource Economics (BSFE) is a four-year, interdisciplinary program for students interested in the intersection of economics, food, and the environment. Food and Resource Economics deals with the supply, demand and allocation of food and natural resources. Climate change, and our changing environment are adding complexity to this field. To address these problems, the world needs individuals with a strong core in economics, and complementary training in related fields.</i> | URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,1013,1635 Present Calendar Entry: Introduction |

| | |
|---|--|
| <p>For students entering the program in 2023/24 or earlier: Students can select their courses from one topic area, or mix-and-match across topic areas:</p> <ul style="list-style-type: none"> • Food Markets and Trade • Land, Resources and Environment • Food and Resource Management. <p>For students entering the program in 2024/25 or later: Students are required to select a program major at the end of their first year.</p> <p>Students choose between</p> <ul style="list-style-type: none"> • Data Analytics • Business and Markets <p>The objective of a Major in Data Analytics is to allow students to be experts at communicating complex data analytics to diverse audiences. The objective of a Major in Business and Markets is to enable students to be proficient in the functioning of food and agricultural markets worldwide.</p> | <p>The B.Sc. in Food and Resource Economics (FRE) allows students to critically analyze a wide range of economic issues in food supply chains, including the resource and environmental impacts of food production. The program consists of interdisciplinary courses in land and food systems, math and empirical methods courses, restricted elective courses, primarily in economics and business, and unrestricted electives. Students with an interest in agri-business and resource management can choose the Food and Resource Management stream, or apply for the <u>Master of Management Dual-Degree Program Option</u>. Students who complete the B.Sc. (FRE) program are well suited to pursue graduate studies within the Masters of Food and Resource Economics (UBC), the School of Public Policy and Global Affairs (UBC) and various applied economics M.Sc. programs outside of UBC.</p> <p>Students can select their courses from one topic area, or mix-and-match across topic areas:</p> <p>Food Markets and Trade Land, Resources and Environment Food and Resource Management.</p> <p>Type of Action: Update introduction and add information for both students on current degree path and on new proposed path.</p> <p>Rationale for Proposed Change: Update program introduction to accurately reflect program, and add information about new majors (based on proposed changed)</p> |
| <p>Proposed Calendar Entry: <i>Admission for students entering the program in 2023/24 or earlier</i></p> <p>Students can apply to the Food and Resource Economics program after completing a minimum of 24 credits of post-secondary level courses, including: LFS 150, WRDS 150 or ENGL 100-level; MATH 104, ECON 101 and either MATH 105 or ECON 102. To be considered, students are required to have a minimum academic standing of at least 70% (or 2.80 on a 4-point scale). Achievement of this minimum, however, does not guarantee admission. Due to receipt of many more qualified applicants than there are spaces available in most programs, a higher average is often required. To help assess suitability students must submit with their application a 500 word (maximum) Letter of Intent which addresses the following: a) why the student wishes to enrol in the Food and Resource Economics program; b) the student's</p> | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,1013,1637</p> <p>Present Calendar Entry: <i>Admission</i></p> <p>Students can apply to the Food and Resource Economics program after completing a minimum of 24 credits of post-secondary level courses, including: LFS 150, WRDS 150 or ENGL 100-level; MATH 104, ECON 101 and either MATH 105 or ECON 102. To be considered, students are required to have a minimum academic standing of at least 70% (or 2.80 on a 4-point scale). Achievement of this minimum, however, does not guarantee admission. Due to receipt of many more qualified applicants than there are spaces available in most programs, a higher average is often required.</p> |

| | |
|--|--|
| <p>professional aspirations; and c) any relevant personal, volunteer, or work experience.</p> <p>While not required, students interested in applying to the Bachelor of Science in Food and Resource Economics are strongly encouraged to follow the first-year requirements of the Food and Resource Economics Degree as outlined here.</p> | <p>To help assess suitability students must submit with their application a 500 word (maximum) Letter of Intent which addresses the following: a) why the student wishes to enrol in the Food and Resource Economics program; b) the student's professional aspirations; and c) any relevant personal, volunteer, or work experience.</p> <p>While not required, students interested in applying to the Bachelor of Science in Food and Resource Economics are strongly encouraged to follow the first-year requirements of the Food and Resource Economics Degree as outlined here.</p> <p>Type of Action: Change name of the tab/page</p> <p>Rationale for Proposed Change: The student registration and program approval process will change if the proposed changes are approved (from 2nd year entry to direct 1st year entry); proposed information is needed on this page to support students who are still planning to enter in 2nd year, as well as students planning to enter directly from high school.</p> |
| <p>Proposed Calendar Entry: Admission for students entering the program in 2024/25 or later</p> <p>Students may gain admission directly from secondary school or transfer from a recognized university or college with a minimum of 24 credits, or as mature students.</p> <p>For admission to the Bachelor of Science in Food and Resource Economics, students should consult the Faculty's Admission section.</p> <p>To be considered for transfer admission, students are required to have a minimum academic standing of at least 70% (or 2.80 on a 4-point scale). Achievement of this minimum, however, does not guarantee admission. Due to receipt of many more qualified applicants than there are spaces available in most programs, a higher average is often required.</p> <p>To help assess suitability students must submit with their application a 500 word (maximum) Letter of Intent which addresses the following:</p> <ul style="list-style-type: none"> a) why the student wishes to enrol in the Food and Resource Economics program; b) the student's professional aspirations; and c) any relevant personal, volunteer, or work experience. | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: The admission requirements and process will change if the proposed changes are approved (from 2nd year entry to direct 1st year entry); proposed information is needed on this page to support students who are still planning to enter in 2nd year, as well as students planning to enter directly from high school.</p> |
| <p>Proposed Calendar Entry: Degree Requirements for Major in Data Analytics for students entering in 2024/25 or later</p> <p>Degree Requirements</p> <p>First Year</p> | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> |

| | | |
|---|------------|---|
| LFS 100 | 1 | Type of Action: Create new page. Rationale for Proposed Change: The degree path will change if the proposed changes are approved (from 2 nd year entry to direct 1st year entry, and for two new majors to be added); proposed information is needed on this page to support students who will join if the program is approved. |
| LFS 150 or WRDS 150 ¹ | 3 | |
| BIOL 111, 112 or 121 | 3 | |
| MATH 10 & 101 or equivalent | 6 | |
| ECON 101 & 102 | 6 | |
| DSCI 100 | 3 | |
| Unrestricted electives ² | 9 | |
| Total credits | 31 | |
| Second Year | | |
| LFS 250 | 6 | |
| LFS 252 ³ | 3 | |
| FRE 290 | 3 | |
| FRE 306 | 3 | |
| ECON 255, ECON 234 or FRST 318 | 3 | |
| Restricted electives | 6 | |
| Unrestricted electives | 6 | |
| Total credits | 30 | |
| Third Year and Fourth Year: Data Analytics Major | | |
| LFS 350 | 3 | |
| ECON 301 | 3 | |
| FRE 326 | 3 | |
| FRE 374 | 3 | |
| FRE 426 ⁴ | 3 | |
| FRE 474 | 3 | |
| FRST 443 | 3 | |
| GEOS 270 or CONS 340 | 3 | |
| GEOS 370 | 3 | |
| Restricted electives | 21 | |
| Unrestricted electives | 12 | |
| Total credits | 60 | |
| Overall 4 Year Total Credits⁵ | 121 | |

¹ Or equivalent course to fulfill [Communication Requirement](#).

²It is recommended that students take a minimum of 6 credits of 100, 200 level courses that contribute toward interdisciplinary breadth. This includes courses in science (e.g., biology), geography, sociology, psychology and political science.

³STAT 200, BIOL 300, FRST 231 or ECON 325 can be substituted for LFS 252.

⁴STAT 406 can be substituted for LFS 426.

⁵ A minimum of 45 credits of the 121 credits required for the Major must be for courses numbered 300 or higher.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Proposed Calendar Entry: Degree Requirements for Major in Business and Markets for students entering in 2024/25 or later Degree Requirements</p> <p>First Year</p> <table> <tr><td>LFS 100</td><td>1</td></tr> <tr><td>LFS 150 or WRDS 150 ¹</td><td>3</td></tr> <tr><td>BIOL 111, 112 or 121</td><td>3</td></tr> <tr><td>MATH 100 & 101 or equivalent</td><td>6</td></tr> <tr><td>ECON 101 & 102</td><td>6</td></tr> <tr><td>DSCI 100</td><td>3</td></tr> <tr><td>Unrestricted electives²</td><td>9</td></tr> <tr><td>Total credits</td><td>31</td></tr> </table> <p>Second Year</p> <table> <tr><td>LFS 250</td><td>6</td></tr> <tr><td>LFS 252³</td><td>3</td></tr> <tr><td>FRE 290</td><td>3</td></tr> <tr><td>FRE 306</td><td>3</td></tr> <tr><td>ECON 255, ECON 234 or FRST 318</td><td>3</td></tr> <tr><td>Restricted electives</td><td>6</td></tr> <tr><td>Unrestricted electives</td><td>6</td></tr> <tr><td>Total credits</td><td>30</td></tr> </table> <p>Third Year and Fourth Year: Business and Markets Major</p> <table> <tr><td>LFS 350</td><td>3</td></tr> <tr><td>ECON 301</td><td>3</td></tr> <tr><td>FRE 302</td><td>3</td></tr> <tr><td>FRE 326</td><td>3</td></tr> <tr><td>FRE 374</td><td>3</td></tr> <tr><td>FRE 385</td><td>3</td></tr> <tr><td>FRE 394</td><td>3</td></tr> <tr><td>FRE 420</td><td>3</td></tr> <tr><td>FRE 460</td><td>3</td></tr> <tr><td>GEOS 270 or CONS 340</td><td>3</td></tr> <tr><td>Restricted electives</td><td>18</td></tr> <tr><td>Unrestricted electives</td><td>12</td></tr> <tr><td>Total credits</td><td>60</td></tr> </table> | LFS 100 | 1 | LFS 150 or WRDS 150 ¹ | 3 | BIOL 111, 112 or 121 | 3 | MATH 100 & 101 or equivalent | 6 | ECON 101 & 102 | 6 | DSCI 100 | 3 | Unrestricted electives ² | 9 | Total credits | 31 | LFS 250 | 6 | LFS 252 ³ | 3 | FRE 290 | 3 | FRE 306 | 3 | ECON 255, ECON 234 or FRST 318 | 3 | Restricted electives | 6 | Unrestricted electives | 6 | Total credits | 30 | LFS 350 | 3 | ECON 301 | 3 | FRE 302 | 3 | FRE 326 | 3 | FRE 374 | 3 | FRE 385 | 3 | FRE 394 | 3 | FRE 420 | 3 | FRE 460 | 3 | GEOS 270 or CONS 340 | 3 | Restricted electives | 18 | Unrestricted electives | 12 | Total credits | 60 | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: The degree path will change if the proposed changes are approved (from 2nd year entry to direct 1st year entry, and for two new majors to be added); proposed information is needed on this page to support students who will join if the program is approved.</p> |
| LFS 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LFS 150 or WRDS 150 ¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BIOL 111, 112 or 121 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH 100 & 101 or equivalent | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECON 101 & 102 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DSCI 100 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unrestricted electives ² | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LFS 250 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LFS 252 ³ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 290 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 306 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECON 255, ECON 234 or FRST 318 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Restricted electives | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unrestricted electives | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LFS 350 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECON 301 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 302 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 326 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 374 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 385 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 394 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 420 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FRE 460 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GEOS 270 or CONS 340 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Restricted electives | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unrestricted electives | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total credits | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Overall 4 Year Total Credits ⁴ | 121 |
|---|-----|
| <p>¹ Or equivalent course to fulfill Communication Requirement.</p> <p>² It is recommended that students take a minimum of 6 credits of 100, 200 level courses that contribute toward interdisciplinary breadth. This includes courses in science (e.g., biology), geography, sociology, psychology and political science.</p> <p>³ STAT 200, BIOL 300, FRST 231 or ECON 325 can be substituted for LFS 252.</p> <p>⁴ A minimum of 45 credits of the 121 credits required for the Major must be for courses numbered 300 or higher.</p> | |

- MARKET TRENDS AND BC LABOR MARKET ANALYSIS
 - COMPARATOR ANALYSIS HIGHLIGHTS
 - SURVEYS' HIGHLIGHTS
 - STUDENT SURVEY RESULTS (FULL REPORT)
 - INDUSTRY SURVEY RESULTS (FULL REPORT)
 - LIBRARY CONSULTATION FORMS
 - BUDGETARY IMPACT FORMS
 - CURRICULUM CONSULTATION FORMS
-

Bachelor of Science in Food and Resource Economics **Appendix**

The University of British Columbia
Faculty of Land and Food Systems

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- MARKET TRENDS AND BC LABOR MARKET ANALYSIS
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MARKET TRENDS AND BC LABOR MARKET ANALYSIS

Market Trends and BC Labor Market Analysis



- Globally, a range of intersecting drivers, amplified by the pandemic, are increasing the need for applied, interdisciplinary training in food and resource economics. These include **short/medium term** impacts such as **rising inflation, supply chain challenges and increasing shipping costs** (e.g [Baltic Dry Index](#)), reduced [Canadian stocks-to-use](#) ratios, and food processing labour shortages, as well as **ongoing/low term** impacts such as **population growth, urbanization**, and the multi-faced effects of **climate change**: natural disasters, pollution, soil erosion, desertification, droughts, and water shortages and resource scarcity/unsustainability.
- **Call for Climate Action: Metro Vancouver's [Climate 2050](#):** “Target a 45% reduction in emissions from 2010 levels, by 2030; carbon neutral by 2050 ([also a Canada-wide target](#)). [CleanBC](#): B.C. is committed to reducing greenhouse gas emissions by 16% below 2007 levels by 2025 up to 80% by 2050.
- **Climate action is also a core UBC priority:** UBC is planning for a [85% reduction in campus operations emissions by 2030](#).
- **Demand for Green Jobs:** Green/clean tech is a core BC and federal priority, and an area of increasing job growth. While Canada's overall employed labour force shrank in 2020 (as a result of the pandemic), the environmental sector added 35K net new jobs—reflecting a 5% increase. ECO Canada 2021 forecasts project that **environmental employment could increase by 17% by 2025**, compared to 5.4% for all jobs. Approximately **1 in 26 Canadian workers** was in a green job in 2020, an increase from 1 in 30 in 2019. (1)

(1) Source: ECO Canada: [From Recession to Recovery: Environmental Workforce Needs, Trends and Challenges](#). Updated Labour Market Outlook to 2025 (March 2021)

(2) [2020 OECD report](#)



- **Digitization calls for data analytics skills:** [the pandemic has accelerated digitization and automation](#). Skills shortages have emerged, especially in jobs requiring post-secondary education and a “combination of digital, cognitive and social skills.” (2) In our increasingly data-driven economy, data science and analytics is providing essential across a myriad of roles and industries. According to the World Economic Forum’s [2020 Future of Jobs Report](#), “Data Analysts and Scientists’ were the no.1 role increasing in demand across all industries.
- With digital transformation, we are witnessing a rise of “hybrid roles” requiring expertise in multiple functional areas. Data science and analytics skills are commonly required of hybrid roles. For example, an analytics manager may require a combination of data analytics skills, and domain-specific expertise like marketing. [2019 Burning Glass data](#) holds that “one in eight job postings is now highly hybridized, encompassing more than 250 different occupations.”
- While digital/technical skills are in increasing demand, these skills are most competitive when combined with human/soft skills. Numerous workforce reports including the findings of the [Canada Future Skills Council](#), a [McKinsey future of work reports](#), and a [2022 Udemy workforce learning report](#) hold that the most sought after employees will be able to combine digital skills with higher-level cognitive and interpersonal skills. These “**human**” **skills** are less likely to be automated, so will become increasingly important as AI and robotics take hold. This points to the need for **interdisciplinary education** which combines key digital skills like data analytics with more socio-cognitive domains like business, policy and social science.





BC Labour Market (Job Postings) Data

Search Details:

Method and Source: [EMSI](#) Labour Market Analytics* BC job search for job postings containing any of the following skills and qualifications:

- “sustainable agriculture” (specialized skill); “agricultural economics: (specialized skill); “agricultural consumer and environmental sciences”; “environmental resource management”; “international trade” (specialized skill); “econometrics” (specialized skill); “environmental modelling” (specialized skill); “environmental policy” (specialized skill); “environmental economics” (specialized skill); “agricultural policy” (specialized skill); “geographic information systems” (specialized skill); “agribusiness”; “environmental data analysis”; “environmental analysis”; “environmental policy analysis.”

Search location: BC. **Search dates:** March 2020 - March 2022 (latest data available)

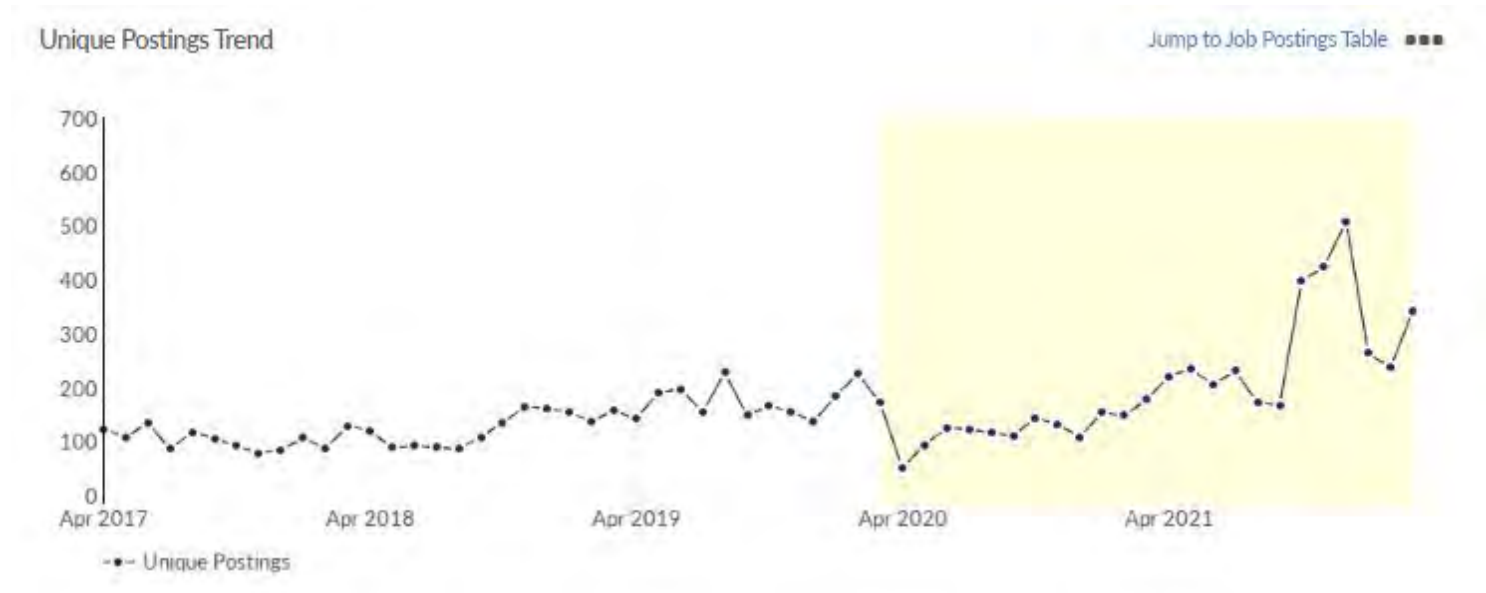
Key findings: There were **5041 unique BC job postings** for the specified period, and **19,928 unique postings nationwide**. The posting intensity in BC is 2-to-1, which is the same as the regional average.

NB. If we expand our search to also include “data analysis” the search results increase considerably: 13,746 unique BC postings and 81,715 unique postings nationwide (we opted to not include this skill in our search, however, as we are trying to contain our focus to food and resource economics.

*[Source Emsi Q3 2021 Data Set](#), accessed April, 2022. Emsi aggregates and de-duplicate job postings from a range of websites, and also draws on data from multiple Statistics Canada reports, including Canadian Business Counts (CBC), Survey of Employment, Payrolls and Hours (SEPH), Labour Force Survey (LFS), CANSIM Demographics, and Postsecondary Student Information System (PSIS), among others. **Search Limitations:** Emsi only surveys a finite number of job sites, and does not account for the hidden job market. Job titles, NOCs and industries may also be incorrectly categorized. We advise taking the listed number of job openings/postings as an approximation, only.



No. of unique postings in BC over the past 5 years:



Top provinces hiring: 1) Ontario; 2) BC; 3) Alberta; 4) Quebec; 5) Saskatchewan; 6) Nova Scotia 7) Manitoba

Top provinces cities hiring within BC: 1) Vancouver (2350 unique postings); 2) Victoria (833 unique postings); Kelowna (203 unique postings); 4) Campbell River (178 unique postings); Kamloops (104 unique postings).



Median advertised salary: \$36.86/hr - higher than the nationwide median amount of \$33.66/hr. Note: there were salary observations recorded for 30% of the BC postings and 23% of the postings across the country.

Education and Experience breakdown:

| Education Level ? | Unique Postings | % of Total | Minimum Experience ? | Unique Postings | % of Total |
|------------------------------|-----------------|------------|----------------------|-----------------|------------|
| No Education Listed | 1,668 | 33% | No Experience Listed | 2,493 | 49% |
| High school or GED | 215 | 4% | 0 - 1 Years | 177 | 4% |
| Associate's degree | 235 | 5% | 2 - 3 Years | 959 | 19% |
| Bachelor's degree | 2,188 | 43% | 4 - 6 Years | 937 | 19% |
| Master's degree | 631 | 13% | 7 - 9 Years | 274 | 5% |
| Ph.D. or professional degree | 1,208 | 24% | 10+ Years | 201 | 4% |

Additional specified qualifications: 1) Professional Engineer (158 unique postings); Project Management Professional Certification (58 unique postings); Security Clearance (52 unique postings); MBA (42 unique postings); Qualified Environmental Professional (37 unique postings); Engineer in Training (34 unique postings); Certified Business Analysis Professional (21 unique postings).



Top Organizations Recruiting in BC

| | |
|--|---|
| 1. eXp: 657 unique postings | 11. SNC-Lavalin: 55 unique postings |
| 2. CivicInfo BC: 505 unique postings | 12. City of North Vancouver: 48 unique postings |
| 3. BC Provincial Government: 352 unique postings | 13. HSBC Bank: 42 unique postings |
| 4. City of Vancouver: 152 unique postings | 14. WSP Global: 41 unique postings |
| 5. Teck Resources Ltd: 128 unique postings | 15. City of Abbotsford: 39 unique postings |
| 6. Stantec: 125 unique postings | 16. Metro Vancouver: 36 unique postings |
| 7. UBC: 86 unique postings | 17. Capital Regional District: 33 unique postings |
| 8. BC Public Service: 79 unique postings | 18. BGC Engineering: 30 unique postings |
| 9. FortisBC: 71 unique postings | 19. Amazon: 27 unique postings |
| 10. Esri Canada: 66 unique postings | 20. Procom: 25 unique postings |

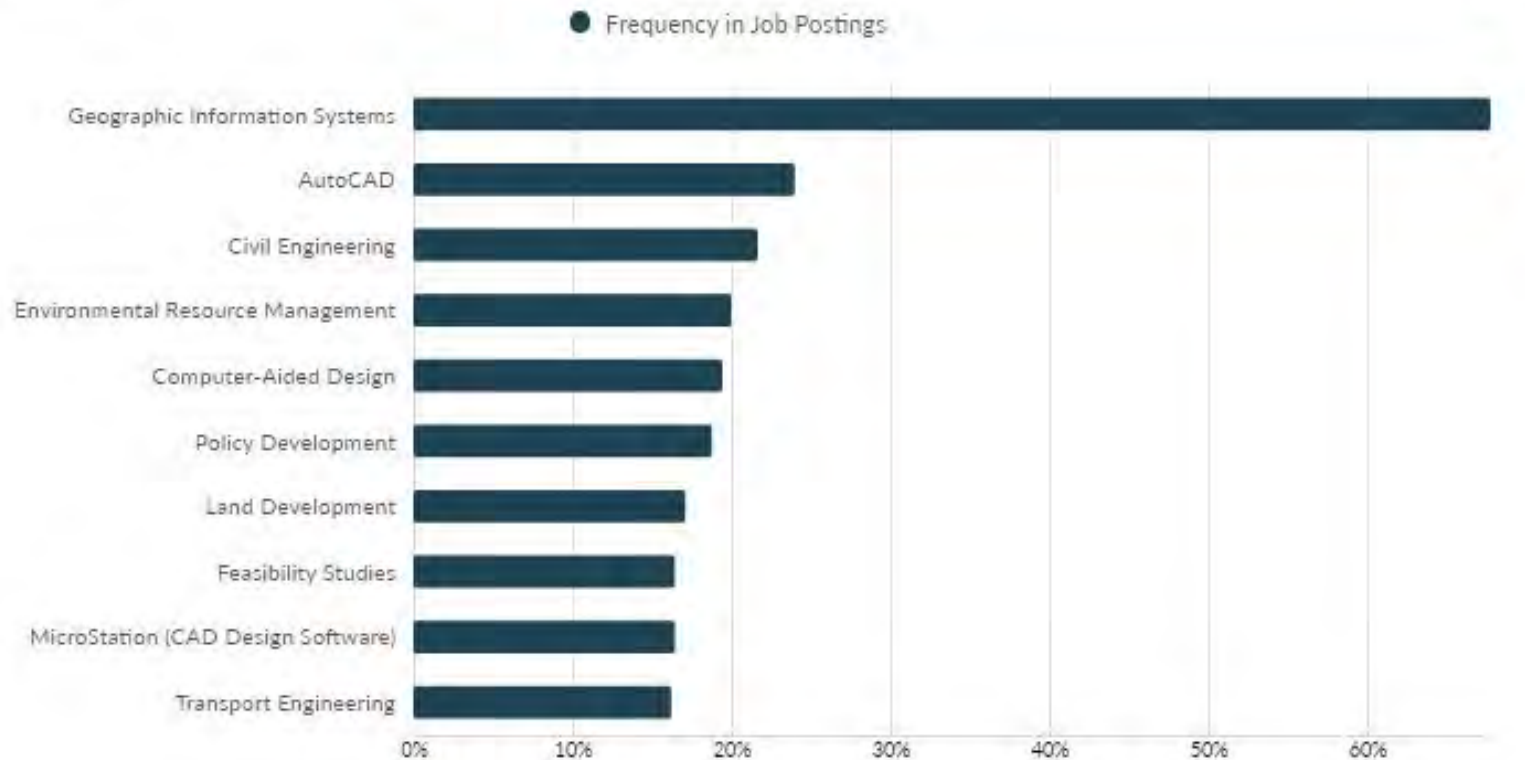


Top Posted BC Job Titles

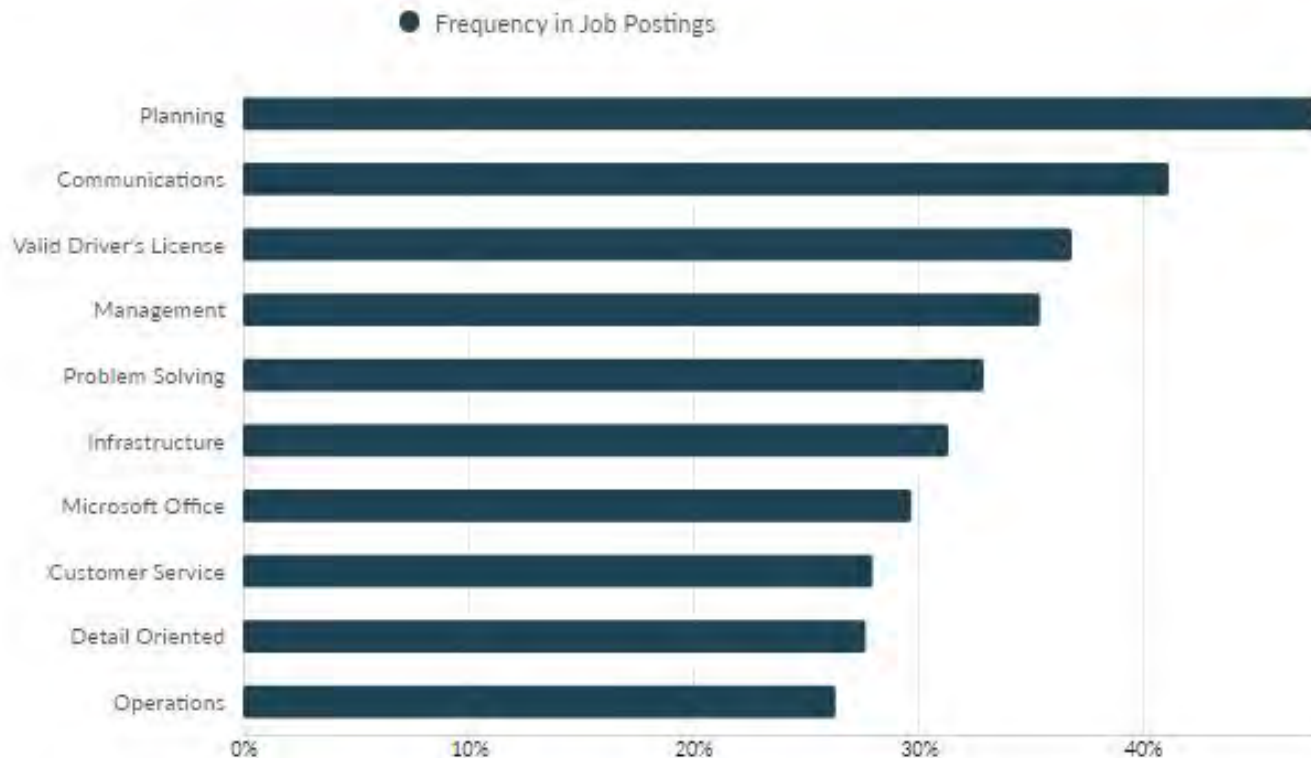
| | |
|---|---|
| 1. Cooks: 103 unique postings | 11. Planning Technicians: 37 unique postings |
| 2. GIS Technicians: 81 unique postings | 12. GIS Analysts: 35 unique postings |
| 3. GIS Specialists: 71 unique postings | 13. Planning Assistants: 33 unique postings |
| 4. Environmental Coordinators: 70 unique postings | 14. Water Resources Engineers: 32 unique postings |
| 5. Counter Attendants: 66 unique postings | 15. Environmental Technicians: 32 unique postings |
| 6. Food Service Supervisors: 45 unique postings | 16. Engineering Assistants: 30 unique postings |
| 7. Planners: 44 unique postings | 17. Environmental Specialists: 29 unique postings |
| 8. Engineering Technologists: 43 unique postings | 18. Food and Beverage Servers: 26 unique postings |
| 9. Environmental Managers: 40 unique postings | 19. Engineering Technicians: 23 unique postings |
| 10. Planning Analysts: 38 unique postings | 20. Mapping Technicians: 23 unique postings |



Top Hard Skills



Top Common Skills



COMPARATOR ANALYSIS HIGHLIGHTS



Insights from Comparator Analysis

We compared comparator programs in Canada and the US. For the full comparator document please [click here](#).

Approach

- We compared the following institutions (as identified by the proponents):
- **Canada** (4): University of Alberta | University of Guelph | University of Ottawa | University of Saskatchewan
- **US** (6): University of California, Davis | Cornell University | University of Illinois | University of Massachusetts, Amherst | University of Maryland | Texas A&M University

Findings

- Programs reside in different departments/faculties due to the multifaceted/multi-disciplinary nature of the field:
 - Applied Sciences – Agriculture | Environmental Science | Food & Nutritional Science | Resource Economics & Environmental Sociology | Plant Sciences | Land, Air & Water Resources
 - Social Science – Economics | Applied Economics & Management | Consumer Economics
- Most year-of-entry and admission prerequisites are not listed, however, the few that provided this information identified grade 12 level science and math as requirements.
- The majority of programs offers some form of optional experiential learning, e.g., co-op, internship, practicum.



Admission – Year of Program Entry

- Most programs do not clearly state the year of entry.
- Some programs have 100 level courses and admission requirements.
- Second year entry is open for students from other disciplines.

Pre-Requisites

- Few provide program prerequisites, mainly general admission requirements.
- Programs that do offer specific requirements:
 - Higher level (e.g. grade 12) Science: Biology | Chemistry | Physics
 - Math: Pre-calculus | Algebra | Geometry | Macro/Microeconomics
 - Minimum admission average: 70-80%.

Program Credits

- Majority of programs are 120 units.
- Some specify number of credits (e.g. 69-89) for the major.



Format

- Core required courses, plus electives. Some programs offers specialization/focused streams.
- A few programs require a capstone project, but capstones are not the norm. Instead, most provide optional co-op or internship opportunities.

Curriculum Focus Areas

- Three themes:
 1. **Math / Economics** – Accounting/Financial Management | Economic Analysis | Natural Resource Economics | Impact Assessment | Macro/Micro economics | Risk Assessment
 2. **Resources** – Agricultural | Soil | Production Management | Environment | Sustainability | Renewability
 3. **Policy and Law** – Environment and Conservation | Resources | Communities | Public Administration
 4. **[Data** – Econometrics | Modeling | Statistical Analysis | GIS | Remote Sensing | Spatial Analysis]

Specializations / Concentrations

| | | | |
|------------------------------|------------------------|-----------------------------------|----------------------------|
| Agriculture Production | Agricultural & Ecology | Business Economics | Finance & Real Estate |
| Environmental Issue | Food & Society | International Business Economic | Food Marketing Systems |
| Trade & Economic Development | Economics & Policy | Environmental & Resource Economic | Policy & Economic Analysis |
| Rural Communities | | Agri-business Economics | Agricultural Economics |



Experiential Learning

- University of Alberta – Practicum, internship and co-op opportunities | Capstone*
- University of Guelph – Co-op work terms (summer)
- University of Ottawa – Research internship in public or not-for-profit sector*
- UC Davis – Summer internships | International exchange programs | Senior capstone project*
- Cornell University – Grand Challenges Program*
- University of Illinois – Study abroad excursions | Internships | Job shadowing | National student competitions
- UMass, Amherst – Practicum internship
- University of Maryland – Internship with course credit*
- Texas A&M University – Two internship programs with course credit

Possible Careers

| | | | |
|---|--|---------------------------------|---------------------------------|
| Agri-business Management | Environmental Economist | Economic Affairs Analyst | Food Systems Manager |
| Agricultural Specialist | Environmental Policy Analyst | Sustainability Analyst | Strategic Planner |
| Agricultural Commodity Purchasing & Sales | Environmental Business Risk Assessment | Resource Management Specialists | Compliance Promotion Specialist |
| Agriculture & Food | Environmental Law | Parks & Land Management | Int'l Development Practitioner |
| Forestry & Agro-forestry | Environmental Auditor | Vegetation Mgmt Technician | Marketing Manager |



| Institution | Faculties School | Program Name | Credentials |
|-----------------------|--|-----------------------------------|------------------------------------|
| University of Alberta | College of Natural & Applied Sciences Faculty of Agricultural, Life & Environmental Sciences Dept. of Agricultural, Food & Nutritional Science | Agricultural & Resource Economics | Bachelor of Science in Agriculture |

Program

- Economic theory to solve real world problems in agriculture and natural resource industries.
- Technical skills to assess political and market issues.
- Scientific knowledge + economic tools.

Admission – Assume 1st year entry, major in 2nd year.

Prerequisites – High school: English Language Arts | Chemistry 30 | Biology 30 | Math 30 | Macro/Microeconomics.

Credits – 120 credit for the degree; 78 credits for the major.

Possible Careers – Agri-business Management / Specialists / Purchasing & Sales | Marketing Manager | Policy Analyst

Curriculum

- BSc. Agricultural Core Courses (39 credits, mostly 1st and 2nd year level).
- Major requirements (78 credits, 27 of them are core, mostly 3rd and 4th level).
- Capstone project (3 credits).



| Institution | Faculties School | Program Name | Credentials |
|-----------------------|--|----------------------------------|--|
| University of Alberta | College of Natural & Applied Sciences Faculty of Agricultural, Life & Environmental Sciences Dept. of Agricultural, Food & Nutritional Science | Environmental Economics & Policy | Bachelor of Science in Environmental Conservation Sciences |

Program

- Develop quantitative and analytical skills in economic theory.
- Apply economic and policy analysis to real-life environmental studies.
- Learn the economic, social, political and legal issues associated with environmental issues.
- Gain the necessary scientific background for an in-depth understanding of environmental issues.

Admission – Assume 1st year entry, major in 2nd year.

Prerequisites – High school: English Language Arts | Chemistry 30 | Biology 30 | Math 30 | Macro/Microeconomics.

Credits – 120 credit for the degree; 69 credits for the major.

Possible Careers – Environmental Economist | Environmental Policy Analyst | Environmental Auditor | Compliance Promotion Specialist | Sustainability Specialist | Environmental Lawyer (with a law degree)

Curriculum

- BSc. Environmental Core Courses (48 credits, mostly 1st and 2nd year level).
- Major requirements (69 credits, mostly 3rd and 4th level).
- Capstone project (3 credits).



| Institution | Faculties School | Program Name | Credentials |
|----------------------|---|----------------------------------|---|
| University of Guelph | Ontario Agricultural College School of Environmental Sciences Department of Food, Agricultural and Resource Economics | Environmental Economics & Policy | Bachelor of Science in Environmental Sciences |

Program

- Environmental scientist – biophysical sciences + social sciences.
- Develop an understanding of the social coordination of human actions and the resulting impact on the environment.
- Develop and evaluate good environmental policy by examining the interaction between environmental values and other social values in contemporary society.
- Discover how laws, liability rules, property rights, pollution taxes, subsidies, marketable pollution permits and direct controls and standards can be used to influence environmental impacts.

Admission – 1st year entry, major in 2nd year.

Prerequisites – High school: English 12 | Pre-calculus | Biology 12 | Chemistry 12 | Physics 12

Credits – 120 credits

Possible Careers – Environmental Policy Analyst | Resource Management Specialist | Environmental Law | Business Sustainability Manager | Environmental Business Risk Assessment



| Institution | Faculties School | Program Name | Credentials |
|----------------------|--|--|---|
| University of Ottawa | Faculty of Social Sciences Department of Economics | Environmental Economics & Public Policy | Honours Bachelor of Social Science in Environmental Economics & Public Policy |

Program

- A multidisciplinary understanding of the environment (e.g. environmental issues — climate change, oil sands, species loss), the economy, and the interaction between the two.
- Opens doors to careers in environment-economy policy development and analysis in the public, private and non-profit sectors.

Admission – Assume 1st year entry as compulsory courses begins in the first year.

Prerequisites – High school: English/French 12 | Math 12 | Calculus 12

Credits – 120 credit for the degree; 81 credits for the major.

Possible Careers – Economist | Policy Analyst | Environmental Program Officer | Environmental Activist

Curriculum

- Core Courses / Basic Skills (6 compulsory units + 33 elective units).
- Major requirements (81 units).
- Research internship in public or not-for-profit sector.



| Institution | Faculties School | Program Name | Credentials |
|----------------------------|--|-----------------------------|--|
| University of Saskatchewan | College of Agriculture & Bio Resources Department of Agricultural and Resource Economics | Resource Economics & Policy | Bachelor of Science in Renewable Resource Management |

Program

- Management of natural resources (sustainable use of our land, water and plant resources) requires a combination of applied science and management skills with an understanding of the broad societal context.
- Essential skills in resource management coupled with a broader understanding of the role of management in society, the development of policies directly relevant to the management of bio resources.
- Resource Economics and Policy combines science, field study, economics, policy, and project design and implementation.

Admission – 1st year direct admission.

Prerequisites – High school: Biology/Anatomy/Physiology 12 | Math 12 | Pre-Calculus 12 | Chemistry 12

Credits – 120 credits.

Career Fields – Bioremediation of Contaminated Land | Vegetation Management Technicians | Environmental Advocacy

Curriculum Emphasis

Indigenous Resource Management

Sustainable Water / Energy / Food Systems

Environmental Impact Assessment and Policy

Development and the Environment



Common Program Focus Areas

- Programs featuring an environmental perspective – how to solve environmental problems using economic theories.
- Programs featuring an economics perspective – how to apply economics to solve environmental problems.
- Data analytics not typically a core focus, however, subjects and tools related to data analysis are often included as part of the program (e.g. GIS, modeling).

Audience

- Students interested in finance / economics / business / agricultural business. Potentially working in government and NGOs dealing with environmental issues and policy.

Concentration and Emphasis

- Canadian Concentration: 4 or 5 courses in subject of interest.
- US Concentration: 40 credit hours that are mostly of upper-level courses.

Credits

- Canada: major ~75 credit hours out of 120.
- US: concentration ~40 credit hours out of 120.



Upper Level Required Courses – Common Course Titles

- Economics with resources, production, environmental, rural communities, energy.
- Economics in microeconomics, macroeconomics, and econometrics.
- Finance subjects such as accounting and banking.
- Environment related such as agricultural, sustainability, land, energy, farm, water, environment.
- Policy in food, agriculture, along with evaluation or assessment.
- Analysis such as probability, statistics, linear models, data analysis.
- Social aspects like population and business.

Work Experience

- Most programs offer some sort of co-op / internship / practicum, optional but encouraged.
- Some are done concurrently with school work, some have the option to take a term off or to be completed during the summer.

Capstone Project

- Capstone projects are not common place.



SURVEYS' HIGHLIGHTS

Student Survey Results



Survey Objectives

- Ascertain support for the proposed changes to the current Bachelor of Science, Food and Resources Economics: 1) to allow direct first-year entry (in addition to second-year entry); 2) to create two new majors within the program, tentatively titled: Data Analytics, and Business and Markets.

Target Audience

- Current students in the following majors (11): Applied Biology | Arts (undeclared) | Conservation – Global Perspectives | Conservation – Science and Management | Economics | Environmental Science | Food and Resource Economics | Food Science | Geography | Geography – Environment and Sustainability | Global Resource Systems

Responses

- Audience Size: 1,930
- Responses: 71 (3.7% response rate)

Respondent Profile

- One third (32%) of the respondents are from the Applied Biology major (n=24), with Economics (n=8), Food Science (n=8), and Environmental Science (n=7) majors making up another third of the responses (31%, n=23). Respondents are generally in their 4th year (33%) or 2nd year (27%) of undergraduate study.



Student Survey Results: Support for Updating Program

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Full report is available [here](#).

Q: Based on the information provided, please indicate your support to update the Bachelor of Science in Food and Resource Economics (BFRE)?

- Majority of the respondents (94%) supports updating the program.

| Answer | % | Count |
|---------------------|------|-------|
| Strongly support | 39% | 28 |
| Support | 55% | 39 |
| Neutral / Undecided | 6% | 4 |
| Oppose | 0% | 0 |
| Strongly oppose | 0% | 0 |
| Total | 100% | 71 |

Top reasons for supporting updating the program (open responses)

- Data analytics skills are important, necessary, and wanted by students (5 comments).
- Will provide more job opportunities / meet job market demands (5 comments).
- The interdisciplinary approach to learning is important and necessary (4 comments).



Student Survey Results: Crosstab by Major and Support for Proposed Update

20 September 2022

Valid Survey Sample

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| | | Q4: Based on the information provided, please indicate your support to update the Bachelor of Science in Food and Resource Economics? | | | | | |
|---|--|---|------------------|---------|---------------------|--------|-----------------|
| | | Total | Strongly support | Support | Neutral / Undecided | Oppose | Strongly oppose |
| Q2: Which of the following programs/specializations are you taking? - Selected Choice | Total Count (Answering) | 71.0 | 28.0 | 39.0 | 4.0 | 0.0 | 0.0 |
| | Applied Biology Major | 24.0 | 9.0 | 13.0 | 2.0 | 0.0 | 0.0 |
| | Arts Major (undeclared) | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Conservation Major (Global Perspectives) | 5.0 | 3.0 | 2.0 | 0.0 | 0.0 | 0.0 |
| | Conservation Major (Science and Management) | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Economics Major | 8.0 | 2.0 | 6.0 | 0.0 | 0.0 | 0.0 |
| | Environmental Science Major | 6.0 | 4.0 | 2.0 | 0.0 | 0.0 | 0.0 |
| | Food and Resource Economics Major | 6.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 |
| | Food Science Major | 6.0 | 1.0 | 4.0 | 1.0 | 0.0 | 0.0 |
| | Geography Major | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Geography Major (Environment and Sustainability) | 5.0 | 1.0 | 3.0 | 1.0 | 0.0 | 0.0 |
| | Global Resource Systems Major | 6.0 | 4.0 | 2.0 | 0.0 | 0.0 | 0.0 |
| | Other, please specify: | 2.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Applied Biology Major | 33.8% | 32.1% | 33.3% | 50.0% | 0.0% | 0.0% |
| | Arts Major (undeclared) | 1.4% | 0.0% | 2.6% | 0.0% | 0.0% | 0.0% |
| | Conservation Major (Global Perspectives) | 7.0% | 10.7% | 5.1% | 0.0% | 0.0% | 0.0% |
| | Conservation Major (Science and Management) | 1.4% | 0.0% | 2.6% | 0.0% | 0.0% | 0.0% |
| | Economics Major | 11.3% | 7.1% | 15.4% | 0.0% | 0.0% | 0.0% |
| | Environmental Science Major | 8.5% | 14.3% | 5.1% | 0.0% | 0.0% | 0.0% |
| | Food and Resource Economics Major | 8.5% | 10.7% | 7.7% | 0.0% | 0.0% | 0.0% |
| | Food Science Major | 8.5% | 3.6% | 10.3% | 25.0% | 0.0% | 0.0% |
| | Geography Major | 1.4% | 0.0% | 2.6% | 0.0% | 0.0% | 0.0% |
| | Geography Major (Environment and Sustainability) | 7.0% | 3.6% | 7.7% | 25.0% | 0.0% | 0.0% |
| | Global Resource Systems Major | 8.5% | 14.3% | 5.1% | 0.0% | 0.0% | 0.0% |
| | Other, please specify: | 2.8% | 3.6% | 2.6% | 0.0% | 0.0% | 0.0% |



Sample Comments (open responses):

If I could restart my undergraduate degree major 1 would definitely be something I would like to take. Additionally, I think more interdisciplinary majors are needed for the future.

By having the connection with data analytics and business, students in FRE could have the chance be open to a greater range of possibility and interest after graduation.

It would provide more opportunities for both LFS as a Faculty and FRE as a program to stand out and be unique. I have heard of few schools providing a program that combines the topics that FRE is proposing to provide.

1. More specialization allows students to become more qualified as they head out into the job field. 2. Those interested in business may not be interested in communicating data yet the two are important topics; anything we can do to increase competency for protecting our resources is important. I wonder if economics is the way to really be going about this? From my studies the answer is no, unless there is a new spin being taught on economic.

If you wanted to join BFRE currently, it's not clear how you would begin your degree. Do you start in sciences or arts and transfer faculties to continue your pursuit in Analytics? Or start by applying to Sauder and then transferring into Business and markets? I think that if there is a clear path with minimal barriers (ie unclarity, transfer energy and fees etc) will attract greater numbers of students with specific interest in the degree.

I support the decision to start "focusing" on FRE from earlier on, aka 1st year. I also like the idea of specializing further later on, however, I think the majors should not exclude each other because I think what makes FRE so unique and up-to-date is that it is interdisciplinary and you do a little of everything.

A first year entry would make this program much more appealing. Currently students have to fulfil requirements for multiple majors in case they do not get in. This would allow them to focus more on their FRE courses from the beginning. The two proposed majors address areas that are currently lacking in the FRE program. There currently is not a lot of data analysis. By having this designated major, FRE skills are more credible and marketable to employers.

I think that the two pathways is a great change to make, to provide students with options to pursue their interest. However, I oppose the direct first-year entry to BFRE. As an Econ focused program, I think that it is fair to ask students to first take university level econ, math, and English before they can apply to the program. With reference of general Econ and BIE program in the VSE.



Likelihood of Enrolling in the Updated BFRE

- Slightly less than half (48%) of the respondents indicated they would have enrolled in the updated BFRE program had the option been available to them.

| Answer | % | Count |
|---------------------|------|-------|
| Very likely | 17% | 12 |
| Likely | 31% | 22 |
| Neutral / Undecided | 20% | 14 |
| Unlikely | 20% | 14 |
| Very unlikely | 11% | 8 |
| Total | 100% | 70 |

Top Reasons for Lack of Appeal of the Proposed Update to BFRE (of those that answered Unlikely, Very Unlikely to enrol)

| Answer | % | Count |
|--|-----|-------|
| Not as relevant to my personal interests as other programs | 28% | 15 |
| Not as relevant to my career interests as other programs | 26% | 14 |
| Insufficient knowledge of the field to decide | 20% | 11 |



Student Survey Results: Crosstab by Major and Enrolment for Proposed Program

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| | | Q7: How likely is it that you would have chosen to enrol in the updated Bachelor of Science (BSc) in Food and Resources Economics (FRE) had the option been available to you? | | | | | |
|---|--|---|-------------|--------|---------------------|----------|---------------|
| | | Total | Very likely | Likely | Neutral / Undecided | Unlikely | Very unlikely |
| Q2: Which of the following programs/specializations are you taking? - Selected Choice | Total Count (Answering) | 70.0 | 12.0 | 22.0 | 14.0 | 14.0 | 8.0 |
| | Applied Biology Major | 23.0 | 2.0 | 5.0 | 5.0 | 6.0 | 5.0 |
| | Arts Major (undeclared) | 1.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 |
| | Conservation Major (Global Perspectives) | 5.0 | 1.0 | 1.0 | 2.0 | 1.0 | 0.0 |
| | Conservation Major (Science and Management) | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Economics Major | 8.0 | 3.0 | 3.0 | 1.0 | 1.0 | 0.0 |
| | Environmental Science Major | 6.0 | 1.0 | 2.0 | 1.0 | 2.0 | 0.0 |
| | Food and Resource Economics Major | 6.0 | 3.0 | 2.0 | 0.0 | 1.0 | 0.0 |
| | Food Science Major | 6.0 | 0.0 | 3.0 | 2.0 | 0.0 | 1.0 |
| | Geography Major | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 |
| | Geography Major (Environment and Sustainability) | 5.0 | 1.0 | 1.0 | 1.0 | 0.0 | 2.0 |
| | Global Resource Systems Major | 6.0 | 1.0 | 2.0 | 1.0 | 2.0 | 0.0 |
| | Other, please specify: | 2.0 | 0.0 | 1.0 | 0.0 | 1.0 | 0.0 |
| | Applied Biology Major | 32.9% | 16.7% | 22.7% | 35.7% | 42.9% | 62.5% |
| | Arts Major (undeclared) | 1.4% | 0.0% | 0.0% | 7.1% | 0.0% | 0.0% |
| | Conservation Major (Global Perspectives) | 7.1% | 8.3% | 4.5% | 14.3% | 7.1% | 0.0% |
| | Conservation Major (Science and Management) | 1.4% | 0.0% | 4.5% | 0.0% | 0.0% | 0.0% |
| | Economics Major | 11.4% | 25.0% | 13.6% | 7.1% | 7.1% | 0.0% |
| | Environmental Science Major | 8.6% | 8.3% | 9.1% | 7.1% | 14.3% | 0.0% |
| | Food and Resource Economics Major | 8.6% | 25.0% | 9.1% | 0.0% | 7.1% | 0.0% |
| | Food Science Major | 8.6% | 0.0% | 13.6% | 14.3% | 0.0% | 12.5% |
| | Geography Major | 1.4% | 0.0% | 4.5% | 0.0% | 0.0% | 0.0% |
| | Geography Major (Environment and Sustainability) | 7.1% | 8.3% | 4.5% | 7.1% | 0.0% | 25.0% |
| | Global Resource Systems Major | 8.6% | 8.3% | 9.1% | 7.1% | 14.3% | 0.0% |
| | Other, please specify: | 2.9% | 0.0% | 4.5% | 0.0% | 7.1% | 0.0% |



20 September 2022

Student Survey Results: Appeals of the Proposed Updated & Level of Interest

Vancouver Senior

Main Appeals of the Proposed Update (of those that answered Very Likely, Likely to enrol)

| Answer | % | Count |
|---|-----|-------|
| More interdisciplinary than other programs | 20% | 17 |
| Presents more career opportunities than other programs | 20% | 17 |
| More relevant to my career interests than other programs | 16% | 13 |
| More technical than before (e.g. more statistics courses) | 14% | 12 |

Level of Interest for the New Majors (n=47)

Data Analytics: Total Interest = 76%

Business and Markets: Total Interest = 76%

| | Very interested | | Interested | | Neutral | | Not interested | | No interest at all | |
|-------------------------------|-----------------|----|------------|----|---------|---|----------------|---|--------------------|---|
| Major 1: Data Analytics | 38% | 18 | 38% | 18 | 15% | 7 | 6% | 3 | 2% | 1 |
| Major 2: Business and Markets | 28% | 13 | 49% | 23 | 15% | 7 | 9% | 4 | 0% | 0 |



Support for Direct Entry into Program from High School

| Answer | % | Count |
|---------------------|------------|-----------|
| Strongly support | 31% | 21 |
| Support | 38% | 26 |
| Neutral / Undecided | 25% | 17 |
| Oppose | 2% | 1 |
| Strongly oppose | 4% | 3 |
| Total | 100% | 68 |

Additional Comments

- Economic courses - teach the foundations so it is easier to learn; would like more on this subject matter to increase job opportunities
- Provide clarity how a degree with the proposed new majors would differ in terms of learning outcomes from a Data Analytics or Business and Marketing degree.
- Additional subject areas to include in the Data Analytics major: physical and urban geography. Also provide more FRE related courses in the majors.
- Add more seats in Econ courses.
- First year entry needs more consideration: students exploring different interests during this time.



- **Majority of the respondents (94%) support the proposed update** to the Bachelor of Science, Food and Resource Economics (BFRE).
- **Slightly less than half (48%)** of the respondents indicated they **would have enrolled** in the updated BFRE had the option been available to them. (Note this could also be due to the higher number of respondents with a Applied Biology major.)
- Respondents indicated the reasons for their lack of interest in enrolling in the proposed updated program are due to **low relevance to their personal or career interests**, and/or **insufficient knowledge of the field to decide**.
- For those that would have likely enrolled in the proposed updated program, the key draw cards were the **interdisciplinary nature of the curriculum**, and new major focus areas (markets and data analytics), which learners felt would **expose them to more career opportunities**/make them more competitive in the workforce (compared to the original program).
- Respondents are **interested in both of the two new proposed majors** (76% for each), with Data Analytics having slightly stronger appeal (38% very likely) over Business and Markets (28% very likely).
- Providing two major options may help to narrow the focus of FRE/create a more specialized program to foster students' **specific skills, increase students' competency in the field**, and help them to be better equipped and qualified in their studies and future career endeavours.
- The two majors offer students **flexibility to explore their interest**, and pursue the direction that **better aligns with their interests/career goals**. This also provides students with **better future job opportunities**.



- Both majors are important, however if it is possible, provide **option to take courses from the other major as electives**. *Note: the program has since been updated in light of this feedback.*
- There is concern regarding the **insufficient seats available in economic courses**, as well as that the learning outcomes may be too general or not relevant enough.
- **Although first year entry in the program received support (69%), respondents also commented on the necessity of it (neutral 25%; opposes 6%).** Some believe that it is important for students to receive other foundational courses and explore their interests before deciding on a focus.
- **Overall, the two proposed majors are well received.** They are considered to be **relevant for industry** needs, and will benefit both students' learning and **future job prospects**.
- The feedback reveals a high level of **support for interdisciplinary approach**, with interest for more courses and skills to be integrated into the program.
- From a students' perspective, **easy access to essential courses, easy navigation of their study directions/interest**, and the ability to **incorporate needed skills that will benefit future careers** are the important factors influencing their support for the proposed program changes.





Industry Survey Results

Survey Objectives

- Ascertain support for the proposed changes to the current Bachelor of Science, Food and Resources Economics: relevance of proposed new majors; meeting an unmet need in the industry; importance of experiential learning.

Target Audience: Industry stakeholders and employers.

| Organization | Position | Organization | Position |
|--|--|--|-------------------------------------|
| Bank of Montreal | Vice President, Agriculture | Dogwood Initiative | Director of Strategy |
| BC Agriculture Council, Abbotsford | Executive Director | Farm at Hand | |
| BC Assessment | Agricultural Land Valuation | Farm Credit Canada | Specialist, Agriculture Transition |
| BC Dairy Association | Director of Marketing & Sales | Fisheries and Oceans Canada | Senior Policy Analyst |
| BC Ministry of Agriculture | Director of Market Development | G&F Financial Group | Business Intelligence Analyst |
| BC Ministry of Agriculture | Director Regional Development | Granola Girl | Founder |
| BC Ministry of Agriculture | Industry Specialist, Berries | Greens Organic + Natural Market | Co-Founder/Director |
| BC Ministry of Agriculture | Manager, Industry Specialists, Sector Development Branch | Kwantlen | |
| BC Ministry of Agriculture, Abbotsford | | Naturally Homegrown Foods Ltd. | President |
| BC Ministry of Environment | Assistant Deputy Minister, Environmental Sustainability and Strategic Policy | Nature's Path Foods | Executive VP of Sales and Marketing |
| BC Ministry of Forests Lands and Natural Resources | District Manager, Okanagan/Shuswap | Okanagan Specialty Fruits | Marketing Communications Specialist |
| BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development | Assistant Deputy Minister, | Skipper Otto's Community Supported Fishery (CSF) | Product Director |
| BC Ministry of Jobs, Trade and Technology | Manager, Economic Policy and Strategic Initiatives | Small Business BC | |
| BISS - Fraser Health | Support Service Manager, Food Operation | Structured Origination Agriculture | Director |
| BMO | | Terralink Horticulture Inc | Manager of Operations |
| BMO Financial Group | | Van City | |
| Carnotech Energy Inc. | | Vancouver Board of Parks and Recreation | Committee Vice Chair |



Full report is available [here](#).

- Nine out of the ten respondents indicated the **proposed program is relevant** and **students with a BFRE degree would be more competitive/suited** (80%) to the industry compared to other bachelor degrees because:
 - Students would have better understanding of the linkage between economics, food / agriculture and public policy. There is a high demand for employees with both a **knowledge of agri-food markets + proficiency in data analytics**, yet difficult to find candidates with both skillsets.
 - Specialized degree would **focus on the application, not just theoretical**.
- Respondents agree (7 out of 9) the **updated program will produce graduates who would meet an unmet need in the industry/organization**, addressing challenges such as:
 - How economic levers can be applied to address **climate change implications** on the food supply chain; natural disaster recovery.
 - **Applied actionable metrics/analytics** on sustainable food programs and market interests.
 - **Intersectional knowledge of agri-food markets and data science**.
- Possible entry level positions/roles:

| | | | |
|---------------------|------------------------------|-------------------------------|------------------|
| Policy analyst | Socioeconomic specialist | Data analyst / Data scientist | Marketing |
| Industry specialist | Human environment specialist | Purchasing / Procurement | Strategic leader |



- **Both of the proposed new majors are perceived to be relevant**, with only one respondent indicating neutral as data analytics would not be as pertinent in the banking sector (this is only one opinion so doesn't hold statistical significance). Respondents suggested adding content regarding economic development; policy, and would appreciate clarification on how BFRE data analytics would differ from other data analytics courses.
- **Additional qualifications for entry-level positions are higher level education and/or advanced skills.**
Examples provided:
 - Master degree or multiple internships
 - Professional Agrologist status
 - Natural resources sciences
 - Advance financial analysis
- All agreed that experiential learning opportunities are an important part of education, with the following ranked with the most value: **1) Co-op**; 2) Applied Community Projects; 3) Capstone Project with Industry.
- Further recommendations:
 - In addition to data and quantitative skills, need to also address qualitative analysis and policy work.
 - Provide more 400 level options for deeper understanding of the specialization and in-dept skills.
 - Ongoing networking opportunities with graduates and the industry to develop relationships, potential job prospects/candidates.
 - One respondent suggested revising the program to be more data science oriented vs analytics.





Summary and Discussion

Comparators

- Most year-of-entry and admission prerequisites are not listed, however, for the few that provided the information identified grade 12 level science and math as requirements.
- Curriculum focus areas: Math/Economics | Resources | Policy and Law | (Data). Some programs offers specialization/focused streams.
- A few programs require capstone project, but capstones are not the norm. Instead most provide optional co-op or internship opportunity.
- Majority of programs are 120 units. Some specify number of credits (e.g. 69-89) for the major.

Student and Industry Feedback

- Students support (94%) the proposed update to BFRE (strong support compared to other program surveys). Respondents are mixed when it comes to direct entry, with some being strongly for, and others against.
- Slightly less than half (48%) of the students indicated they would have enrolled in the updated BFRE had the option been available to them (not relevant to all interests, and/or insufficient knowledge of the field to decide).
- Students are interested in both of the new proposed majors (76%). Main attractions of the proposal are a desire for data analytics and business training, interest in interdisciplinary education, and a recognition that the revised program would better prepare students for the workforce/make them more marketable (vs the current program).
- Employers perceive the proposed program as relevant (90%) and competitive/suited (80%) compared to other bachelor degrees, providing it is sufficiently applied. Respondents indicate a high demand knowledge and proficiency in agri-food markets and data analytics. Respondents also recommend teaching qualitative analysis and policy, and creating networking opportunities. Co-op is the highest valued form of experiential learning.



STUDENT SURVEY RESULTS (FULL REPORT)

Bachelor of Science in Food and Resource Economics Student Survey Results**Survey Period** - February 7 – 13, 2022**Audience Size** – 1,930**Completed Surveys** – 75 (n=71, those that answered the majority of the survey)**Response Rate** – 3.7%**Q2 - Which of the following programs/specializations are you taking?**

| # | Answer | % | Count |
|----|--|-------|-------|
| 12 | Applied Biology Major | 32.0% | 24 |
| 13 | Arts Major (undeclared) | 1.3% | 1 |
| 14 | Conservation Major (Global Perspectives) | 6.7% | 5 |
| 15 | Conservation Major (Science and Management) | 1.3% | 1 |
| 16 | Economics Major | 10.7% | 8 |
| 17 | Environmental Science Major | 9.3% | 7 |
| 18 | Food and Resource Economics Major | 8.0% | 6 |
| 19 | Food Science Major | 10.7% | 8 |
| 20 | Geography Major | 2.7% | 2 |
| 21 | Geography Major (Environment and Sustainability) | 6.7% | 5 |
| 22 | Global Resource Systems Major | 8.0% | 6 |
| 23 | Other, please specify: | 2.7% | 2 |
| | Total | 100% | 75 |

Q2_23_TEXT - Other, please specify:

Other, please specify: - Text

Nutritional Sciences

Sustainable Agriculture and Environment

Q3 - What is your year of study?

| # | Answer | % | Count |
|---|------------------------|-------|-------|
| 1 | Undergraduate year 1 | 14.7% | 11 |
| 2 | Undergraduate year 2 | 26.7% | 20 |
| 3 | Undergraduate year 3 | 17.3% | 13 |
| 4 | Undergraduate year 4 | 33.3% | 25 |
| 5 | Undergraduate year 5 | 8.0% | 6 |
| 7 | Other, please specify: | 0.0% | 0 |
| | Total | 100% | 75 |

Q3_7_TEXT - Other, please specify:

Other, please specify: - Text

Q4 - Food and Resource Economics (FRE) deals with the supply, demand and allocation of food and natural resources. Climate change, and our changing environment are adding complexity to this field. To address these problems, the world needs individuals with a strong core skillset in economics, as well as complementary training in related fields.

The Bachelor of Science in Food and Resource Economics (BFRE) was envisioned to provide an undergraduate path to students with interests in the intersection of economics, food, and the environment. To improve the program we are proposing two significant changes:

(1) to allow direct first-year entry (in addition to second-year entry) to BFRE;

(2) to create two distinct and in-depth interdisciplinary majors within the program, tentatively titled: Data Analytics, and Business and Markets.

Major 1 - Data Analytics: Become an expert at communicating complex data analytics to diverse audiences.

Major 2 - Business and Markets: Become proficient in the functioning of Food and Agricultural Markets worldwide.

Based on the information provided, please indicate your support to update the Bachelor of Science in Food and Resource Economics? (This question is to determine levels of support/opposition to the proposition to develop two new majors - it does not matter if you would not take the program yourself).

| # | Answer | % | Count |
|---|---------------------|-------|-------|
| 6 | Strongly support | 39.4% | 28 |
| 7 | Support | 54.9% | 39 |
| 8 | Neutral / Undecided | 5.6% | 4 |
| 9 | Oppose | 0.0% | 0 |

| | | | |
|----|-----------------|------|----|
| 10 | Strongly oppose | 0.0% | 0 |
| | Total | 100% | 71 |

Q5 - Please state why you support this proposal:

Please state why you support this proposal:

1. More specialization allows students to become more qualified as they head out into the job field. 2. Those interested in business may not be interested in communicating data yet the two are important topics; anything we can do to increase competency for protecting our resources is important. I wonder if economics is the way to really be going about this? From my studies the answer is no, unless there is a new spin being taught on economics

I support the decision to start "focusing" on FRE from earlier on, aka 1st year. I also like the idea of specializing further later on, however, I think the majors should not exclude each other because I think what makes FRE so unique and up-to-date is that it is interdisciplinary and you do a little of everything.

If you wanted to join BFRE currently, its not clear how you would begin your degree. Do you start in sciences or arts and transfer faculties to continue your pursuit in Analytics? Or start by applying to Sauder and then transferring into Business and markets? I think that if there is a clear path with minimal barriers (ie unclarity, transfer energy and fees etc) will attract greater numbers of students with specific interest in the degree.

I think that the two pathways is a great change to make, to provide students with options to pursue their interest. However, I oppose the direct first-year entry to BFRE. As an Econ focused program, I think that it is fair to ask students to first take university level econ, math, and English before they can apply to the program. With reference of general Econ and BIE program in the VSE.

It is a good idea

i think people would be interested in it

I suppose the two programs are very up to date with current industry demands.

It will add more options to people who may want to study this subject, allowing them to choose a major that closely aligns with their interests.

Seems like the program will efficiently equip people with what they need to peruse a field of food and resource economy

Economics are always a large factor to consider about when considering how decisions around food system have impact on

I believe these two majors are more up to date with our world's market needs. There will be many position needing educated individuals in this field.

I think it's beneficial

A first year entry would make this program much more appealing. Currently students have to fulfil requirements for multiple majors in case they do not get in. This would allow them to focus more on their FRE courses from the beginning. The two proposed majors address areas that are currently lacking in the FRE program. There currently is not a lot of data analysis. By having this designated major, FRE skills are more credible and marketable to employers.

I think the two proposed majors are unique and very interesting. However, I am not sure what the purpose of allowing direct first-year entry into the program is for, considering all other FNH majors have second-year entry

I thinking narrowing the major down a bit more into 2 majors is better than having the one major with a broad description of what you would do.

Increase exposure to generate interest, and more specific programs are desirable

I like the business integration into the program. I speak as a b+mm student and I think it's a great idea.

I personally became interested in data analytics during my studies and also believe it is a great skill to have, but the program does not provide many course options for data analytics. If the new major is introduced I am certain that the program will attract more students, and help students' resumes to better stand out in the job market as well!

I think it would be great to have these two interdisciplinary majors within the program. And I think there are more people who want to take quantitative courses in data analytics today so it's good to have a focused study.

I think that the more accessible it is to people the better, and this option may be the best fit for some first-years.

It provides flexibility for students to explore ideas and career paths.

Data analytics has become one of the desired skills in the workplace. At the same time, for students who want to pursue something else other than data analytics, this allows them to have other course options.

Interesting academic 'niche'. Has job-ready major that isn't filled by a current major+minor combination.

why not, sounds cool

If I could restart my undergraduate degree major 1 would definitely be something I would like to take. Additionally, I think more interdisciplinary majors are needed for the future.

By having the connection with data analytics and business, students in FRE could have the chance be open to a greater range of possibility and interest after graduation.

Data analytics are becoming increasingly relevant.

I think it is a great idea to expand LFS to more diverse topics because the issues our faculty are related to many different focuses.

Business focused major would be more appealing than simply economics.

this provides students with opportunities to specialize into more specific areas that they are interested in. Also, in this industrialised era, no one can do all the job, which means that no one can learn all the things, so being more specialized is a great idea.

I think it would be a great idea to make these proposed changes. It would provide more opportunities for both LFS as a Faculty and FRE as a program to stand out and be unique. I have heard of few schools providing a program that combines the topics that FRE is proposing to provide.

It seems like an important topic

Provides more opportunities and pathways for student grads. Makes jobs less linear and skills more applicable to many workplaces

This program would be very flexible and would reach variety of branches in science that is practical

Can narrow down the major of economics

Q6 - Please state your reason for your response:

Please state your reason for your response:

I dont really care

Q7 - How likely is it that you would have chosen to enrol in the updated Bachelor of Science (BSc) in Food and Resources Economics (FRE) had the option been available to you?

| # | Answer | % | Count |
|---|---------------------|-------|-------|
| 1 | Very likely | 17.1% | 12 |
| 2 | Likely | 31.4% | 22 |
| 3 | Neutral / Undecided | 20.0% | 14 |
| 4 | Unlikely | 20.0% | 14 |
| 5 | Very unlikely | 11.4% | 8 |
| | Total | 100% | 70 |

Q8 - Why does the new proposed update to the BSc in FRE (two proposed majors) not appeal to you? Select all that apply.

| # | Answer | % | Count |
|---|---|-------|-------|
| 1 | Not as relevant to my personal interests as other programs | 27.8% | 15 |
| 2 | Not as relevant to my career interests as other programs | 25.9% | 14 |
| 3 | This proposed new content is sufficiently covered in other programs already | 3.7% | 2 |
| 4 | Other programs present more career opportunities | 1.9% | 1 |
| 6 | Insufficient knowledge of the field to decide | 20.4% | 11 |
| 7 | Other, please specify: | 9.3% | 5 |
| 8 | Too technical (e.g. statistics-heavy) | 11.1% | 6 |
| 9 | Too niche | 0.0% | 0 |
| | Total | 100% | 54 |

Q8_7_TEXT - Other, please specify:

Other, please specify: - Text

Economics does not align with my interests for sustainable agriculture.

Its personally not the field I would want to pursue, but I do believe it is important.

I already know what career I want and this program would not fit, although it does peak my interest

Hard to transfer into from Faculty of Science

I'm a Pre-Vet Student

Q9 - Why does the proposed update to the BSc in FRE (two new majors) appeal to you? Select up to three.

| # | Answer | % | Count |
|----|---|-------|-------|
| 1 | Program would be a good foundation for a research graduate degree | 8.3% | 7 |
| 2 | More technical than before (e.g. more statistics courses) | 14.3% | 12 |
| 3 | More relevant to my career interests than other programs | 15.5% | 13 |
| 4 | More relevant to my personal interests than other programs | 10.7% | 9 |
| 5 | More applied/experiential than other programs | 6.0% | 5 |
| 6 | More interdisciplinary than other programs | 20.2% | 17 |
| 7 | Other, please specify: | 0.0% | 0 |
| 8 | Presents more career opportunities than other programs | 20.2% | 17 |
| 10 | Option to apply directly from high school | 4.8% | 4 |
| | Total | 100% | 84 |

Q9_7_TEXT - Other, please specify:

Other, please specify: - Text

Q10 - The proposed updates include the creation of two new majors. For each major area, please identify your level of interest.

Data Analytics: Become an expert at communicating complex data analytics to diverse audiences. Classes include: econometrics, statistics, Graphic Information System (GIS), remote sensing, and data visualization.

Business and Markets: Become proficient in the functioning of Food and Agricultural Markets worldwide. Classes include: econometrics, international trade, food market analysis, and business management.

| # | Question | Very interested | | Interested | | Neutral | | Not interested | | No interest at all | | Total |
|---|-------------------------------|-----------------|----|------------|----|---------|---|----------------|---|--------------------|---|-------|
| 1 | Major 1: Data Analytics | 38.3% | 18 | 38.3% | 18 | 14.9% | 7 | 6.4% | 3 | 2.1% | 1 | 47 |
| 2 | Major 2: Business and Markets | 27.7% | 13 | 48.9% | 23 | 14.9% | 7 | 8.5% | 4 | 0.0% | 0 | 47 |

Q11 - Any comments you would like to share regarding the proposed majors:

Any comments you would like to share regarding the proposed majors:

I think the data analysis major should definitely include courses that connect/ showcase the different disciplines they are talking about and their common grounds.

na

I wonder if the Business and Markets major would be better suited as a field taught within Sauder school of business or a bachelor of economics that focuses specifically on food and resources, rather than a major under the FRE faculty.

i love it. if i have a chance i'll go to the business option:) and i will take some data analysis courses as electives

Q12 - The Faculty is proposing to change the application process from a 2nd year entry to direct entry to allow students to apply directly from high school. Please indicate your level of support for this change. The BFRE program will keep accepting students who wish to transfer after their first year of university.

| # | Answer | % | Count |
|---|---------------------|-------|-------|
| 1 | Strongly support | 30.9% | 21 |
| 2 | Support | 38.2% | 26 |
| 3 | Neutral / Undecided | 25.0% | 17 |
| 4 | Oppose | 1.5% | 1 |
| 5 | Strongly oppose | 4.4% | 3 |
| | Total | 100% | 68 |

Q13 - Is there any other feedback you wish to provide to assist us in redesigning this program? For instance, thoughts on the major topic groupings, other considerations, features worth including, or things that you think we should change?

Is there any other feedback you wish to provide to assist us in redesigning this program? For instance, thoughts on the major topic groupings, other considerations, features worth including, or things that you think we should change?

Hmm, maybe make elementary economic classes easier to learn for students, once students have mastered those topics they are more likely to continue the education. This would have been the case for me and several friends for the case of economics.

More connections to economics definitely will provide more job availability and opportunities to student is food science major.

How different would a FRE degree in Data Analytics differ from that of other Data Analytics degrees (and same for Business and Markets?) If you make it really clear in marketing how its different (and better for YOU!) then I see it being a great opportunity.

na

Major 1 could also benefit from additional teachings regarding physical and urban geography, if not already included in the program plan.

I think the program sounds appealing

I think splitting the major up into 2 more specific majors is more beneficial to the university students who decide to go down that path.

offer more FRE courses for students

I dont think any major should be declared in first year. I dont even think that any field should be decided right away, and I also don't believe students should attend college right after highschool. People should be exploring the world before throwing money at expensive schooling. First two years of college should be free-lanced. Students should be encouraged to study as many topics as possible before majoring. Yes having your eyes on a major is important to make sure you have the right credits, but learning should be exploratory. I went to Camosun college before going to ubc, and didnt have to choose a major - just general science. With that, I studied a wide range of subjects before deciding on food science, and I'm glad I made that decision. I believe thats how all subjects should be studied.

more reservations on econ course seat.

Don't send surveys to APBI students because it won't affect us in any way and we don't care

Q14 - Please tell us about yourself. I am (a):

| # | Answer | % | Count |
|---|-------------------------------|-------|-------|
| 1 | Canadian citizen | 52.2% | 35 |
| 2 | Permanent resident | 6.0% | 4 |
| 3 | Here on a student permit/Visa | 40.3% | 27 |
| 4 | Other, please specify: | 1.5% | 1 |
| | Total | 100% | 67 |

Q14_4_TEXT - Other, please specify:

Other, please specify: - Text

now an international student with a valid visa, and applying for PR right now

Q15 - What is your intended plan after you graduate?

| # | Answer | % | Count |
|---|---|-------|-------|
| 1 | Apply for a thesis-based graduate degree | 7.6% | 5 |
| 2 | Apply for an professional/applied graduate degree (e.g., Master of Food and Resource Economics) | 31.8% | 21 |
| 3 | Apply for another type of postgraduate credential (e.g., a diploma or a certificate) | 7.6% | 5 |
| 4 | Gain work experience and then consider further study | 34.8% | 23 |
| 5 | Obtain employment | 6.1% | 4 |
| 6 | Undecided | 10.6% | 7 |
| 7 | Other, please specify: | 1.5% | 1 |
| | Total | 100% | 66 |

Q15_7_TEXT - Other, please specify:

Other, please specify: - Text

Apply to Veterinary College

Q16 - What type of employment are you interested in obtaining after graduation?

| # | Answer | % | Count |
|----|---|-------|-------|
| 7 | Management in a food processing firm | 0.0% | 0 |
| 8 | Import/export with knowledge of global food markets and trade | 0.0% | 0 |
| 9 | Non-profit with a focus on conservation, local food security, food waste management, etc. | 25.0% | 1 |
| 10 | Consulting in the area of environmental and natural resource management | 25.0% | 1 |
| 11 | Data analytics | 25.0% | 1 |
| 12 | Undecided | 25.0% | 1 |
| 13 | Other, please specify: | 0.0% | 0 |
| | Total | 100% | 4 |

Q16_13_TEXT - Other, please specify:

Other, please specify: - Text

Q17 - Thank you for taking the time to complete this survey. Your feedback is greatly appreciated. If you have any further questions/contributions, please email ferdiaz0@mail.ubc.ca. If you are interested in having further input into the development of this course please click "Yes" below. If you click "Yes", when you click the submit button you will be redirected to a separate survey and asked to enter your email address. Your email will be recorded separately from your survey response to preserve anonymity. We may send you a subsequent short survey seeking your opinion. If you click "No", your responses will be submitted and the survey will end.

| # | Answer | % | Count |
|---|---|-------|-------|
| 1 | Yes, I am interested in providing further input | 26.9% | 18 |
| 2 | No, I am not interested | 73.1% | 49 |
| | Total | 100% | 67 |

INDUSTRY SURVEY RESULTS (FULL REPORT)

Food and Resource Economics Industry Consultation Survey Results**Survey Period** – March 24 to April 3, 2022**Audience Size** – 30+ (anonymous survey link; encouraged to share/forward)**Completed Responses** - 10**Q5 - Based on the information provided, is the proposed program relevant to your industry?**

| # | Answer | % | Count |
|---|----------------------------------|-------|-------|
| 1 | Highly relevant to my industry | 50.0% | 5 |
| 2 | Relevant to my industry | 40.0% | 4 |
| 3 | Slightly relevant to my industry | 10.0% | 1 |
| 4 | Irrelevant to my industry | 0.0% | 0 |
| 5 | Unsure | 0.0% | 0 |
| | Total | 100% | 10 |

Q6 - Please explain why this proposed program is not relevant to your industry.

Please explain why this proposed program is not relevant to your industry.

Q7 - Compared to individuals with other bachelor's degrees (e.g. BA in Economics, BSc. Environmental Sciences, BSc. Applied Biology), do you think a student with a BSc in Food and Resource Economics would be more or less competitive/suited to your industry?

| # | Answer | % | Count |
|---|-------------------------|-------|-------|
| 1 | More competitive/suited | 80.0% | 8 |
| 2 | Less competitive/suited | 10.0% | 1 |
| 3 | Unsure | 10.0% | 1 |
| | Total | 100% | 10 |

Q8 - Please explain why:

Please explain why:

Understanding the economic viability of the agriculture sector and understanding if there are policy levers which can influence the success of the ag sector - is important for setting sound public policy.

If it was made applied, the specifics around Food + Resource Economics would be relevant and positioned as a more competitive degree

Specialized degree, focused on application versus just theoretical

Primary markets have unique qualities and it is hard to find general economists / business analysts that understand this.

understanding commodity pricing and demand is valuable in our industry

We continue to seek out graduates that have an interest and expertise in the food and agriculture sector.

I wanted to highlight unsure - but there wasn't the ability to comment. We're increasingly looking for employees that are highly proficient with data analytics, but the edge students in the UBC program would have over other data analysis degrees is the knowledge of agri-food markets. Can this advantage not be lost in the review of the program?

Q9 - Please explain why:

Please explain why:

I'm in Natural Resources

Q10 - Do you feel the updated program will produce graduates who would meet an unmet need in your organization and/or industry?

| # | Answer | % | Count |
|----|---|-------|-------|
| 8 | Definitely yes | 11.1% | 1 |
| 9 | Probably yes | 66.7% | 6 |
| 10 | Neutral | 0.0% | 0 |
| 11 | Probably not | 0.0% | 0 |
| 12 | Definitely not | 0.0% | 0 |
| 13 | Unsure / need more information to be able to answer | 22.2% | 2 |
| | Total | 100% | 9 |

Q11 - Please elaborate why not and what should we be thinking about differently?

Please elaborate why not and what should we be thinking about differently?

Q12 - What type of unmet need would the Bachelors in Food and Resource Economics graduates meet? Please be as specific as possible.

What type of unmet need would the Bachelors in Food and Resource Economics graduates meet? Please be as specific as possible.

Natural disaster recovery

Understanding the economic levers which can be applied to address climate implications on the food supply chain - is important to ensure BC food security and viable/resilient agriculture operations

Applied actionable metrics / analytics around sustainable food programs and upcoming market interests

I have not met many graduates to properly asses

Intersection of knowledge of agrifood markets and data science

Q13 - What type of positions or roles would you foresee graduates of this program filling (specifically roles that do not require further education)?

What type of positions or roles would you foresee graduates of this program filling (specifically roles that do not require further education)?

Policy

policy analysts, operations managers, industry specialists, strategic leaders

marketing, purchasings, data

Human environment specialist, socioeconomic specialist

Procurement manager

Data analysts and perhaps data scientists which are the two broad classifications we use to hire economists

Q14 - The proposed updates include the creation of two new Majors. For each of the Majors, please identify the level of relevance for your industry.

Data Analytics: Become an expert at communicating complex data analytics to diverse audiences. Classes include: econometrics, statistics, Graphic Information System (GIS), remote sensing, and data visualization.

Business and Markets: Become proficient in the functioning of Food and Agricultural Markets worldwide. Classes include: econometrics, international trade, food market analysis, and business management.

| # | Question | Very relevant | | Relevant | | Neutral | | Not relevant | | Not relevant at all | | Total |
|---|-------------------------------|---------------|---|----------|---|---------|---|--------------|---|---------------------|---|-------|
| 1 | Major 1: Data Analytics | 50.0% | 4 | 37.5% | 3 | 12.5% | 1 | 0.0% | 0 | 0.0% | 0 | 8 |
| 2 | Major 2: Business and Markets | 50.0% | 4 | 50.0% | 4 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 8 |

Q15 - Any comments you would like to share regarding the proposed Majors:

Any comments you would like to share regarding the proposed Majors:

Both are relevant to increasing societal demands and the impacts of climate change.

Would be interesting to add some content or maybe a stream in economic development

It seems like those are a lot of methods being taught in data analytics ! Will students specialize in one or two tools ?
Maybe risking students not getting an in depth understanding (like in most economics degrees)

The data analytics would not be as useful for the banking sector. However, the business and markets major would be very pertinent to the banking sector. It would be very useful to have the graduates understand business, financial statements, analyze companies, and be aware and informed of the agriculture and food markets. A policy element would also be very useful.

Q17 - Would graduates of this proposed program require additional training (e.g. graduate degree) and/or professional qualifications (e.g. accreditation) to be successful and/or competitive in your industry?

| # | Answer | % | Count |
|---|--------|-------|-------|
| 1 | No | 25.0% | 2 |
| 2 | Yes | 62.5% | 5 |
| 3 | Unsure | 12.5% | 1 |
| | Total | 100% | 8 |

Q23 - Please specify what qualifications would typically be required (for an entry-level position):

Please specify what qualifications would typically be required (for an entry-level position):

Natural resource sciences.

Professional Agrologist status

Graduate degree or multiple internships.

The entry-level positions need additional training in two main areas: 1 - Bank specific software and policies. Graduates will need to learn how to use internal systems - this is not something they can prepare for prior to joining the bank. 2 - Additional financial analysis.

Masters in Economics with an emphasis on food to demonstrate research skills.

Q19 - How valuable are work-integrated and/or experiential learning opportunities as part of an undergraduate degree/education?

| # | Answer | % | Count |
|---|--------|---|-------|
|---|--------|---|-------|

| | | | |
|---|-----------------|-------|---|
| 2 | Very valuable | 50.0% | 4 |
| 3 | Valuable | 50.0% | 4 |
| 4 | Neutral | 0.0% | 0 |
| 6 | No value | 0.0% | 0 |
| 7 | No value at all | 0.0% | 0 |
| | Total | 100% | 8 |

Q20 - What forms of work-integrated and/or experiential learning opportunities do you value as most important to students in this field? Please rank the following by moving the options from top to bottom, where 1 = most important.

| # | Question | 1 | | 2 | | 3 | | 4 | | 5 | | Total |
|---|--------------------------------|-------|---|-------|---|-------|---|-------|---|--------|---|-------|
| 1 | Applied community projects | 37.5% | 3 | 12.5% | 1 | 25.0% | 2 | 25.0% | 2 | 0.0% | 0 | 8 |
| 2 | Capstone project with industry | 12.5% | 1 | 37.5% | 3 | 50.0% | 4 | 0.0% | 0 | 0.0% | 0 | 8 |
| 3 | Co-op | 50.0% | 4 | 37.5% | 3 | 0.0% | 0 | 12.5% | 1 | 0.0% | 0 | 8 |
| 4 | Fieldwork | 0.0% | 0 | 12.5% | 1 | 25.0% | 2 | 62.5% | 5 | 0.0% | 0 | 8 |
| 5 | Other, please specify: | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 100.0% | 8 | 8 |

Q21 - Do you have any other recommendations/comments that may help us in re-designing this program? For example, is there anything we should change or remove, or things we should be doing to ensure our program meets the current and future employer needs?

Do you have any other recommendations/comments that may help us in re-designing this program? For example, is there anything we should change or remove, or things we should be doing to ensure our program meets the current and future employer needs?

Emphasis on data & quantitative is great but what about qualitative analysis / policy work?

Have multiple 400 level options for each tool/method/sub-discipline so that students have the opportunity to dive deeper into the area they hope to specialize in and start developing their niche.

none

We recommend networking with the graduates and industry on an on-going basis. This will give students the opportunity to develop relationships with potential employers and industry. It will also give industry an opportunity to see what graduates are available to them, and to have more ongoing input and dialogue on their training to make them more marketable.

I wasn't sure when reading the information where the field of data science fits in... In some ways, I wonder initially if the data analysis major isn't a data science major while the business and markets is more of a data analysis. After having gone through the survey, I now think that a data science major would be the focus of a graduate degree. We've got to great lengths at FCC in defining what a data analyst does vs a data scientist. Anyhow, my point is that any thoughts given to data science as part of the revamp of the program?

Q2 - Please provide your name, the name of your organization and your position:

| Your Name | Your Organization: |
|------------------|----------------------------------|
| Ray | Government of BC |
| Jennifer McGuire | Ministry of Agriculture and Food |
| Norm Chan | Greens Market |
| Jo Ann Sandhu | Province of BC |
| Molly Voltz | Hemmera |
| Jonathan Fowlie | Vancity Credit Union |
| Russell | DFO |
| Eiman Raouf | Vega |
| Karen Taylor | BMO |
| JP Gervais | FCC |



20 September 2023

To: Vancouver Senate

From: Senate Admissions Committee

Re: a. Master of Physical Therapy – Distributed Sites and Admission Requirements (approval)

In accordance with section 29 (a) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting on 26 July 2023, the Senate Admissions Committee approved the attached proposal from the Faculty of Graduate and Postdoctoral Studies (Medicine).

a. Master of Physical Therapy – Distributed Sites and Admission Requirements (approval)

The Committee has approved changes to distributed site location details and admission requirements for applicants to the Master of Physical Therapy, effective for the 2024W session and thereafter. Students will be required to indicate their preference regarding distributed site option and provide supplementary forms in order to determine suitability.

The following is recommended to Senate:

Motion: That Senate ratify the decision of the Senate Admission Committee regarding the attached proposal.

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

| | |
|--|---|
| <p>Faculty: Medicine Department: Physical Therapy Faculty Approval Date: May 09, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: September 1, 2022 Contact Person: Louis Douesnard Phone: 604-822-9498 Email: louis.douesnard@ubc.ca</p> |
| <p>Proposed Calendar Entry: Program Overview Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments. The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the M.Sc. in Rehabilitation Sciences, which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</p> <p>Master of Physical Therapy Distributed Program The Master of Physical Therapy offers a distributed program at geographically separated campuses. Students are admitted to one of four cohorts: Master of Physical Therapy-North, at the University of Northern British Columbia; Master of Physical Therapy-Fraser Valley, located in Surrey; Master of Physical Therapy-Victoria, located in Greater Victoria; Master of Physical Therapy-Vancouver at UBC's Point Grey Campus in Vancouver.</p> <p>Master of Physical Therapy Admission Requirements Candidates must meet minimum entry requirements established by Graduate and Postdoctoral Studies Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215</p> <p>Present Calendar Entry: Program Overview Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments. The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research M.Sc. in Rehabilitation Sciences, which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</p> <p>Master of Physical Therapy Distributed Program The Master of Physical Therapy offers a distributed program at geographically separated campuses. Students are admitted to one of three cohorts: the Master of Physical Therapy-North cohort located at the University of Northern British Columbia, or the Master of Physical Therapy-Fraser Valley cohort, or the Master of Physical Therapy-Vancouver cohort located at UBC's Point Grey Campus in Vancouver.</p> <p>Master of Physical Therapy Admission Requirements Candidates must meet minimum entry requirements established by Graduate and Postdoctoral Studies Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> |



THE UNIVERSITY OF BRITISH COLUMBIA

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics*;
- ENGL 110 (or equivalent);
- Human Anatomy (3 credits; UBC CAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12 (or out of province equivalent Grade 12 Physics).

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process and request results be sent to the UBC Department of Physical Therapy. Information and online registration are available on the CASPer website. CASPer results are valid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.

Applicants who would like to be considered for admission to the distributed Master of Physical Therapy Program will have the opportunity to indicate their M.P.T Program site preferences (M.P.T. Vancouver, Fraser Valley, North, or Victoria) on the online application. Applicants who would like to be considered for admission to the distributed Master of Physical Therapy-North cohort at the University of Northern British Columbia must also complete two supplementary application forms: 1) the rural suitability form and 2) the lived experiences form. These forms are available to download on the [M.P.T. Program website](https://physicaltherapy.med.ubc.ca/prospective-students-2/mpt-admissions/forms/). (use this link <https://physicaltherapy.med.ubc.ca/prospective-students-2/mpt-admissions/forms/>).

These forms are used to assess candidates' suitability for the distributed M.P.T.- North cohort. All candidates must meet the same M.P.T Program admissions requirements regardless of their site preference.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' [English Language Proficiency Requirements](#). Required minimum English language proficiency scores for admission to the program are:

- TOEFL: 100 (iBT)
- IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- CAEL: overall 80

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics*;
- ENGL 110 (or equivalent);
- Human Anatomy (3 credits; UBC CAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12 (or out of province equivalent Grade 12 Physics).

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process and request results be sent to the UBC Department of Physical Therapy. Information and online registration are available on the CASPer website. CASPer results are valid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.

~~Applicants who would like to be considered for admission to the distributed Master of Physical Therapy-North Cohort at the University of Northern British Columbia must complete two supplementary application forms, available to download on the M.P.T Program website: the rural suitability form and the lived experiences form. These forms are used to assess candidates' suitability for the distributed cohort. Applicants to the Master of Physical Therapy-North cohort must meet all other admissions requirements.~~

~~Applicants who would like to be considered for admission to the distributed Master of Physical Therapy Fraser Valley cohort at the University of British Columbia must indicate their preference in the online application. Candidates' suitability will be assessed based on their overall M.P.T. program application. Applicants to the Master of Physical Therapy Fraser Valley cohort must meet all other admissions requirements.~~

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' [English Language Proficiency Requirements](#). Required minimum English language proficiency scores for admission to the program are:



THE UNIVERSITY OF BRITISH COLUMBIA

- PTE (Academic): overall 70

See [program website](#) for additional information on admission.

Primary consideration for admission is given to residents of British Columbia. Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. **The interviews follow the Multiple Mini-Interview (MMI) model.** Fulfilment of the minimum requirements does not guarantee an interview.

Program Requirements

Students must successfully complete all academic requirements (83 credits of coursework):

- ANAT 392
- RHSC 420
- PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576
- [Clinical Education Requirements](#)

Master of Physical Therapy (M.P.T.) and Doctor of Philosophy (Ph.D.) in Rehabilitation Sciences Dual Degree Program Option

Program Overview

The M.P.T./Ph.D. program is a dual degree program option. Its purpose is to provide selected and highly qualified students the opportunity to combine their physical therapy learning experience with intensive scientific training in pursuing a career as clinician-scientists. Graduates of the M.P.T./Ph.D. program option are trained as competent physical therapists as well as skilled scientists who can sustain a successful and competitive clinical investigative career.

Admission Requirements

Students wishing to pursue the dual M.P.T./Ph.D. degree program option must meet the admission requirements for and be accepted by both the M.P.T. and Ph.D. Ph.D. in Rehabilitation Sciences programs.

Applicants must apply to both programs concurrently, and indicate that they are seeking admission into the dual degree program option. This process can be noted on the online application. Students already admitted to one or the other program may apply to the dual degrees program option during their first year of enrolment. Students wishing to transfer to the program from another UBC program must meet the admission requirements and be accepted by both the M.P.T. and Ph.D. programs.

- TOEFL: 100 (iBT)
- IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- CAEL: overall 80
- PTE (Academic): overall 70

See [program website](#) for additional information on admission.

Primary consideration for admission is given to residents of British Columbia. Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. ~~The interviews are in multi-mini interview format.~~ Fulfilment of the minimum requirements does not guarantee an interview.

Program Requirements

Students must successfully complete all academic requirements (83 credits of coursework):

- ANAT 392
- RHSC 420
- PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576
- [Clinical Education Requirements](#)

Master of Physical Therapy (M.P.T.) and Doctor of Philosophy (Ph.D.) in Rehabilitation Sciences Dual Degree Program Option

Program Overview

The M.P.T./Ph.D. program is a dual degree program option. Its purpose is to provide selected and highly qualified students the opportunity to combine their physical therapy learning experience with intensive scientific training in pursuing a career as clinician-scientists. Graduates of the M.P.T./Ph.D. program option are trained as competent physical therapists as well as skilled scientists who can sustain a successful and competitive clinical investigative career.

Admission Requirements

Students wishing to pursue the dual M.P.T./Ph.D. degree program option must meet the admission requirements for and be accepted by both the M.P.T. and Ph.D. Ph.D. in Rehabilitation Sciences programs.

Applicants must apply to both programs concurrently, and indicate that they are seeking admission into the dual degree program option. This process can be noted on the online application. Students already admitted to one or the other program may apply to the dual degrees program option during their first year of enrolment. Students wishing to transfer to the program from another UBC



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Potential candidates must be selected by the M.P.T. Admissions Committee prior to being accepted to the M.P.T./Ph.D. program option. For details, see the [M.P.T. program](#).

For more details on the M.P.T./Ph.D. program, contact mpt.admissions@ubc.ca.

Program Requirements

Students must complete all the required courses in the [Master of Physical Therapy program](#) as well as the [Ph.D. program in Rehabilitation Sciences](#), including RHSC 500 and RHSC 502. Appropriate elective coursework for the Ph.D. component is selected in consultation with the student's committee. The major requirement for the Ph.D. is completion of a research dissertation meeting the [Faculty of Graduate and Postdoctoral Studies requirements](#).

program must meet the admission requirements and be accepted by both the M.P.T. and Ph.D. programs.

Potential candidates must be selected by the M.P.T. Admissions Committee prior to being accepted to the M.P.T./Ph.D. program option. For details, see the [M.P.T. program](#).

For more details on the M.P.T./Ph.D. program, contact ~~Dr. Michael Hunt, Program Director, at 604.827.4721.~~

Program Requirements

Students must complete all the required courses in the [Master of Physical Therapy program](#) as well as the [Ph.D. program in Rehabilitation Sciences](#), including RHSC 500 and RHSC 502. Appropriate elective coursework for the Ph.D. component is selected in consultation with the student's committee. The major requirement for the Ph.D. is completion of a research dissertation meeting the [Faculty of Graduate and Postdoctoral Studies requirements](#).

Type of Action:

- Change in Program
- Calendar Update

Rationale for Proposed Change:

☐

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

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

Rationale for not being available for

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

☐
☐

Pass/Fail or Honours/Pass/Fail grading

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



Background: Master of Physical Therapy Category One Program Change

Proposed Curriculum Change: *Creation of the Master of Physical Therapy-Victoria Cohort*

Effective Session and Year: *Winter 2024*

The Department of Physical Therapy's Master of Physical Therapy Program (MPT) is the only entry-to-practice physical therapy program in British Columbia. There is a long-standing shortage of physical therapists throughout the province arising from multiple factors, including the increasing demand for physical therapy services by an aging population, an aging workforce, and the long-standing insufficient number of training seats. As with other health authorities in BC, the Island Health Authority region has a high need for physical therapists and has many ongoing physical therapist vacancies. Moreover, in the next 20 years the Island Health population is set to increase by 22.5 percent, and the population over 75 years is expected to more than double. Recruiting and training students who will practice in the Island Health region after graduation is vital to meet the healthcare needs of the region and of the province.

In order to meet provincial demand, the Department of Physical Therapy has planned an expansion in the number of seats in the MPT Program with a focus on training graduates who will work in the Island Health region. A fully distributed cohort of students, known as the Master of Physical Therapy – Victoria cohort (MPT-Vic), has been identified as the most effective and efficient way of expanding the MPT program and increasing the number of physical therapists who will meet the healthcare needs of the growing Vancouver Island Health region after graduation. This model has already been proven in the North, where higher percentage of graduates who train in the North are staying to work in the North.

The MPT Program is a 26-month program that combines academic courses (71 credits) and over 1080 hours of clinical experience (12 credits) over six placements at sites throughout BC. The MPT-Vic distribution will allow to students to complete their academic studies and a majority of their placements in the Island Health region while also providing them with opportunities to work with collaborative interprofessional teams.

The Department of Physical Therapy has provided distributed learning for over 10 years; first with the Northern and Rural Cohort, and more recently with the Master of Physical Therapy – North cohort at UNBC in Prince George and the Master of Physical Therapy—Fraser Valley in Surrey. As a result of the success of its distributed programs, and the continued demand for Physical Therapists working across the province, particularly in the Island Health region, the Department of Physical Therapy believes that building on its distributed learning initiative will be the most effective way of meeting the healthcare needs of the province. Expanding the



number of seats of the Master of Physical Therapy-Vancouver cohort is not possible, as the Freidman Building on UBC campus, which is the location of the MPT teaching and learning spaces, cannot house more than the existing 80 students per cohort. MPT-Victoria students will be initially housed in temporary space in the Vancouver Island Technology Park starting in 2024, and will relocate to a permanent dedicated site at the University of Victoria at a later date. The Victoria campus will provide custom-built lab spaces and classrooms for training 20 Physical Therapy students, equipped with the videoconferencing technology required for distributed learning.

The Department of Physical Therapy has already built relationships with the clinical community in the Island Health Authority (IHA). These relationships have been built through placements, UBC Clinical Faculty appointments, outreach and continuing professional development programming.

As result of its Master of Physical Therapy – North and Master of Physical Therapy – Fraser Valley expansions, the Department of Physical Therapy has the staff and faculty expertise needed to successfully develop its distributed learning programs. The Department of Physical Therapy intends to build on this expertise going forward to create and support the Master of Physical Therapy – Victoria cohort.

Governance

The Master of Physical Therapy –Victoria cohort will be a cohort of the Master of Physical Therapy Program, and thus governance of the program will remain solely with the department of Physical Therapy and the Dean, Faculty of Medicine.

The Department Head will have full oversight of the distributed program and will continue to report to the Dean, Faculty of Medicine. Therefore, the Dean, Faculty of Medicine will have the same level of authority and oversight over the distributed cohort as over the current MPT Program.

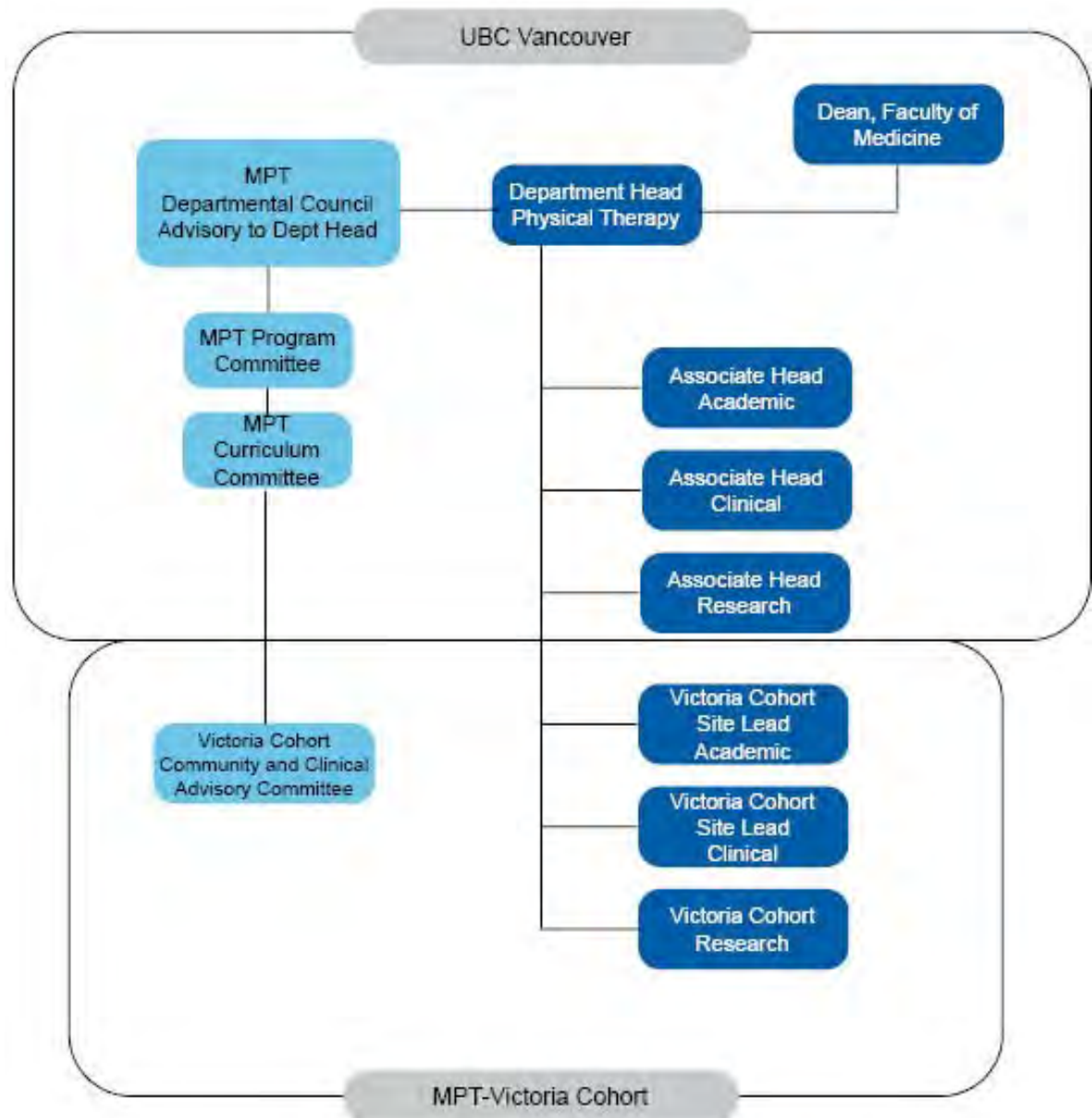


Figure 2. Proposed governance organizational structure for the MPT-Victoria.



Finance

As with governance, the Head, Department of Physical Therapy, will oversee the budget and finances of the MPT-Victoria cohort. The funds for operations and program expenses will be held at UBC and distributed as appropriate by the Head in consultation with the MPT-Victoria Steering Committee.

Admissions

The MPT Program receives approximately 325-375 qualified applications per year and currently accepts 120 students. There is significant room to increase the number of seats in the program to meet the healthcare needs of the province, while still maintaining the high standards for admissions and high caliber of students that are currently in place.

The proposed curriculum change will take effect for the cohort of students entering the MPT Program in 2024W. Applicants accepted to the MPT-Victoria cohort will be required to meet all the same admission requirements as the Vancouver cohort including prerequisite courses, GPAs and CASPer Scores.

Applicants to the MPT Program are offered an interview based on a combination of their GPA in their upper-level coursework and program prerequisite courses, as well as their scores on the CASPer exam, a situational judgement test required for all applicants. Final admission to the program is based on GPA and the applicants' score in the Multiple Mini-Interviews (MMI).

Applicants interested in applying to the MPT-Victoria cohort will be asked to indicate their preference on the MPT application. The Admissions Committee will review applications based on preference and select well-qualified candidates.

Accreditation

The MPT Program currently holds the accreditation status "fully compliant" with Physiotherapy Education Accreditation Canada (PEAC). PEAC defines distributed education as "the delivery of a substantially equivalent physiotherapy education program in its entirety, at a different geographical location." (<https://www.peac-aepc.ca/pdfs/AboutUs/FAQs/ACC-05%20Distributed%20Education.pdf>). As the distributed MPT-N, MPT-FV, and MPT-Vic cohorts are considered part of the parent program, the MPT program is accredited as a whole in all areas, including governance, administrative and operational responsibility, budgetary control and substantially equivalent education for students at the distributed education site. There is an automatic accreditation review each time an additional distributed cohort of students is added, focusing on substantial equivalency for students at each distributed site.



UBC Library Curriculum Consultation

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages and, ideally, two weeks should be given to complete this consultation form. The name of your librarian consultant may be found at: <http://directory.library.ubc.ca/librarianconsultants>. Please complete the top portion of the form and send it to the librarian consultant electronically.

To:

| | |
|--------------------------------------|--------------------------|
| Name: Sally Taylor | Date: August 29, 2022 |
| Library Branch/Division: Woodward | |

From:

| | |
|---|-----------------------------------|
| Name: Sue Murphy | Dept./School: Physical Therapy |
| Faculty: Medicine | Phone: 604-822-7414 |
| E-mail: Sue.murphy@ubc.ca | Fax: 604-822-1870 |

We are proposing curriculum changes for the following courses or programs:

The Master of Physical Therapy (MPT) program at Point Grey has received funding for a third distribution, to the Vancouver Island region. A cohort of 20 students per year (total 40 students for the program) will be situated in the Victoria region where they will complete both academic and clinical portions of their training. It is expected that these students will be (electronically) accessing the library for their coursework as the current 80 students in the Vancouver cohort do. The curriculum for these students will be the same as for the Vancouver cohort (no additional courses). **The budget for the MPT-Victoria cohort distribution includes 0.2 FTE (\$20-25K) for library support.**

This section be completed by librarian:

Please indicate the effect in terms of library support, appending additional pages if necessary.

| Library Service or Resource | Description of Effect (cost, etc.) |
|---|--|
| Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.) | In correspondence with Dr Sue Murphy, Head of the Department of Physical Therapy it was understood that Dr Murphy is pursuing direct support for the UVic cohort from the University of Victoria Libraries. Should that change, the UBC Library does <i>not</i> have the capacity to provide direct support to the UVic cohort. |

| | |
|--|---|
| | <p>In order to provide an equivalent instructional experience to all students irrespective of location, it is recommended that librarians at each site work together on lesson planning and delivery. The experience to date is that coordination has had an impact on the UBC Library but can be supported.</p> |
| Reference assistance (e.g., ongoing one-on-one help with basic and advanced reference, including systematic and scoping reviews) | <p>In correspondence with Dr Sue Murphy, Head of the Department of Physical Therapy it was understood that Dr Murphy is pursuing direct support for the UVic cohort from the University of Victoria Libraries. Should that change, the UBC Library does <i>not</i> have the capacity to provide direct support to the UVic students and faculty.</p> |
| Collections – required and recommended readings, course reserves | <p>UBC Library provides access to ebooks for the MPT program at all sites where ebook availability, licensing and funding permits.</p> <p>This includes two leased collections:</p> <ul style="list-style-type: none"> • LWW Health Library Physical Therapy section (33 titles) – 3261 USD annually <i>3 titles on Textbook list</i> • LWW Health Library Exercise Science section (22 titles) – 3261 USD annually <i>ACSM titles incl 2 from the supplemental list</i> <p>Should the program require additional leased ebook collections or other resources that incur annual costs, funds from the program may be required. One example is Access Physiotherapy with 58 titles from McGraw-Hill at 14,238 USD annually.</p> <p>Should print books be required in Victoria, the MPT program will need to make arrangements with UVic Libraries for purchasing and processing.</p> <p>Ongoing review of the collections for new titles and editions could be coordinated by UBC Library.</p> <p>The instructor may wish to provide online readings through the Library Online Course Reserves (LOCR) system. LOCR offers two options:</p> <ol style="list-style-type: none"> 1) A Syllabus Service, where the instructor uploads the course syllabus outlining the readings. 2) A self-service model, where instructors add course readings individually. <p>LOCR provides copyright clearance as required. More information is available at https://services.library.ubc.ca/borrowing-services/using-course-reserves/</p> <p>Library subscriptions to resources dictate how those resources can be shared. Should the students be using resources licensed by the Library, please ensure faculty and students have reviewed the material on Copyright regulations at</p> |

| | |
|---|--|
| | http://copyright.ubc.ca/guidelines-and-resources/copyright-guidelines/ . Please consult http://copyright.ubc.ca/support/contact-us/ if you have any questions. |
| Collections – depth of the collection in relevant areas | <p>In general, UBC Library's current subscriptions to online and print journals and ebook collections should adequately support this program.</p> <p>Select resources include: Anatomy TV (Primal Pictures) CINAHL ERIC MEDLINE EMBASE PsycInfo EBM Reviews SportDiscus</p> <p>If additional resources are required, funding from the program may be necessary.</p> |
| Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations) | Should the program require more simultaneous users for ebooks or other resources to accommodate the additional students, funds from the program may be required. |
| Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours) | It is highly recommended that there be coordination and communication between the librarians at UBC-Vancouver, UNBC and UVic to deliver equivalent service irrespective of location. This includes collaboration on instruction to students and acquisition of collections as well as providing training/mentoring to each other. |
| Physical facilities (e.g., sufficient room for group work; in-library work, etc.) | With students located in Victoria, Prince George, Surrey and Vancouver, the Library will rely on the Faculty of Medicine for hybrid instructional space and equipment. |
| Other (specify) | |

- ☒ Proposal has an impact on the UBC Library and can be supported.
☐ Proposal cannot be supported without additional resources; see details above or appended.
☐ Proposal has no impact on the Library.

Signature:



Date: August 31, 2022

Vice Dean Education (VDE) Curriculum Change Endorsement Form

To:

Dr. Dermot Kelleher, Dean, UBC Faculty of Medicine

From:Dr. Roger Wong, Vice Dean, Education | eadean.meded@ubc.ca

Please find attached the following proposal:

☐ New Program ☐ New Certificate ☐ New Course ☒ Category 1 ☐ Category 2
Course Number or Program Title: **MPT Victoria Expansion**Proposer(s): Sue Murphy, Department Head, Physical Therapy | sue.murphy@ubc.ca

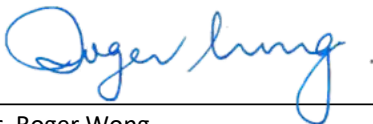
The proposer has confirmed they have consulted with the following stakeholders:

UBC Librarian: ☒ Consulted and supported ☐ Consulted and not supported ☐ N/AFOM Finance: ☒ Consulted and supported ☐ Consulted and not supported ☐ N/ADepartments & Faculties as listed below:
N/ACommittees as listed below:
☐ GPEC ☒ HPPC ☐ UGMEC ☐ N/A ☐ Other (stated below)

Presentation requirements:

DEX: ☒ Yes ☐ No **DHSD:** ☒ Yes ☐ No **FEX:** ☒ Yes ☐ No **FF:** ☐ Yes ☒ No

Response

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


Dr. Roger Wong,
Vice Dean, Education
UBC Faculty of Medicine

Date: October 12, 2022

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee Budgetary Impact of Curriculum Proposals

From:**Date: August 29, 2022**

| | |
|--------------------------------|---------------------|
| Dept./School: Physical Therapy | Faculty: Medicine |
| Phone: 604-822-2272 | Email: Carissa Dyck |

Approval and signature of the Provost is required prior to submission for the following types of new program proposals: New Majors, Minors, Undergraduate and Graduate Level Programs; New, for-credit Diploma and Certificate Programs.

Select proposal type:

- ☐ New Majors, Minors, Undergraduate or Graduate Level programs (Provost signature required)
- ☐ New, for credit, Diploma or Certificate programs (Provost signature required)
- ☒ Other (Provost signature not required unless additional budget needed to implement change)

Curriculum change(s) to which this form applies:

(one form may be used for multiple changes with similar budgetary impact)

MPT-Victoria students will be initially housed in temporary space in the Vancouver Island Technology Park starting in 2024, and will relocate to a permanent dedicated site at the University of Victoria at a later date.

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required:

The proposed curriculum will require additional resources. The curriculum changes will receive additional resource for the Department of Physical Therapy.

Select from one of the following two choices:

- ☒ NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.
- ☐ YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

If YES, approval and signature of the Provost will be required before submission of proposal to Senate. If the UBC Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the University Librarian is required.

Signature of Dept. Head:

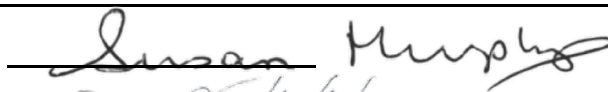

Signature of Dean:
(required)

Signature of Provost:

(if additional budget is required or new program proposal)

Signature of University Librarian:

(if additional library budget is required)

Date: 09/01/2021

Date: 10/21/2022

Date:

Date:



20 September 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

In accordance with section 29 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 10 July 2023, the Senate Curriculum Committee approved the attached proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Education, Land and Food Systems, and Medicine), Land and Food Systems, and Pharmaceutical Sciences.

The following is recommended to Senate:

Motion: That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New course

MANU 450 (3) Biomedical Manufacturing

FACULTY OF ARTS

New courses

ANTH 314 (3) Anthropology of Childhood; **ARCL 435 (3)** Culture Through the Animal Body: Fundamentals of Zooarchaeology; **CENS 405 (3)** Supernatural Folklore; **CHIN 469 (6)** Artistic Images in Chinese Literature from the Bronze Age to the Present; **NORD 340 (3)** Sámi Histories and Cultures

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New course

COMM 324 (3) People Analytics

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

CHBE 572 (3) Technologies for Human and Environmental Health

Education

New courses

ETEC 534 (3) Metatheory: New Materialism meets the History of Educational Media; **ETEC 581 (3)** MET Practicum; **KIN 501 (3)** Computational Methods for Data Acquisition and Signal Processing in Kinesiology

Land and Food Systems

New course

PLNT 505 (3) Plant-Water Relations for Sustainable Agriculture



Medicine

Delete courses

PRHC 501 (3) Foundations in Primary Health Care I; **PRHC 503 (3)** Foundations in Primary Health Care II; **PRHC 505 (3)** Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice; **PRHC 507 (1.5)** Primary Health Care in Rural and Remote Communities; **PRHC 509 (1.5)** Special Topics in Primary Health Care

Delete program

Graduate Certificate in Primary Health Care

FACULTY OF LAND AND FOOD SYSTEMS

New course

FRE 426 (3) Predictive Analytics for Food and Resource Economics

FACULTY OF PHARMACEUTICAL SCIENCES

Delete program

Bachelor of Science in Pharmacy



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

| | |
|--|--|
| <p>Faculty: Applied Science Department: Manufacturing Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p> | <p>Date: 2022-12-19 Contact Person: Casey Keulen Phone: 778-839-7991 Email: casey.keulen@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>MANU 450 (3) Biomedical Manufacturing</p> <p>Bulk and nanoscale manufacturing processes for biomedical devices, materials and therapeutics; drug delivery; Host-tissue biomaterial interactions; Surface modification of medical devices; sterilization techniques; good manufacturing processes; medical device regulation. [3-0-0]</p> <p>Prerequisite: Third-year standing or greater</p> | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course is designed to introduce engineering undergraduate students in the manufacturing (MANU) and biomedical engineering (SBME) programs at UBC to manufacturing techniques for biomedical device fabrication, as well as processes for device sterilization, validation and regulation. After the COVID-19 pandemic, the Canadian government has identified biomanufacturing as an area of strategic priority,¹ and invested \$1.2 billion into biomanufacturing projects.² However, there is a significant skilled labour shortage in this field, and it is predicted that by 2029 only 25% of the jobs in this field will be filled.² By providing MANU students with an introduction to biological aspects of manufacturing, and SBME students with an introduction to manufacturing engineering, graduates of both programs would be equipped with the knowledge necessary to help address this labour shortage and grow Canada's strength in the biomanufacturing sector. This course can be taken as a technical elective for students in 3rd year or higher. This course could be delivered by faculty members with background in nanomaterials, biomaterials, or biomanufacturing</p> <p>¹ Canada's Biomanufacturing and Life Sciences Strategy https://ised-isde.canada.ca/site/biomanufacturing/en/canadas-biomanufacturing-and-life-sciences-strategy</p> |



² Is Canada equipped for a biomanufacturing revival?, MITACS Blog,
<https://www.mitacs.ca/en/industry/technology/advanced-manufacturing/canada-equipped-biomanufacturing-revival>

☐

Not available for Cr/D/F grading

Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.

☐

Pass/Fail or

☐

Honours/Pass/Fail grading



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

| | |
|---|---|
| <p>Faculty: Commerce and Business Administration Department: UBC Sauder Undergraduate Office Faculty Approval Date: 30 March 2023 Effective Session (W or S): W Effective Academic Year: 2023</p> | <p>Date: November 9, 2022 Contact Person: Craig Kingsep Phone: 604 822 9535 Email: craig.kingsep@sauder.ubc.ca</p> |
| <p>Proposed Calendar Entry: (40 word limit.) COMM 324 (3) People Analytics Application of descriptive and inferential statistics to decisions in core Human Resources (HR) areas, including recruitment, selection, compensation, training, and performance management using organizations' HR data and human capital metrics. Machine learning and AI in strategic HR decision making.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> | <p>URL: https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=COMM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course has been offered as a pilot course (COMM 386H HR Analytics: Data and Metrics for HR Professionals) for three years. It can be used toward the requirements of Sauder's undergraduate OBHR option, as well as the Business Analytics concentration. It provides necessary analytic skills that will be foundational in the profession. The course is required for accreditation with the Chartered Professionals in Human Resources (CPHR) British Columbia and Yukon.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> X </div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Courses in the Bachelor of Commerce program are generally not available for Cr/D/F grading.</p> |

| | |
|--|--|
| | <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p> |
|--|--|

Category: 1

| | |
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| <p>Faculty: Land and Food Systems Department: Faculty Approval Date: Nov 24, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: 22nd December 2022 Contact Person: Sumeet Gulati Phone: 604-822-2144 Email: sumeet.gulati@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>FRE 426 (3) Predictive Analytics for Food and Resource Economics</p> <p>Statistical and machine learning algorithms for predictive analytics in the context of relevant problems in food, sustainability, and resource-related issues.</p> <p>Prerequisite: FRE 326</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Currently there is no Predictive Analytics course with a focus on Food and Resource Economics. Stakeholder feedback strongly suggests the need for additional upper-year data analysis training in our program. We are introducing this course which will allow more practice and depth of knowledge in these essential skills.</p> <p>FRE 326 - (Empirical Methods for Food and Resource Economics) is required as a prerequisite as this course covers the basis of econometrics, the first step in understanding predictive analytics and machine learning.</p> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>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.</p> <p>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.)</p> |

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| <p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: Received January 16, 2023 Contact Person: Aleksa Alaica (course author); Nicola Levell (Undergraduate Studies Chair) Phone: Email: aleksa.alaica@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>ANTH 314 (3) Anthropology of Childhood</p> <p>Examines the life stage of childhood through various anthropological perspectives, and the evolutionary and social factors that shape human childhood. Explores childhood activities and culture to critically engage with reasons behind distinct patterns in human upbringing.</p> | <p>URL:</p> <p>https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ANTH</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>The Department of Anthropology is making strides in offering courses that explore different facets of life experiences among human societies. A fundamental phase in human experience is childhood.</p> <p>This course is an important focus on how, when, and why human childhood exists, but also how it differs across the globe and through time. The course is structured in a way that facilitates its instruction by socio-cultural anthropologists, biological anthropologies, and anthropological archaeologists.</p> <p>Examining the way childhood has evolved, how children acquire speech and engage in play, but also how identities are formed in this integral stage of life, allows for anthropologists to more clearly link the way that structures of power influence young individuals of society. Furthermore, the foundation experiences of childhood shape identity, gender, and socio-economic</p> |

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| | <p>status throughout life and therefore provide an early glimpse into the structure issues that emerge during childhood.</p> <p>ANTH 314 will not make new demands on departmental resources or the library.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> |
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| <p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: Received January 16, 2023 Contact Person: Aleksa Alaica (Course author); Nicola Levell (Undergraduate Studies Chair) Phone: Email: aleksa.alaica@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>ARCL 435 (3) Culture Through the Animal Body: Fundamentals of Zooarchaeology</p> <p>Methods to study animal bones and shell remains to understand the ways that people acquired food, negotiated their social status, and contributed to ceremonial practices.</p> <p>Prerequisite: ARCL 103</p> | <p>URL:</p> <p>https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ARCL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>The Department of Anthropology has a rigorous training program in anthropological archaeology. An important aspect of this toolkit is the methodology of zooarchaeology. It facilitates the exploration of foodways, environmental patterns, and cultural traits through time.</p> <p>A course on the fundamentals of zooarchaeology will employ the already existing zooarchaeology collection housed in the Museum of Anthropology and provide students with hands-on, experiential training in animal bone analyses.</p> <p>This course is an essential way to expand the existing strengths of the department with a more focused course on the methodology of zooarchaeology. Furthermore, it will provide students with opportunities to collect primary data, but also offer the opportunities to disseminate research findings in presentations and even publications.</p> <p>ARCL435 will not make new demands on departmental resources or the library.</p> |

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| | <div><input type="checkbox"/></div> <div>Not available for Cr/D/F grading (undergraduate courses only)</div> <div>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</div> <div>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.</div> <div><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</div> <div>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</div> |
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| <p>Category: 1 Faculty: Arts Department: Central, Eastern, and Northern European Studies Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: Received Mar. 31, 2023 Contact Person: Caroline Rieger, Tim Frandy (course author) Phone: 604.822.5156 Email: caroline.rieger@ubc.ca tim.frandy@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CENS 405 (3) Supernatural Folklore Supernatural folklore and belief situated in Central, Eastern and Northern European cultures, with focus on its role in religion, health, and expressive culture, power structures and Indigenous contexts.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CENS</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: CENS 405 (3) Supernatural Folklore will broaden the Arts undergraduate curriculum by offering students a unique perspective on the academic examination of folklore and belief in European and Indigenous cultures. With its emphasis on the supernatural as a crucial aspect of our modern world, the course will challenge students to engage critically with the cultures they study. Students will explore the significance of the supernatural in shaping religion, health, and expressive culture, gaining a deeper understanding of the role of folklore and belief in shaping our understanding of the world.</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. CENS 405 includes Indigenous and other perspectives, reflecting our commitment to acknowledging Indigenous peoples' unique experiences, histories, and realities. As such, this course will not only enrich students' academic knowledge, but also challenge them to engage critically with issues of power, privilege and cultural identity and to engage critically and</p> |

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| | <p>respectfully with Indigenous experiences, practices and beliefs. CENS 405 will promote a nuanced appreciation for how the supernatural can be (mis)used to rationalize hegemonic power structures, such as colonialism and imperialism, and how it can be (mis)used as a tool for stigmatizing marginalized minorities, including Indigenous people, racialized groups, LGBTQ2S+ community members and women, as well as how it can be (mis)used to trivialize Indigenous spiritual practices.</p> <p>With its focus on the role of the supernatural folklore and belief in religion, health, and expressive culture, CENS 405 will complement other Arts undergraduate courses on related subjects such as ASIA 369 and ASIA 495, courses on Asian Folklore, and ANTH 206, an anthropological perspective on the supernatural.</p> <p>We are confident that CENS 405 will be popular with students from different disciplines, and especially students interested in the academic study of the supernatural, students interested in new and diverse approaches to European and/or Indigenous cultures, as well as students interested in folklore in general.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>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.</p> |
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| | <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) |
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| <p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: April 4, 2023 Contact Person: Xiaowen Xu, Zheng Cai, and Qian Wang (Faculty); Sheryl Lim (Curriculum Support) Phone: 604-827-2715 Email: xiaowen.xu@ubc.ca, zheng.cai@ubc.ca, qian.wang@ubc.ca; asia.curriculum@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CHIN 469 (6) Artistic Images in Chinese Literature from the Bronze Age to the Present A combination of CHIN 467 and 468. Visual and material forms of Chinese culture, as represented in literary texts, from 1046 BCE to 2020 CE. Emphasis on the interplay between images and words in the formation of ideas and cultures. Not to be taken concurrently with any of the following CHIN 400-level language courses: CHIN 441, 443, 444, 445, 447, 448, 435, 437. Credit will be granted for only one of CHIN 469 or both CHIN 467, CHIN 468.</p> <p><i>Recommended:</i> One of CHIN 437, CHIN 443, CHIN 444, CHIN 447, CHIN 448. Or placement approval.</p> | <p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=chin</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This proposal is accompanied by a Category 2 proposal to add a credit maximum statement to CHIN 467 and 468.</i></p> <p>Rationale for Proposed Change: This proposal is for CHIN 469, an intensive 6-credit course that covers the content of two existing 3-credit courses: - CHIN 467 (3) Artistic Images in Chinese Literature from the Bronze Age to the Tang, and - CHIN 468 (3) Artistic Images in Chinese Literature from the Song to the Present.</p> <p>CHIN 467 and CHIN 468 were approved by the Senate Curriculum Committee in July 2022. They are parallel courses covering different historical periods, but the two courses share similar core learning outcomes and assessments. Similar to other CHIN language courses described below, we wish to create CHIN 469 as a 6-credit intensive version (of CHIN 467 and 468 combined) and offer it only in summer terms.</p> <p>The Department of Asian Studies currently offers other 6-credit intensive CHIN language courses:</p> |

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| | <p>- CHIN 484 is a 6-credit version of the two 3-credit courses CHIN 481 and 438</p> <p>- CHIN 494 is a 6-credit version of two 3-credit courses CHIN 491 and 493</p> <p>The intensive 6-credit language courses have had high enrollment, particularly when offered in the summer, and student success rate has also been high.</p> <p>Since CHIN 467 and CHIN 468 were approved by Senate in 2022, students have already expressed a strong interest in enrolling in one intensive course covering these two courses during the summer.</p> <p>It is anticipated that CHIN 469, like CHIN 467 and CHIN 468, can serve as an integral supplement to our advanced Chinese courses in a number of ways:</p> <p>For students with busy schedules during the academic year, an intensive course can provide flexibility and allow students to continue their studies without making major schedule changes. CHIN 469 (6) will provide one more learning option for students.</p> <p><input type="checkbox"/> X Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This advanced-content course is designed to train students for enhanced academic research skills. Students' course performance is instrumental to assess if they have reached the standard. Therefore, it is not available for Cr/D/F.</p> |
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| | <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) |
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| <p>Category: 1 Faculty: Arts Department: CENES Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p> | <p>Date: January 2023 Contact Person: Caroline Rieger, Tim Frandy (course author) Phone: 604.822.5156 Email: caroline.rieger@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>NORD 340 (3) Sámi Histories and Cultures Cultural history of the Sámi peoples, the Indigenous peoples of northern Norway, Sweden, Finland and Russia's Kola Peninsula. Focus on traditional culture, colonization, and decolonization.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=NORD</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The Department of Central, Eastern and Northern European Studies (CENES) has recently updated and renamed its Scandinavian Program to Nordic Studies — “Nordic” reflects a more inclusive regional, national, and Indigenous perspective on the circumpolar areas in and adjacent to Scandinavia. This name change was approved by Senate in November 2022 and later by the Ministry of Post-Secondary Education and Future Skills. Our research professors represent this broader range of Nordic Studies scholarship, particularly in regards to Indigenous Sámi affairs. This program update goes hand in hand with other efforts to counter colonialism and was particularly motivated by our wish to align the program with Indigenous strategic priorities. We acknowledge 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.</p> <p>The proposed course intends to honour this by teaching the histories and cultures of the Sámi. We feel humbled by our obligation to teach Sámi perspectives and experiences. Like Indigenous peoples around the globe, the Sámi continue to experience and fight colonial oppression. NORD</p> |

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| | <p>340 was designed and will be taught by Sámi American Assistant Professor Tim Frandy. The Nordic curriculum is incomplete without courses such as NORD 340.</p> <p>We are confident that NORD 340 will be popular with students in Nordic Studies and beyond.</p> <p>Students would be able to choose to take NORD 340 as one of their upper-level NORD courses to count towards the Minor in Nordic Studies.</p> <p>In addition, it is our plan to have NORD 340 count towards 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 NORD 340 would need to be vetted by the internal FoA development currently underway.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| Faculty: APSC Department: CHBE Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023 | Date: 25 January 2023 Contact Person: Simcha Srebnik Phone: 778-712-9100 Email: simcha.srebnik@ubc.ca |
| Proposed Calendar Entry: CHBE 572 (3) Technologies for Human and Environmental Health Fundamentals of cutting-edge bioanalysis technologies with an emphasis on applications in health and the environment. Concepts and calculations involving: separations, mass transfer, reaction kinetics, mixing, electrochemistry, and others. Analysis tools employed include: limits of detection, sensitivity, specificity, and other measures. Credit will be granted for only one of CHBE 472 or CHBE 572. <i>This course is not eligible for Credit/D/Fail grading.</i> | URL: n/a Present Calendar Entry: N/A Type of Action: New course. Rationale for Proposed Change: Expanding the elective courses available to graduate students. Currently few elective courses are available in bioengineering and this is the only one that will focus on technologies to measure and monitor human health. And, this course also adds to the environmental engineering electives by filling in the need for analytical technologies to measure and monitor environmental health. This course design caters to students in both majors. x Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. |



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| <p>Faculty: Faculty of Education Department: MET Unit/Program Faculty Approval Date: May 4, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p> | <p>Date: January 24, 2023 Contact Person: Dr. Jennifer Jenson Phone: 604-822-8963 Email: jennifer.jenson@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>ETEC 534 (3) Metatheory: New Materialism meets the History of Educational Media</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This 3-credit course has been successfully offered as a MET special topics course 3 times, with full enrolment for each offering. We are proposing it be added permanently as a new course under the prefix/number ETEC 534.</p> <p>The course explores theoretical frameworks related to education, technology, and learning, grounding them in relevant and current research with a view to students understanding the push-pull relationships of theory and practice. The course is highly relevant to students from education and other interdisciplinary backgrounds, and building theoretical know-how for interested MET students.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</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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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| Faculty: Faculty of Education Department: MET Unit/Program Faculty Approval Date: May 4, 2023 Effective Session (W or S): W Effective Academic Year: 2023 | Date: January 24, 2023 Contact Person: Dr. Leah Macfadyen Phone: 604-822-4607 Email: leah.macfadyen@ubc.ca |
| Proposed Calendar Entry: ETEC 581 (3) MET Practicum | URL: N/A Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: MET is a professional master's degree program and MET learners are working professionals in education and/or technology fields. MET courses are designed to encourage application of concepts to professional contexts. Indeed, MET materials assert that students in the program will gain "practical experience using new technologies to develop instructional materials". As a result, many MET learners are keen to find hands-on opportunities to practice their new skills. The MET practicum course offers this experiential learning opportunity. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> </div> 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. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> Pass/Fail or <input style="margin-left: 20px; margin-right: 10px;" type="checkbox"/> 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.) </div> |



UBC Curriculum Proposal Form

Change to Course or Program

Category 1

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| Faculty: Education Department: School of Kinesiology Faculty Approval Date: May 4, 2023 Effective Session (W or S): W Effective Academic Year: 2023 | Date: Nov 1, 2022 Contact Person: Helen Luk Phone: 604 822 4641 Email: helen.luk@ubc.ca |
| Proposed Calendar Entry: KIN 501 (3) Computational Methods for Data Acquisition and Signal Processing in Kinesiology Hands-on laboratory course with an emphasis on developing critical computational research skills for the acquisition, processing and presentation of data related to human movements. Recommended prerequisite: Undergraduate degree in Kinesiology (or related field) including neuromechanical science courses. | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=KIN Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: "We have been offering <i>Computational methods for data acquisition and signal processing in Kinesiology</i> as a general kinesiology seminar course for the past 5 years. It provides a foundational course in methods important for students in the neuromechanical and biological systems streams. This course is important for the training of Kinesiology graduate students due to the rapid shift of monitoring human movement through computational methods (e.g., embedded systems and wearable devices). <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) |



THE UNIVERSITY OF BRITISH COLUMBIA

Rationale for not being available for

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

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

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



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| Faculty: Land and Food Systems Department: Faculty Approval Date: Nov 24, 2022 Effective Session (W or S): W Effective Academic Year: 2023 | Date: August 27, 2022 Contact Person: Thorsten Knipfer Phone: 604-827-0929 Email: thorsten.knipfer@ubc.ca |
| Proposed Calendar Entry: PLNT 505 (3) Plant-Water Relations for Sustainable Agriculture Water requirements of woody perennial crops for production and survival, application of physiological stress thresholds for irrigation management. Credit will be granted for only one of PLNT 505, APBI 405, APBI 351, BIOL 351, FRST 311. | URL: NA Present Calendar Entry: NA Type of Action: New course Rationale for Proposed Change: Ongoing climate change causes unprecedented challenges for agriculture due to more extreme fluctuations in water availability. However, an applied graduate level course that discusses the impact of water stress on crop performance from cell to whole-plant level does currently not exist at UBC. PLNT 505 will provide graduate students a platform to apply plant physiological concepts that inform sustainable irrigation strategies and discuss the application of cutting-edge tools and techniques under laboratory and field conditions. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> </div> |



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| | <p>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.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> 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.)</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| <p>Faculty: Faculty of Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: May 09, 2023 Effective Session (W or S): W Effective Academic Year: 2023-2024</p> | <p>Date: December 1, 2022 Contact Person: Dr. Bill Miller Phone: 604-714-4107 Email: bill.miller@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,1038,0</p> <p>Present Calendar Entry: Graduate Certificate in Primary Health Care</p> <p>This interdisciplinary Graduate Certificate in Primary Health Care is a 12-credit, part-time certificate that is delivered primarily online with two 1.5-credit courses offered as a blend of online modules and weekend intensive face-to-face sessions.</p> <p>This certificate is aimed at a wide range of practicing health care professionals, including audiologists, midwives, nurses, occupational therapists, pharmacists, family physicians, physical therapists, social workers and speech language pathologists as well as administrators/managers of primary health care practices. The certificate will be of interest to those who are attracted to cutting-edge thinking and practice in interprofessional, collaborative, team-based care in the primary care setting.</p> <p>Participants who complete the five courses will receive specialized training, and develop understanding and the skills to deliver interprofessional team-based healthcare in a complex environment. Learners will build their skills in effective team participation, leadership, and</p> |



~~navigating complex health system which includes interprofessional collaboration, cultural and ethical issues, chronic disease management, and health delivery management. Participants learn to work in complex interprofessional teams, build and support an effective team, and create an environment where each team member contributes to high quality patient-centered care.~~

Admission Requirements

~~Successful applicants must meet UBC's graduate-level admission requirements including the English Language Proficiency Requirement.~~

~~Specifically, applicants must hold an undergraduate or graduate degree in a health care profession and be a registered health care professional. Since this is a post-professional certificate, pre-licensure students are not eligible for admission.~~

~~Applicants for admission must be Canadian citizens or permanent residents.~~

Certificate Requirements

~~To complete the certificate, students must successfully complete the following 12 course credits:~~

- ~~● PRHC 501 (3)~~
- ~~● PRHC 503 (3)~~
- ~~● PRHC 505 (3)~~
- ~~● PRHC 507 (1.5)~~
- ~~● PRHC 509 (1.5)~~



~~Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for Master's students must be maintained.~~

Contact Information

Phone: 604 827-1632

Email: info.prhc@ubc.ca.

Type of Action:

Delete program

Rationale for Proposed Change:

After discussion with various stakeholders throughout the province, and mindful of the shift in the healthcare landscape in BC over the time since this certificate was first proposed for development, we are proposing the Sunsetting/closure of Graduate Certificate in Primary Health Care. As a future plan, since the need for education in this field has not diminished, we may plan to develop a microcredential to support team-based primary healthcare.

Proposed Calendar Entry:**URL:**

<https://www.calendar.ubc.ca/vancouver/courses.cfm?code=PRHC>

Present Calendar Entry:

~~PRHC: Primary Health Care~~
Courses PRHC 501, PRHC 503, PRHC 505, PRHC 507 and PRHC 509

~~PRHC 501 (3) Foundations in Primary Health Care I~~ Policy, leadership, team-work, dynamics of team-based care and impact of environment on team-functioning. *This course is not eligible for Credit/D/Fail grading.*

~~PRHC 503 (3) Foundations in Primary Health Care II~~ Leadership in a collaborative team-based primary healthcare environment, ethical issues and resolution skills, equity-oriented processes, cultures of the various professions within a team-based collaboration. *This course is not eligible for Credit/D/Fail grading.*
Prerequisite: PRHC 501.

~~PRHC 505 (3) Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice~~
Specific contexts include rural and remote environments, indigenous healthcare, mental health and addictions, maternity, sexual health and reproduction, ageing, population health and health promotion. *This course is not eligible for Credit/D/Fail grading.*
Prerequisite: All of PRHC 501, PRHC 503.

~~PRHC 507 (1.5) Primary Health Care in Rural and Remote Communities~~
In-depth exploration of issues in rural and remote communities such as unique health challenges, delivery models, and innovative strategies to transform rural health. *This course is not eligible for Credit/D/Fail grading.*
Prerequisite: All of PRHC 501, PRHC 503, PRHC 505.

~~PRHC 509 (1.5) Special Topics in Primary~~



~~Health Care In-depth application of foundational skills to specific problems. Introduces a toolbox of resources and a framework for responding to complex issues. This course is not eligible for Credit/D/Fail grading. Prerequisite: All of PRHC 501, PRHC 503, PRHC 505.~~

Type of Action:

Delete Courses

Rationale for Proposed Change:

After discussion with various stakeholders throughout the province, and mindful of the shift in the healthcare landscape in BC over the time since this certificate was first proposed for development, we are proposing the Sunsetting/closure of Graduate Certificate in Primary Health Care. As a future plan, since the need for education in this field has not diminished, we may plan to develop a microcredential to support team-based primary healthcare.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| Faculty: Pharmaceutical Sciences Department: N/A Faculty Approval Date: 23 March 2023 Effective Session (W or S): S Effective Academic Year: 2023 | Date: March 7, 2022 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marion.pearson@ubc.ca |
| Proposed Calendar Entry: | URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,0 Present Calendar Entry: Bachelor of Science in Pharmacy Contents Introduction Post-Acceptance Requirements Academic Regulation Degree Requirements Type of Action: Delete program Rationale for Proposed Change: The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023. |
| | URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,388 Present Calendar Entry: Introduction Important Note: Admission to the Bachelor of Science in Pharmacy (B.Sc. (Pharm.)) is suspended. Applicants interested in an entry-to-practice pharmacy degree should consult the admissions requirements for the |



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| | <p>Entry-to-Practice Doctor of Pharmacy.</p> <p>The program leading to the Bachelor of Science in Pharmacy is designed to prepare graduates to enter a wide variety of careers associated with pharmacy in community pharmacies and hospitals, in industry and government service, and in other specialized fields. The program satisfies the requirements of the College of Pharmacists of BC for academic qualification for licensing in BC. It also meets standards approved by the Canadian Council for the Accreditation of Pharmacy Programs. Note that the accreditation of the Bachelor of Science in Pharmacy degree program by the Canadian Council for Accreditation of Pharmacy Programs expired on December 31, 2020 and will not be renewed.</p> <p>Type of Action:</p> <p>Delete program</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> |
| <p>Proposed Calendar Entry:</p> | <p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,1423</p> <p>Present Calendar Entry:</p> <p>Post-Acceptance Requirements</p> <p>Important Note: Admission to the Bachelor of Science in Pharmacy (B.Sc. (Pharm.)) is discontinued. The Post-Acceptance Requirements in the Entry-to-Practice Doctor of Pharmacy section of the Calendar apply to any remaining B.Sc. (Pharm.) students.</p> |



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| | <p>Type of Action:</p> <p>Delete program</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> |
| <p>Proposed Calendar Entry:</p> | <p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,392</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>Important Note: Admission to the Bachelor of Science in Pharmacy (B.Sc. (Pharm.)) is suspended. Applicants interested in an entry-to-practice pharmacy degree should consult the admissions requirements for the Entry-to-Practice Doctor of Pharmacy.</p> <p>Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, and seminars). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors at the earliest opportunity.</p> <p>Students who, because of illness or other personal issues, are absent from a December or April examination must request Academic Concession from the Pharmacy Student Services office. All requests must be supported by medical or other appropriate documentation. Deferred exams for Pharmacy (PHAR) courses will be scheduled by the Faculty.</p> <p>In any course that involves</p> |



~~laboratory/tutorial work a student must complete the laboratory/tutorial assignments with a satisfactory record before being admitted to the written examinations of the course. A student may be required by the Faculty to discontinue such a course, during any term, because of failure to maintain a satisfactory standing in laboratory/tutorial work, or because of absence from an appreciable number of laboratory/tutorial periods through illness or other causes.~~

~~The passing mark for a course in the Faculty is 60%.~~

~~A student who has failed two or more courses for a total of 12 credits or more in a Winter Session will be considered to have failed in the work of that session.~~

~~Any student whose academic record, as determined by the tests and examinations of the first term, is found to be unsatisfactory, may be required to discontinue attendance at the University for the remainder of the session.~~

~~Term essays and examination papers may be refused a passing mark if they are noticeably deficient in the quality of written English, including the correct use of grammar, spelling, and punctuation.~~

~~Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.~~

~~Disruption of Studies~~



~~Between 2015 and 2018, the Bachelor of Science in Pharmacy (B.Sc.(Pharm.)) was phased out year by year as the Entry-to-Practice Doctor of Pharmacy (Pharm.D.) program was phased in.~~

~~Students must meet the degree requirements for the program they entered.~~

~~Students in the B.Sc.(Pharm.) program who experience a disruption in their studies (e.g. due to extended absence, medical leave, withdrawal, or failure) may not be able to complete the degree requirements as described in the Academic Calendar for the year they were admitted to the program as some courses will no longer be offered.~~

~~Each student's circumstance will be different and will be reviewed on a case-by-case basis with the Associate Dean, Academic. A combination of completed B.Sc.(Pharm.) and available Pharm.D. course offerings will be used to satisfy the degree requirements set out in this Academic Calendar in the Bachelor of Science in Pharmacy degree program requirements section.~~

~~For B.Sc.(Pharm.) students who did not graduate by 2018, every reasonable effort will be made to accommodate the student's completion of the degree requirements within a reasonable duration of study. Note that the accreditation of the Bachelor of Science in Pharmacy degree program by the Canadian Council for Accreditation of Pharmacy Programs has expired and will not be renewed.~~

~~Readmission~~

~~Effective with the 2020 Winter Session, readmission to the Bachelor of Science in Pharmacy program is no longer available.~~



~~Dean's Honour List~~

~~Students promoted to second, third, or fourth year with a standing of 80% or better in the previous Winter Session will receive the notation "Dean's Honour List" on their records. A program of at least 90% of a full course load for the year must have been carried in order to receive this designation.~~

~~Promotion Requirements~~

~~To be promoted, a student in the Faculty of Pharmaceutical Sciences must pass all of the required courses of the program year in which the student is registered and obtain a minimum average standing of 60% in the required courses of the program year in which the student is registered.~~

~~The following notes apply to these requirements:~~

~~Required courses are used for this computation (elective courses are excluded). Failure in elective courses requires that the course be repeated, or an approved alternative course be taken. A student who by these regulations is not promotable may be required to repeat the work of that year or to withdraw from the Faculty and will not be able to take any of the required courses of subsequent years. A student who fails to meet promotion standards for a second time, either in a repeated year or a subsequent year, will normally be required to withdraw from the Faculty.~~

~~Courses for which credit has not been obtained must be repeated (or permissible substitutes taken) in the next regular session attended. In the Winter Session, the total for all courses taken may not exceed~~



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| | <p>45 credits, except with approval of the Dean.</p> <p>Supplementals and Examinations for Higher Standing</p> <p>Eligibility for supplemental assessments will be determined on a case-by-case basis by the Entry-to-Practice PharmD Student Progress Committee.</p> <p>Type of Action:</p> <p>Delete program</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> |
| <p>Proposed Calendar Entry:</p> | <p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,393</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>Important Note: Admission to the Bachelor of Science in Pharmacy (B.Sc. (Pharm.)) is suspended. Applicants interested in an entry-to-practice pharmacy degree should consult the admissions requirements for the Entry-to-Practice Doctor of Pharmacy.</p> <p>Bachelor of Science in Pharmacy</p> <p>The first week of the first year will include both scheduled coursework and a formal orientation program. This orientation will introduce students to the Faculty, its expectations for academic and professional conduct, and some of the skills required to succeed in the program.</p> |

~~First Year~~~~CAPS 390 — 3~~~~CAPS 391 — 3~~~~CHEM 233 — 3~~~~CHEM 235 — 1~~~~MICB 202 — 3~~~~PHAR 201 — 3~~~~PHAR 202 — 4~~~~PHAR 220 — 3~~~~PHAR 241 — 1~~~~PHAR 299 — 6~~~~CAPS 301 — 6~~~~STAT 203 — 3~~~~Total Credits — 39~~~~Second Year~~~~BIOC 202 — 3~~~~BIOC 302 — 3~~~~PHAR 303 — 4~~~~PHAR 315 — 4~~~~PHAR 321 — 3~~~~PHAR 323 — 3~~~~PHAR 330 — 1~~~~PHAR 341 — 2~~~~PHAR 342 — 2~~~~PHAR 351 — 2~~~~PHAR 352 — 2~~~~PHAR 361 — 1~~~~PHAR 362 — 1~~~~PHAR 369⁺ — 3~~~~PHAR 371 — 1~~~~PHAR 399 — 6~~~~Elective³ — 3~~~~Total Credits — 44~~~~Third Year~~~~PHAR 401 — 4~~~~PHAR 430 — 4~~~~PHAR 435 — 3~~~~PHAR 441 — 3~~~~PHAR 442 — 3~~~~PHAR 451 — 2~~~~PHAR 452 — 2~~~~PHAR 454 — 3~~~~PHAR 460 — 2~~~~PHAR 461 — 1~~



~~PHAR 462 — 1~~
~~PHAR 469² — 3~~
~~PHAR 471 — 1~~
~~PHAR 472 — 1~~
~~PHAR 498 — 6~~
~~Electives³ — 6~~
~~Total Credits — 45~~

~~Fourth Year~~
~~PHAR 400 — 3~~
~~PHAR 403 — 1~~
~~PHAR 479 — 12~~
~~PHAR 489⁴ — 6~~
~~PHAR 499 — 5~~
~~Electives³ — 9~~
~~Total Credits — 36~~

~~¹ Taken in the summer after completing second year.~~

~~² Taken in the summer after completing third year.~~

~~³ Of the 18 elective credits required in the program, 6 must be chosen from outside the Faculty and 12 must be chosen from offerings within or approved by the Faculty.~~

~~⁴ Students must meet minimum requirements for community and institutional practice experience before opting for alternate practice sites.~~

~~Clinical Clerkships and Additional Expenses~~

~~Required clinical clerkships in facilities that have been approved as affiliated teaching sites by the Faculty will be supervised by University-appointed personnel. These clerkships may be scheduled in community and hospital pharmacies, health care agencies and institutions, manufacturers in the pharmaceutical industry, and with selected~~



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| | <p>pharmacy organizations. Clerkship sites outside the Greater Vancouver area are also used. All students will be required to complete a portion of their clerkship time outside the Greater Vancouver area.</p> <p>Students will be required to pay the B.Sc. (Pharm.) practice fee. See Program and Course Fees. Students should be prepared for clinical clerkships in sites around BC and therefore should also include travel and accommodation costs for these experiences in estimating total personal expenses.</p> <p>College Registration Requirement</p> <p>Students must maintain registration with the College of Pharmacists of British Columbia while they are in the program.</p> <p>Interprofessional Education</p> <p>Students must meet the interprofessional education requirements of the program; including use of the online Interprofessional Passport to record mandatory and elective interprofessional activities. Students are also encouraged to take Interprofessional Health and Human Service (IHHS) courses, all of which are Faculty approved electives. For more information see Health Disciplines.</p> <p>Credit/D/Fail</p> <p>Students in the Bachelor of Science in Pharmacy program are permitted to take a maximum of 6 credits of non-pharmacy approved electives to satisfy degree requirements in compliance with the University's Credit/D/Fail policy. See Credit/D/Fail.</p> <p>Type of Action:</p> <p>Delete program</p> |
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| | <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> |
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|--|--------------------------------------|---------|-----------------------------|---------|-------------------------------------|---------|-------------------------------|--------|-------------------|-------|-----------------------------|---------|----------------------|-------|---|--------------------------------------|---------|-----------------------------|---------|-------------------------------------|---------|--|---------------------------|-------------------------------|--------|-------------------|-------|-----------------------------|---------|----------------------|-------|
| <p>Proposed Calendar Entry:</p> <p>Pharmaceutical Sciences</p> <table> <tr> <td>Entry-to-Practice Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Flexible Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Bachelor of Pharmaceutical Sciences</td><td>B.P.Sc.</td></tr> <tr> <td>Master of Pharmacy Leadership</td><td>M.P.L.</td></tr> <tr> <td>Master of Science</td><td>M.Sc.</td></tr> <tr> <td>Graduate Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Doctor of Philosophy</td><td>Ph.D.</td></tr> </table> | Entry-to-Practice Doctor of Pharmacy | Pharm.D | Flexible Doctor of Pharmacy | Pharm.D | Bachelor of Pharmaceutical Sciences | B.P.Sc. | Master of Pharmacy Leadership | M.P.L. | Master of Science | M.Sc. | Graduate Doctor of Pharmacy | Pharm.D | Doctor of Philosophy | Ph.D. | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,4,25,0</p> <p>Present Calendar Entry:</p> <p>Pharmaceutical Sciences</p> <table> <tr> <td>Entry-to-Practice Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Flexible Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Bachelor of Pharmaceutical Sciences</td><td>B.P.Sc.</td></tr> <tr> <td>Bachelor of Science in Pharmacy</td><td>B.Sc. (Pharm.)</td></tr> <tr> <td>Master of Pharmacy Leadership</td><td>M.P.L.</td></tr> <tr> <td>Master of Science</td><td>M.Sc.</td></tr> <tr> <td>Graduate Doctor of Pharmacy</td><td>Pharm.D</td></tr> <tr> <td>Doctor of Philosophy</td><td>Ph.D.</td></tr> </table> <p>Type of Action:</p> <p>Delete BSc(Pharm) entry in Courses of Study and Degrees table</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student</p> | Entry-to-Practice Doctor of Pharmacy | Pharm.D | Flexible Doctor of Pharmacy | Pharm.D | Bachelor of Pharmaceutical Sciences | B.P.Sc. | Bachelor of Science in Pharmacy | B.Sc. (Pharm.) | Master of Pharmacy Leadership | M.P.L. | Master of Science | M.Sc. | Graduate Doctor of Pharmacy | Pharm.D | Doctor of Philosophy | Ph.D. |
| Entry-to-Practice Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flexible Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bachelor of Pharmaceutical Sciences | B.P.Sc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Pharmacy Leadership | M.P.L. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Science | M.Sc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduate Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Doctor of Philosophy | Ph.D. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Entry-to-Practice Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flexible Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bachelor of Pharmaceutical Sciences | B.P.Sc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bachelor of Science in Pharmacy | B.Sc. (Pharm.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Pharmacy Leadership | M.P.L. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master of Science | M.Sc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduate Doctor of Pharmacy | Pharm.D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Doctor of Philosophy | Ph.D. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



will graduate in May 2023.

Proposed Calendar Entry:

Specialized Undergraduate

Note: If a student only takes 0-credit value courses for the term, fees will be assessed at 1-credit at the applicable course-level fee, with the exception of MATH 001 and 002, and WRIT 098 and 099.

| Program | Domes tic | Inter na tio nal |
|--|--------------------------------|--------------------------------|
| Dentistry (D.M.D.) commencing in 2022S or later | \$19,60 3.35 per year | \$77,9 21.57 per year |
| ... | ... | ... |
| Pharmacy (Entry-to- Practice Doctor of Pharmacy) | \$456.1 0 | N/A |
| Pharmaceutical Sciences (Residency Program) | \$98.02 | N/A |

URL:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,772,0>

Present Calendar Entry:

Specialized Undergraduate

Note: If a student only takes 0-credit value courses for the term, fees will be assessed at 1-credit at the applicable course-level fee, with the exception of MATH 001 and 002, and WRIT 098 and 099.

| Program | Domes tic | Inter na tio nal |
|---|--------------------------------|--------------------------------|
| Dentistry (D.M.D.) commencing in 2022S or later | \$19,60 3.35 per year | \$77,9 21.57 per year |
| ... | ... | ... |
| Pharmacy (Bachelor of Science in Pharmacy) | \$281.5 7 | N/A |
| Pharmacy (Entry-to- Practice Doctor of Pharmacy) | \$456.1 0 | N/A |
| Pharmaceutical Sciences (Residency Program) | \$98.02 | N/A |

Type of Action:

Delete program from Specialized Undergraduate Fees listings

Rationale for Proposed Change:

The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student



will graduate in May 2023.

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| <p>Proposed Calendar Entry:</p> <p>The Faculty of Pharmaceutical Sciences</p> <p>Contents</p> <p>Introduction →</p> <p>Bachelor of Pharmaceutical Sciences →</p> <p>Entry-to-Practice Doctor of Pharmacy →</p> <p>Flexible Doctor of Pharmacy →</p> <p>Continuing Pharmacy Professional Development →</p> <p>Residency Programs →</p> <p>Graduate Programs →</p> <p>Academic Staff →</p> | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,0,0</p> <p>Present Calendar Entry:</p> <p>The Faculty of Pharmaceutical Sciences</p> <p>Contents</p> <p>Introduction →</p> <p>Bachelor of Pharmaceutical Sciences →</p> <p>Entry-to-Practice Doctor of Pharmacy →</p> <p>Flexible Doctor of Pharmacy →</p> <p>Bachelor of Science in Pharmacy →</p> <p>Continuing Pharmacy Professional Development →</p> <p>Residency Programs →</p> <p>Graduate Programs →</p> <p>Academic Staff →</p> <p>Type of Action:</p> <p>Delete program from Faculty content menu</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> |
| | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,1561</p> |

**Proposed Calendar Entry:****Introduction**

The program leading to the Entry-to-Practice Doctor of Pharmacy is designed to prepare graduates for contemporary and future pharmacy practice in healthcare settings such as community, primary care, ambulatory care, and hospital practice; and for industry, government, and other specialized fields. The program satisfies the requirements of the College of Pharmacists of BC for academic qualification for licensing in BC. It also meets standards approved by the Canadian Council for the Accreditation of Pharmacy Programs.

Applicants to the program should review the Faculty of Pharmaceutical Sciences policy on Essential Skills and Abilities for the Pharmacy Program to assess their ability to meet the required technical standards for admission to and successful completion of the program.

For the Flexible Doctor of Pharmacy, see Flexible Pharm.D.

For the graduate Doctor of Pharmacy, see Graduate Pharm.D.

Present Calendar Entry:**Introduction**

The program leading to the Entry-to-Practice Doctor of Pharmacy is designed to prepare graduates for contemporary and future pharmacy practice in healthcare settings such as community, primary care, ambulatory care, and hospital practice; and for industry, government, and other specialized fields. The program satisfies the requirements of the College of Pharmacists of BC for academic qualification for licensing in BC. It also meets standards approved by the Canadian Council for the Accreditation of Pharmacy Programs.

Applicants to the program should review the Faculty of Pharmaceutical Sciences policy on Essential Skills and Abilities for the Pharmacy Program to assess their ability to meet the required technical standards for admission to and successful completion of the program.

~~For the Bachelor of Science in Pharmacy, see B.Sc. (Pharm.).~~

For the Flexible Doctor of Pharmacy, see Flexible Pharm.D.

For the graduate Doctor of Pharmacy, see Graduate Pharm.D.

Type of Action:

Delete program

Rationale for Proposed Change:

The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.



| <p>Proposed Calendar Entry:</p> <p>Undergraduate Student Fees Established and Approved by a Student Society</p> <table border="1"> <thead> <tr> <th>Undergraduate Society</th> <th>Student Fee per year</th> </tr> </thead> <tbody> <tr> <td>Arts (B.A. (non-Econ)¹, B.M.S., B.F.A., and diploma programs)</td> <td>\$13.00</td> </tr> <tr> <td>...</td> <td></td> </tr> <tr> <td>Pharmacy (Entry-to-Practice PharmD)</td> <td>\$76.68</td> </tr> <tr> <td>Social Work (B.S.W.)</td> <td>\$5.00</td> </tr> <tr> <td>Science (B.Sc.¹)</td> <td>\$28.78</td> </tr> </tbody> </table> <p>¹ Includes UBC Vantage College programs.</p> | Undergraduate Society | Student Fee per year | Arts (B.A. (non-Econ) ¹ , B.M.S., B.F.A., and diploma programs) | \$13.00 | ... | | Pharmacy (Entry-to-Practice PharmD) | \$76.68 | Social Work (B.S.W.) | \$5.00 | Science (B.Sc. ¹) | \$28.78 | <p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,267,785,0</p> <p>Present Calendar Entry:</p> <p>Undergraduate Student Fees Established and Approved by a Student Society</p> <table border="1"> <thead> <tr> <th>Undergraduate Society</th> <th>Student Fee per year</th> </tr> </thead> <tbody> <tr> <td>Arts (B.A. (non-Econ)¹, B.M.S., B.F.A., and diploma programs)</td> <td>\$13.00</td> </tr> <tr> <td>...</td> <td></td> </tr> <tr> <td>Pharmacy (B.Sc. (Pharmacy), Entry-to-Practice PharmD)</td> <td>\$76.68</td> </tr> <tr> <td>Social Work (B.S.W.)</td> <td>\$5.00</td> </tr> <tr> <td>Science (B.Sc.¹)</td> <td>\$28.78</td> </tr> </tbody> </table> <p>¹ Includes UBC Vantage College programs.</p> <p>Type of Action:</p> <p>Delete program</p> <p>Rationale for Proposed Change:</p> <p>The B.Sc. (Pharm.) program has been replaced by the Entry-to-Practice PharmD program and the last B.Sc. (Pharm.) student will graduate in May 2023.</p> | Undergraduate Society | Student Fee per year | Arts (B.A. (non-Econ) ¹ , B.M.S., B.F.A., and diploma programs) | \$13.00 | ... | | Pharmacy (B.Sc. (Pharmacy) , Entry-to-Practice PharmD) | \$76.68 | Social Work (B.S.W.) | \$5.00 | Science (B.Sc. ¹) | \$28.78 |
|--|-----------------------|----------------------|--|---------|-----|--|-------------------------------------|---------|----------------------|--------|-------------------------------|---------|--|-----------------------|----------------------|--|---------|-----|--|--|---------|----------------------|--------|-------------------------------|---------|
| Undergraduate Society | Student Fee per year | | | | | | | | | | | | | | | | | | | | | | | | |
| Arts (B.A. (non-Econ) ¹ , B.M.S., B.F.A., and diploma programs) | \$13.00 | | | | | | | | | | | | | | | | | | | | | | | | |
| ... | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pharmacy (Entry-to-Practice PharmD) | \$76.68 | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Work (B.S.W.) | \$5.00 | | | | | | | | | | | | | | | | | | | | | | | | |
| Science (B.Sc. ¹) | \$28.78 | | | | | | | | | | | | | | | | | | | | | | | | |
| Undergraduate Society | Student Fee per year | | | | | | | | | | | | | | | | | | | | | | | | |
| Arts (B.A. (non-Econ) ¹ , B.M.S., B.F.A., and diploma programs) | \$13.00 | | | | | | | | | | | | | | | | | | | | | | | | |
| ... | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pharmacy (B.Sc. (Pharmacy) , Entry-to-Practice PharmD) | \$76.68 | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Work (B.S.W.) | \$5.00 | | | | | | | | | | | | | | | | | | | | | | | | |
| Science (B.Sc. ¹) | \$28.78 | | | | | | | | | | | | | | | | | | | | | | | | |



To: Senate
From: Nominating Committee
Re: Appointments to Committees of Senate and the Council of Senates
Date: 15 September 2023

The Senate Nominating Committee has met to consider the appointments of members of Senate to committees of the Senate and of the Council of Senates. In making its recommendations, the Committee considered the preferences of senators and the demographic balance of committees, and attempted to recommend committees with a balance of both returning and new senators so as to encourage both continuity and rejuvenation. In all but three instances, all senators have been given their first committee preference (and if not, they were given their second) and in a majority of cases, both their first and second. Most senators have been recommended for two committees, with a few being recommended for one or three.

The Nominating Committee is aware that schedules, preferences and plans may change over time and thus is open to reconsidering appointments over the course of the triennium.

The Student members of Senate have also taken this opportunity to adjust their committee memberships. These are listed below under Section B).

A) 2023-2026 Committee Appointments

The Senate Nominating Committee recommends that senate resolve as follows:

That Marina Adshade, Shannon Bredin, Kin Lo, Christopher Marshall, Sathish Gopalakrishnan, Charles Menzies, Steven Pelech, Clare Crowston, Larry Lynd, Jenny Phelps, and Richard Spencer be appointed to the Senate Academic Policy Committee until 31 August 2026 and thereafter until replaced;

That Agnes d'Entremont, Joanne Fox, Jackie Stewart, Fawziah Lalji, Nancy Ford, Ingrid Price, and Kevin Doering be appointed to the Senate Admissions Committee until 31 August 2026 and thereafter until replaced;

That Ngai Pindell and John Gilbert be appointed to the Senate Agenda Committee until 31 August 2026 and thereafter until replaced;

That Susan Forwell, George Tsiakos, Ingrid Price, Nancy Ford, Kin Lo, Christopher Marshall, Ben Britton, Wendy Norman, Stewart McGillivray and Jenny Phelps be appointed to the Senate Committee on Appeals on Academic Standing until 31 August 2026 and thereafter until replaced;



That Julie Cool, Fawziah Lalji, Chris Overall, Ben Britton, Sue Grayston, Rob Kim and Lawrence Burr be appointed to the Senate Awards Committee until 31 August 2026 and thereafter until replaced;

That Ben Goold, Suzie Lavallee, Catherine Rawn, Santokh Singh, Robert Kozak, Charles Menzies, Peter Englezos, Shannon Bredin, Jackie Stewart, Sathish Gopalakrishnan, Ingrid Price, Paul Harrison, and John Gilbert be appointed to the Senate Curriculum Committee until 31 August 2026 and thereafter until replaced;

That Brenna Bhandar, Chunping Dai, Darren Dahl, Santokh Singh, Julie Cool, Rickey Yada, Andrea Esteves, Christina Hendricks, Francis Andrew, and Lawrence Burr be appointed to the Senate Library Committee until 31 August 2026 and thereafter until replaced;

That Meigan Aronson, James Olson, Brenna Bhandar, Guy Faulkner, Andre Ivanov, Wendy Norman, Chris Overall, Emily Jenkins, and Mitchell Prost be appointed to the Senate Research & Scholarship Committee until 31 August 2026 and thereafter until replaced.

That Bruce Forster, Sue Grayston, Mark MacLachlan, Karen Smith, Susan Parker, George Tsiakos, Stewart McGillivray, and Paul Harrison be appointed to the Senate Committee on Appeals on Academic Discipline until 31 August 2026 and thereafter until replaced;

That Christina Hendricks, Karen Smith, Elisa Baniassad, Marina Adshade, Suzie Lavallee, Catherine Rawn, Andre Ivanov, HsingChi von Bergmann, and Richard Spencer be appointed to the Senate Teaching & Learning Committee until 31 August 2026 and thereafter until replaced;

That Emily Jenkins, Dermot Kelleher, Robert Kozak, James Olson, Gerry Turcotte, Jan Hare, Guy Faulkner, HsingChi von Bergmann, Susan Porter, Susan Forwell, John Gilbert, and Paul Harrison be appointed to the Senate Tributes Committee until 31 August 2026 and thereafter until replaced; and

That Mitchell Prost, Peter Englezos, Susan Forwell, Adlai Fisher, Ben Goold, Mark MacLachlan, and Kin Lo, be appointed to the Council Budget Committee until 31 August 2026 and thereafter until replaced; and

That Meigan Aronson and Joanne Fox be appointed to the Council Elections Committee until 31 August 2026 and thereafter until replaced.



B) 2023-2024 Student Committee Adjustments

The Senate Nominating Committee recommends that senate resolve as follows:

That Katherine Feng be appointed to the Senate Academic Policy Committee until 31 March 2024 and thereafter until replaced, to replace Holly Patraschuk;

That Sam Kenston and Kareem Hassib be appointed to the Senate Admissions Committee until 31 March 2024 and thereafter until replaced, to replace Katherine Feng and Mathew Ho;

That Kai Rogers and Alex Mitchell be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2024 and thereafter until replaced, to replace Kareem Hassib and Sultana Razia;

That Ian Caguiat be appointed to the Senate Tributes Committee until 31 March 2024 and thereafter until replaced, to replace Kareem Hassib;

That Sultana Razia be appointed to the Senate Library Committee until 31 March 2024 and thereafter until replaced, to replace Sultana Razia;

That Sultana Razia and Sam Kenston be appointed to the Senate Awards Committee until 31 March 2024 and thereafter until replaced, to replace Hubaib Amin and Tony Jiang;

That David Qi be appointed to the Senate Committee on Student Appeals on Discipline until 31 March 2024 and thereafter until replaced, to replace Katherine Feng;

That Katherine Feng be appointed to the Senate Teaching & Learning Committee until 31 March 2024 and thereafter until replaced, to replace Holly Patraschuk; and

That Amy Wang be appointed to the Senate Research & Scholarship Committee until 31 March 2024 and thereafter until replaced, to replace Katherine Feng.

Respectfully submitted,

Paul Harrison
Chair, 2020-2023 Senate Nominating Committee



20 September 2023

To: Senate

From: Tributes Committee

Re: Memorial Minute – Mr. Robert Lowe

The Tributes Committee has prepared a memorial minute for the following individual

Mr. Robert Lowe

Motion: *That Senate approve the Memorial Minute for Mr. Robert Lowe, that it be entered into the Minutes of Senate and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee



Mr. Robert Lowe

Robert Lowe was born in his family home on Rupert Street, in Vancouver on July 22, 1931. He graduated from Burnaby South High School at the age of 16, after having skipped a grade. Bob was president of his graduating class and captain of the rugby team.

Mr. Lowe married his high school sweetheart, LesLee in 1952. He began his working life delivering milk. Although no one in his family had ever pursued a post-secondary education, he quit his job and completed his teacher training. He began the next phase of his career as a teacher with the Vancouver School Board. His journey of self-improvement through education continued.

Somehow, while working full time and raising a family he obtained a BA in English (UBC) and a Master's Degree in Linguistics (SFU). He never attended UBC nor SFU as a fulltime student. Bob taught in the Faculty of Education at SFU, became Chair of the English Department at Douglas College and finished his career as Vice President Academic at Kwantlen College. Robert Lowe retired about 30 years ago. He kept busy working with the Kekinow Native Housing Society and sat on the Senate of UBC from 1993 until 2009.

His family described him as physically strong, quietly emotional, fiercely stubborn and amazingly kind.

To Mr. Lowe's family and friends, the Senate and The University of British Columbia extend their condolences and thanks.



20 September 2023

To: Senate

From: Tributes Committee

Re: Memorial Minute – Dr. John Hugh McNeill

The Tributes Committee has prepared a memorial minute for the following individual

Dr. John Hugh McNeill

Motion: *That Senate approve the Memorial Minute for Dr. John Hugh McNeill, that it be entered into the Minutes of Senate and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Dr. John Hugh McNeill

John Hugh McNeill was born December 5, 1938, in Chicago, Illinois and was raised in Brandon, MB. At the University of Alberta, he completed his BSc and MSc in Pharmacy and after completing his PhD at the University of Michigan, he became a die-hard Wolverines football fan. John joined the professoriate first at Michigan State and, since 1971, at UBC's Faculty of Pharmaceutical Sciences. An exceptional researcher and administrator, serving as UBC's Dean of Pharmaceutical Sciences from 1985 to 1996, John led significant and transformative initiatives, including the development of Canada's first PharmD program.

Dr. McNeill continued running his lab for more than a decade after retirement and, contributed to the new UBC Emeritus College, and remained interested and involved in the life and business of the Faculty. His extraordinary contributions to science, education, and society were recognized throughout his career, and most meaningfully in 2020 when he was awarded the Order of Canada.

An esteemed researcher in pharmacology, specializing in the diabetic heart, Dr. McNeill published hundreds of papers, with a final co-authored paper in press in the summer of 2023. In his lab, Dr. McNeill trained hundreds of graduate students and post-doctoral fellows, a group that became known as the "McNeillians." He took such pride in the contributions these students went on to make themselves in diverse fields, from pharmacology to medicine to law to education. Many former students and colleagues expressed their gratitude for the myriad ways, big and small, that he supported them and the opportunities he created, and kept creating as a mentor for life.

Dr. McNeill valued relationships and worked to keep up a personal and professional network remarkable for its size and range, from distant relations in Northern Ireland to friends of over 60 years to recent graduates and emerging scholars. He loved these connections and the insights they brought him into others' lives, as well as the opportunity they provided for him to express his pride at the latest news from his own family. He took tremendous pleasure in others' accomplishments, and always sent a note of congratulations or recognition, because he knew how much that mattered.

The Senate sends its condolences and thanks to Dr. McNeill's family and friends.



20 September 2023

To: Vancouver Senate

From: Senate Tributes Committee

Re: Emeritus Status – Updates

At its meeting on 17 May 2023 the Vancouver Senate approved emeritus status for all eligible faculty members. The following updates the titles granted:

| Last Name | First Name | Rank/Title | Faculty | Emeritus Title |
|-----------|------------|--------------------|--------------------------------------|--|
| Granot | Frieda | Professor (tenure) | Commerce and Business Administration | Dean Emeritus of Graduate Studies and Professor Emeritus of Commerce and Business Administration |
| Isaacson | Michael | Professor | Applied Science | Dean Emeritus of Applied Science and Professor Emeritus of Civil Engineering |

The Tributes Committee recommends approval of the following motion:

Motion: “That the titles of referenced individuals granted emeritus status, pursuant to section 9(2) of the University Act on 17 May 2023, be updated on the Roll of Convocation.”

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Academic Policy Committee



THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter L. Hoberg Library
651-1958 Main Mall
Vancouver, BC Canada V6T 1Z2
Phone 604 822 1261
Fax 604 822 3114

August 14, 2023

To: Senate
c/o Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Bhushan Gopaluni
Acting Provost and Vice-President, Academic, UBC Vancouver

RE: Name change
From the *James Hogg Research Centre*
to
Centre for Heart Lung Innovation

Recommendation:

I recommend that Senate approve the change of names from the *James Hogg Research Centre* (JHRC) to *Centre for Heart Lung Innovation* (HLI), effective August 3, 2023.

Rationale:

Since 2010 the Centre was officially approved by the UBC Senate as the UBC James Hogg Research Centre (JHRC) in honor of its founding member, Dr. James Hogg, who is a world renowned pulmonary pathologist. However, over the years, the Centre expanded its mission beyond pulmonary medicine to include cardiovascular sciences and critical care medicine.

Application to Formally Rename the JHRC to HLI

In early 2022, HLI's Executive Committee, with support from all the Principal Investigators (PIs) at the Centre, proffered a formal name change to "Centre for Heart Lung Innovation" (HLI) from JHRC. The rationale for the change was that the name "James Hogg Research Centre" no longer accurately captured the scope of research being conducted at HLI. While Dr. Hogg's career was built on understanding the pathogenesis of lung diseases, approximately 50% of work currently being done at HLI is non-pulmonary (and mostly focused on cardiovascular research). Further, the Centre has been known to its members and the external scientific community, locally, nationally, and internationally, as the HLI for the past 10 years. Legal and financial documents, however, use the Senate-approved name "JHRC" – this causes much

**THE UNIVERSITY OF BRITISH COLUMBIA**

confusion and the need to explain repeatedly the formal and informal names of the Centre.

Indeed, during an UBC internal review of the Centre carried out in November 2022, reviewers noted *"that there is some confusion around the name and that the branding of the Centre needs to be sorted out."* The reviewers recommended *"that senior leadership, through extensive consultation with all faculty, decides on name branding that resonates not only internally but also with the Foundation and the external UBC community, and works to get that approved by all relevant groups, including UBC and Providence Health Care Research Institute. Of particular importance, we encourage them to ensure that this new (or maybe old) branding makes everyone feel included."* The reviewers were unaware that an application to formally rename the JHRC to HLI was already underway.

Over several months, starting in early 2022, there were many discussions at the Centre involving all members, including PIs, staff, and trainees, regarding the possible name change. Centre Directorship encouraged debate and discussions before putting forth a formal motion for the change. Examples of feedback that were received from HLI members during this time included: 1) *"I didn't know that HLI is still called JHRC by UBC"*; 2) *"We have had many name changes over the past 20 years; stick with HLI and don't change it again"*; and 3) *"HLI best conveys what we do at the Centre"*. This motion was voted on by the entire JHRC family including PIs, staff, trainees and administrators in the fall of 2022 and was approved by 93% of the voting membership.

Thus, we wish to formally change the Centre's name to harmonize with its research focus.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bhushan'.

Bhushan Gopaluni

Acting Provost and Vice-President, Academic, UBC Vancouver



MEMO

Date : June 30th, 2023

To : Gage Averill, Provost and Vice-President, Academic, UBC

Cc : Don Sin, Director, James Hogg Research Centre
Claire Smits, Operations Director, James Hogg Research Centre
Shelly Au, Associate Director, Research Programs & Administration, Faculty of Medicine

From : Dr. Robert McMaster, Vice Dean, Research, Faculty of Medicine

Re : **Proposal for Renaming of the James Hogg Research Centre to Centre for Heart Lung Innovation**

Introduction

The James Hogg Research Centre (JHRC) was established in 1977 as the Pulmonary Research Laboratory by Drs. James Hogg and Peter Paré, with research mainly focused on the pathogenesis of lung diseases.

Currently better known as the Centre for Heart Lung Innovation (HLI), the JHRC is a University of British Columbia (UBC) Senate-approved research centre housed on the St. Paul's Hospital campus of UBC in Vancouver, Canada. The Centre is home to 40 Principal Investigators (PIs) representing 8 different departments from UBC and Simon Fraser University (SFU), 37 Affiliated Investigators, and 250 trainees and staff. Two-thirds of PIs are clinician-scientists. Collectively, HLI PIs publish ~350-400 peer-reviewed papers per year, including in top medical journals such as the Lancet, New England Journal of Medicine and Nature and secure ~\$20 million in external funding/yr. Each year, HLI trains approximately 100 graduate students and post-doctoral fellows (PDFs) and 40 undergraduate and summer students. These students have come from 39 different countries across 6 continents.

The success and uniqueness of the HLI have been built on: 1) integrated "bench-to-bedside" translational research; 2) internationally renowned biobanks of human biological samples (DNA, RNA, protein, tissue, blood) from well-characterized patients with cardiovascular, pulmonary and/or critical care illnesses across the full disease severity spectrum; 3) state-of-the-art core technologies funded in part by multiple CFI grants that enable exquisite phenotyping of tissues (e.g. micro-CT) and patients (e.g. xenon-based MRI); and 4) a rare combination of world-class clinical and translational research expertise in cardiovascular and pulmonary diseases – and a profound understanding of the many levels of interaction between these two organ systems.

HLI investigators are world-renowned as evidenced by their leadership in international societies (e.g. ATS, ERS, AHA, etc.) and guideline committees (e.g. GOLD), editorials in high-impact journals (e.g. ERJ), keynote speakers at international meetings (e.g. ATS), and invitations for

commentaries or review articles by top medical journals such as the New England Journal of Medicine, Lancet, JAMA, and BMJ. Several HLI investigators are ranked highly by Expertscape.com, a medical search and ranking website that ranks physicians, clinicians and researchers worldwide using a PubMed-based algorithm. Dr. Sin is ranked the third leading COPD expert in the world, while Dr. Ryerson is ranked the third leading expert on interstitial lung diseases. Drs. Russell and Walley rank in the top 10 experts on septic shock.

Within Providence Health Care (PHC), the HLI has been identified as a pinnacle program. While heart and lung disorders remain the leading cause of morbidity and mortality worldwide, the Centre is committed to providing new discoveries and solutions and bringing new life and new breath to millions of people with heart and lung diseases in Canada. HLI research also covers other pressing health challenges in cancer (Drs. Luo, Yang, and Koelwyn), brain/mental health (Dr. DeMarco), population health (Drs. Camp and Krahn), and chronic diseases (all researchers). Each PI has a summary of their research programs and projects available on the HLI website (<https://www.hli.ubc.ca/our-people/>). Examples of current research programs include:

- **Pulmonary:** Genetics, cellular mechanisms, epidemiology of asthma, COPD, cystic fibrosis (CF), COVID-19, fibrotic lung diseases, allergic airway disease, lung inflammation, structure-function relationships, imaging (cells to humans), pulmonary rehabilitation, and biomarker development for enhanced diagnosis and precision medicine.
- **Cardiovascular:** Infectious and inflammatory basis of heart and blood vessel diseases including the host-response to coxsackievirus infection, mechanisms of allograft injury, metabolic changes in heart muscle disease, coagulation systems in thrombotic events and in myocardial injury, mechanisms of aneurysm formation, the science of lipids, lipoproteins, and lipases as it relates to atherosclerosis, and biomarkers of cardiovascular disease, transplantation and in heart, lung and kidney failure.
- **Critical Care:** Impact of genotype (eg. PCSK9) on patient outcomes in sepsis, mechanisms of organ failure during sepsis, clinical trials for sepsis, host-pathogen relationships during severe infection including COVID-19. Vasopressin and selepressin in septic shock.

Renaming the Centre over the Years

Over the years, the JHRC has been known by many names. Initially, named the Pulmonary Research Laboratory and in 1993 under the Directorship of Dr. James Hogg, the centre was re-named as the McDonald Research Laboratories to better reflect the broadening scope of research being carried out. In 2003, under the Directorship of Dr. Peter Paré, the Centre was renamed as The James Hogg iCAPTURE Centre for Cardiovascular and Pulmonary Research in honour of the co-founder and inaugural Director of the Centre, Dr. James Hogg. In 2007, the Institute for Heart and Lung Health (IHLH) was created by Dr. Bruce McManus, the Director then (to 2012) of the James Hogg iCAPTURE Centre, which further confused the community. In 2010, the Centre was once again renamed; this time dropping the abbreviation iCAPTURE (as no one knew what iCAPTURE stood for) and creating the brand, the UBC James Hogg Research Centre (JHRC). At this time, the Centre received official approval from the UBC Senate for the formal name change. A few years later, in 2013, under the Directorship of Dr. Keith Walley, an internationally recognized expert in

sepsis and critical care research, the centre was renamed the Centre for Heart Lung Innovation (HLI) to better reflect the type of research being conducted at the Centre (more on this later). Since then the Centre has been known locally, nationally and worldwide as the HLI.

Application to Formally Rename the JHRC to HLI

In early 2022, HLI's Executive Committee, with support from all the Principal Investigators (PIs) at the Centre, proffered a formal name change to "Centre for Heart Lung Innovation" (HLI) from JHRC. The rationale for the change was that the name "James Hogg Research Centre" no longer accurately captured the scope of research being conducted at HLI. While Dr. Hogg's career was built on understanding the pathogenesis of lung diseases, approximately 50% of work currently being done at HLI is non-pulmonary (and mostly focused on cardiovascular research). Further, the Centre has been known to its members and the external scientific community, locally, nationally, and internationally, as the HLI for the past 10 years. Legal and financial documents, however, use the Senate-approved name "JHRC" – this causes much confusion and the need to explain repeatedly the formal and informal names of the Centre.

Indeed, during a UBC internal review of the Centre carried out in November 2022, reviewers noted: "that there is some confusion around the name and that the branding of the Centre needs to be sorted out." The reviewers recommended "that senior leadership, through extensive consultation with all faculty, decides on name branding that resonates not only internally but also with the St. Paul's Foundation and the external UBC community, and work to get that approved by all relevant groups, including UBC and Providence Health Care Research Institute. Of particular importance, we encourage them to ensure that this new (or maybe old) branding makes everyone feel included." The reviewers were unaware that an application to formally rename the JHRC to HLI was already underway.

Over several months, starting in early 2022, there were many discussions at the Centre involving all members, including PIs, staff, and trainees, regarding the possible name change. Centre Directorship encouraged debate and discussions before putting forth a formal motion for the change. Examples of feedback that were received from HLI members during this time included: 1) "I didn't know that HLI is still called JHRC by UBC"; 2) "We have had many name changes over the past 20 years; stick with HLI and don't change it again"; and 3) "HLI best conveys what we do at the Centre". This motion was voted on by the entire JHRC family including PIs, staff, trainees and administrators in the fall of 2022 and was approved by 93% of the voting membership.

Strategic Plan and Priorities of the Unit

In preparation of HLI's 50th (Gold) anniversary, the HLI Strategic Plan 2022-2027 was developed in collaboration with Providence Research (PR), the UBC FoM, PHC, and SFU Faculty of Health Sciences. At the heart of the Plan is HLI's compassion for patients and passion for science as noted in the vision and statements.

- **Vision:** "Inspired by patients and driven by science, HLI's vision is to discover solutions to

improve the heart and lung health of the people of British Columbia, Canada and throughout the world.”

- **Mission:** “HLI’s mission is to attract, support, and connect world class researchers to discover patient-centred therapeutic and biomarker solutions to improve cardiovascular and respiratory health.”

HLI’s **core values** are “Excellence, Innovation, Integrity, Compassion, Collaboration and Equity.”

Formally renaming the Centre to the “Centre for Heart Lung Innovation” directly aligns with our vision, mission, and core values.

Alignment with the UBC and Faculty of Medicine Strategic Plans

The research conducted at the HLI is directly aligned with key areas of the UBC Strategic Plan, and embodies all four of the core areas that form UBC’s building blocks of success: “People and Places”, “Research Excellence”, “Transformative Learning”, and “Local and Global Engagement.”

The HLI is a T1 (first stage of translational research) research laboratory that is fully aligned with the FoM’s goal to “create, translate, and implement knowledge at scale across all research areas to increase global impact and promote improved individual and population health”, and to “educate, develop and mentor future... practitioners... and researchers” in translational sciences, especially in the training and mentoring of clinician-scientists. HLI also works in partnership with other research centres including the BC Cancer Research Centre (BCCRC), BC Children’s Hospital Research Institute (BCCHR), Vancouver Coastal Health Research Institute (VCHRI), and biotech companies (e.g. IKOMED), among others, to bring new technologies to improve the health of patients with heart and/or lung disorders.

Thank you,



Robert McMaster, D.Phil
Vice Dean, Research, Faculty of Medicine



20 September 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023-2026 Triennial Election Results

Set out below is the fifth and final set of election results for the 2023-2026 triennium.

Faculty-Specific Representatives to Senate

Further to the fourth call for nominations for faculty members of the Vancouver Campus to fill the remaining positions for representatives of each of the Faculties on the Vancouver Campus on the Vancouver Senate issued on 4 May 2023, four (4) valid nominations were received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Campus on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

Faculty of Education

- **Guy Faulkner, Professor**

Peter A. Allard School of Law

- **Brenna Bhandar, Associate Professor**
- **Benjamin Goold, Professor**

Faculty of Science

- **Mark MacLachlan, Professor**



20 September 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023 Vancouver Student Senate and Board of Governors Elections

Set out below is the final set of election results for the 2023 Student Senate and Board of Governors Elections conducted by AMS Elections.

Student Representative of a Faculty to the Senate

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

- David Qi, Faculty of Pharmaceutical Sciences

Graduate Student Representative to the Senate

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

- Samuel Kenston