



Okanagan Senate

THE SIXTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2020/2021 ACADEMIC YEAR

THURSDAY, 25 FEBRUARY 2021

3:30 P.M. | VIA ZOOM

- 1. Call to Order – Prof. Santa J. Ono**
- 2. Minutes of the Meeting of 28 January 2021 - Prof. Santa J. Ono** (approval)
(docket pages 3-16)
- 3. Business Arising from the Minutes – Prof. Santa J. Ono** (information)
- 4. Remarks from the Chair – Prof. Santa J. Ono**
 - a. General Remarks (information)
 - b. Climate Emergency Task Force – with Dr Walter Merida (information)
(docket pages 17-191)
- 5. Remarks from the Deputy Vice-Chancellor - Prof. Lesley Cormack**
(information)
- 6. Remarks from the Provost – Dr Ananya Mukherjee-Reed** (information)
- 7. Academic Policy Committee – Dr Jan Cioe**
 - a. Inclusion Action Plan Action Team for Goal 2A (approval) (docket pages 192-193)
 - b. Extension of Formal Withdrawal (W) Date for 2020 Winter Term 2
(approval) (docket page 194)
 - c. Revisions to Policy O-131: Digital Assessment Tools (approval) (docket pages 195-202)
 - d. Rescinding of Policy J-102, Approval of Policy O-102, and Amendments to Policy O-125 to Enable a Winter Term 1 Mid-term Break and Extend Definition of an Examination Hardship to 27 hours from 24. (approval)
(docket pages 203-219)
 - e. Amendments to Policy O-125 to Delay the Usual Start of Term 2 (approval)
(docket pages 220-227)



8. **Admissions & Awards Committee – Ms Tamara Ebl**
 - a. 2021-2022 Enrolment Targets (approval) (docket pages 228-237)
 - b. New Awards (approval) (docket pages 238-239)
9. **Joint Report of the Admission & Awards and Curriculum Committees – Ms Tamara Ebl and Dr Yves Lucet**

Revisions to the Master of Fine Arts (approval) (docket pages 240-245)
10. **Nominating Committee – Dr Jannik Eikenaar**

Appointment to the Inclusion Action Plan Action Team for Goal 2A (tentative on approval of recommendation earlier from Academic Policy Committee) (approval) (docket page 246)
11. **Report from the Deputy Vice-Chancellor – Dr Lesley Cormack**

Report of the Task Force on Cross-Campus Collaboration – with Dean Blye Frank (information) (docket pages 247-304)
12. **Report from the Registrar – Dr Kate Ross**

2021-2022 Academic Year (information) (docket page 305-306)
13. **Other Business**



OKANAGAN SENATE

MINUTES OF 28 JANUARY 2021

DRAFT

Attendance

Present: S. Ono, K. Ross, L. Cormack, A. Mukherjee-Reed, H. Berringer, P. Simpson, J. Olson, B. Traister, S. Tomaskova, B. Frank, R. Sugden, G. DiLabio, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, K. Hodges M. Evans, G. Binsted, G. Garrard, R. Johnson, Y. Lucet, P. Lasserre, S. Hilton, P. Arthur, J. Picault, K. Ragoonaden, S. Willis-Stewart, M. Legault, B. Marcolin, R. Laonde, S. Cherkowski, S. McNeil, L. Markley, M. Libben,, M. Reeves, T. Forneris, J. Jakobi, R. Frost, R. Herzberg, J. Lee, K. Morgan, R. Petillion, B. Heerema, , R. Metcalfe, V. Tamandong, J. Naqvi, G. Singh, S. Cannon, A. Alnaar, M. Arthur.

Regrets: S. Point, S. Bates, P. Barker, J. Holzman S. O’Leary, B. Le Normand M. Pilin, D. Jarrouj, M. Lunde,

Guest: R. Sadiq

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa Ono called the fifth regular meeting of the Okanagan Senate to order at 3:35 pm.

Minutes of Previous Meetings

Jan Cioe	}	<i>That the Minutes of the Meetings of 17 December 2020 be adopted as presented.</i>
Barbara Marcolin		

Approved

Remarks from the Chair

Dr Ono began his remarks by thanking Western Economic Diversification Canada for providing \$1.9 million in funding to the Okanagan campus to develop an innovation hub that will promote clean technologies that convert carbon-based additives and components into new, sustainable products. This will allow UBC to work with manufacturing, mining and lumber companies in Western Canada to research how industrial waste can gain a second life as high-quality carbon products.



Dr Ono congratulated Professor Mohammad Arjmand of the School of Engineering and his PhD Student, Farhad Ahmadijokani for their recent development of a cost-effective material that can help remove toxic chemicals from water supplies.

Dr Ono noted that all of the UBC community have made sacrifices over the past year, and expressed his thanks to the entire Okanagan campus – faculty, students and staff – for their efforts, whether through research, through adjustments to online learning and remote work, through helping others in the community or by coming to campus to keep the University functioning. He noted that we would have to continue to be patient as vaccines were distributed as it would be many months before the campus could return to normal activities. To that end, UBC was preparing for that eventuality; while remote instruction would remain in place, we hoped to expand in person instruction when safe to do so. Dr Ono said that UBC was mapping out scenarios for the 2021/22 Winter Session. Key to being able to contemplate a return to largely in-person instruction will be the ability to travel more freely and gather in greater numbers than is currently possible. Recognizing the continued uncertainty regarding COVID-19, and the vaccine rollout, the President said that we could not confirm specific timelines at this stage but would communicate any decisions as soon as possible.

The President noted that this Senate meeting was on Bell Let's Talk Mental Health Day. Dr Ono reminded senators that suicide was the second leading cause of death in Canada for those between the ages of 15 and 24, and COVID-19 has only made things worse. Since the start of the pandemic, 27 per cent of Canadian post-secondary respondents have contemplated suicide, 30 per cent said they've considered quitting school and 29 per cent have considered self-harm. Dr Ono further noted that Black people, Indigenous people, and people of colour in particular have been impacted.

Dr Ono also noted that next month would be Black History Month. He said that while we should celebrate Black history and excellence any day and every day, this is an opportunity for a focused, intentional, and elevated reflection and recognition of Black history and achievement - and the many contributions of Black Canadians, Black British Columbians and Black students, faculty, and staff at UBC. Dr Ono suggested that this was an opportunity for us – both as individuals and as a university community – to reaffirm and critically reflect on our commitments and efforts to acknowledge and tackle anti-Black racism and to better support Black students, faculty, and staff. To that end, Dr Ono said that he was pleased to note UBC's commitments to recruit, retain and support Black students, faculty and staff and to share some initial progress to date – from developing recruitment awards and mentorship programs for Black students, to supporting Black spaces, and doing the groundwork towards the creation of a Black studies program.

Senator McNeil said that the logistical challenges around the vaccine could be helped by using campuses as vaccination sites for university students.

Dr Ono said that we are having those conversations with the ministries of Health and Advanced Education; he did advise that one reason for an expedited return to in-person or hybrid instruction was that there were mental health concerns around fully remote instruction.



Senator Cioe noted that he and Senator Eikenaar had been on the President's recent podcast and expressed his thanks for that opportunity.

Senator Sugden said that we know about the schedule for BC but many of our students come from outside of BC, be that nationally or internationally. He noted that his Faculty of Management was roughly 30% international and was very aware of global differences and implications of the pandemic beyond the immediate medical issues. For his faculty, virtual access remained crucial to support all of our students.

The President said that the issues of safety and border restrictions were being discussed at the federal level by the U15 group of universities and that discussions were ongoing.

Remarks from the Deputy Vice-Chancellor

The Principal and Deputy Vice-Chancellor, Dr Lesley Cormack, noted the importance of the relationship between the Okanagan campus and its local community. Dr Cormack noted the many research projects being conducted in partnership with the Okanagan region, and their economic, academic, and cultural connections. To that end, she advised that they were working for a regional branch office of Western Economic Development Canada to be established in Kelowna. If successful, that would bring tremendous possibilities to the region for both the University and local industries.

Secondly, Dr Cormack noted that consultation was ongoing for the downtown Kelowna campus development. Dr Cormack expressed the eagerness of the city and region to support the campus.

Dr Cormack noted that last week the campus had presented its one-year report on the campus achievements towards its Truth and Reconciliation Committee commitments, and advised that tangible progress has been made.

In closing, Dr Cormack noted the recent campus Society of Scholar's "Life raft debate" where she was one of five scholars who argued for the importance of their discipline for the survival of society. She graciously congratulated Dr Ray Taheri of the School of Engineering for his victory.

PROVOST'S REMARKS

The Vice-President Academic and Provost, Dr Ananya Mukherjee-Reed updated the Senate on planning for the 2021 Winter Session, noting that this was difficult due to the constantly evolving situation. A message has been sent from her office to the faculties to prepare for the fall with the expectation that most activities will be in person.

With respect to faculty hiring, Dr Mukherjee-Reed noted that the faculty were moving forward with offers for new positions, and in particular, there was more action for hiring faculty who self-



identified as indigenous, black or persons of colour. The Provost noted that an anti-racism initiative fund had been established where faculty, staff, and students could apply for funding.

The Provost noted that the enrolment report was to be reviewed later this meeting, and enrolment targets would be considered at the next Senate meeting.

In closing, Dr Mukherjee-Reed noted that as Dr Sugden had raised, there were particular challenges for international students who are concerned that they may not be able to attend in person due to either vaccine availability and travel restrictions. The Provost advised that the student support funding made available for the online transition would be maintained if needed.

Admission & Awards Committee

The Chair of the Senate Admissions & Awards Committee, Ms Tamara Ebl, presented.

ENGLISH LANGUAGE PROFICIENCY TEST OPTIONS

Tamara Ebl	}	<i>Senate approves the proposed English Language</i>
Barbara Marcolin		<i>Test Options as presented for admission to the</i>
		<i>2021 Session Winter only.</i>

Senator Cioe asked a question on diversity and the issue of costs associated with testing instruments. He asked why we didn't use lower cost options.

The Registrar, Dr Kate Ross, said that she would take the matter to Undergraduate Admissions for further review.

Dean Traister noted that we would be accepting the Duolingo assessment for the first time. He said that two years ago we decided not to use it as it wasn't verified yet and it had issues. He asked if something has changed in the past two years, or is it more about the availability and cost.

The Registrar said that both the assessment and our understanding of it has been further developed and they felt it should be used in this context.

Dean Traister said that he understood the reluctance but also the cost issues. He said that he hoped we would track how those students performed at university to see if the test should continue to be used.

Senator Lucet asked if this was just for undergraduate applicants or for all applicants.

Ms. Ebl said that this particular proposal was for undergraduate admissions but that Graduate Studies was looking at similar changes.



Senator Cioe said that graduate admission was more individual and program specific in its admission considerations.

Approved

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Tamara Ebl Venedict Tamandong	}	<i>That Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
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Approved

Agenda Committee

The Chair of the Senate Agenda Committee, Dr Jan Cioe, presented.

SENATE MEETING SCHEDULE FOR 2021-2022

Jan Cioe Peter Arthur	}	That, in accordance with Rule 15 (b), the regular Senate meeting schedule for 2021-2022 be established as follows: 30 September 2021, 28 October 2021, 25 November 2021, 16 December 2021, 27 January 2022, 24 February 2022, 31 March 2022, 28 April 2022, 19 May 2022.
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Approved

Curriculum Committee

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

See Appendix B: Curriculum Report

Yves Lucet Brendan Heerema	}	<i>That the new courses, revised courses, discontinued course, and revised programs brought forward by the Faculties of Applied Science, Arts and Social Sciences, Creative and</i>
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*Critical Studies, and Health and Social
Development be approved*

Senator Cioe commented on the Bachelor of Arts program revisions and the need for students to have a wide range of courses. He asked senators to encourage their colleagues to submit courses.

Senator Marcolin asked if students in the Bachelor of Arts had room in their program to complete the new minor option in Management.

Senator Cioe said that the Bachelor of Arts changes provided students with more flexibility, as did the recent Bachelor of Science changes.

Approved

Joint Report of the Admission & Awards and Curriculum Committees

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

UNDERGRADUATE CERTIFICATE IN COMMUNICATIONS AND RHETORIC

See Appendix B: Curriculum Report

Yves Lucet
Bryce Traister

}

*That the Undergraduate Certificate in
Communications and Rhetoric and new courses
brought forward by the Faculty of Creative and
Critical Studies be approved.*

Approved

MASTER OF MANAGEMENT DUAL DEGREE PROGRAM OPTION

See Appendix B: Curriculum Report

Yves Lucet
Kristen Morgan

}

*That the Master of Management Dual Degree
Program Option brought forward by the Faculty
of Management, and the related Dual Degree
Program Option Calendar entries brought
forward by the Faculties of Arts and Social
Sciences, Creative and Critical Studies, Health
and Social Development, Science, and Applied
Science be approved.*



Senators Cioe and Eikenaar asked about how we would ensure we are consulting with our Indigenous partners on relevant proposals.

The President said that Lightfoot and Moss were working on improving our consultation mechanisms with Indigenous nations and peoples. He suggested that they be invited to a future Senate meeting to speak on this work.

Approved

Nominating Committee

The Chair of the Senate Learning & Research Committee, Dr Jannik Eikenaar presented.

COMMITTEE ADJUSTMENTS

Jannik Eikenaar	}	<i>That Stephen O'Leary be appointed to the Council Budget Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;</i>
Jan Cioe		

That Karen Hodges and Mistaya Arthur be appointed to the Admissions & Awards Committee until 31 August 2023 and thereafter until replaced, to fill vacancies;

That Mistaya Arthur be appointed to the Learning & Research Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy and

That Ruth Frost be elected to the Council of Senates to replace Karen Ragoonaden.

In response to a question from Senator Evans, Dr Eikenaar said that the Nominating Committee considered a desire for a diversity of voices, including experience, disciplinary and demographic balance, and expressed interest in making recommendations. The Committee also considered the views of committee chairs. He noted that mid-term replacements were more difficult to balance than new appointments at the start of each triennium.

Approved

Report from the Deputy Vice-Chancellor

INCLUSION ACTION PLAN



The Deputy Vice-Chancellor introduced Dr Sara-Jane Finlay Associate Vice-President Equity and Inclusion.

Dr Finlay noted that she had brought the Inclusion Action Plan to the Okanagan Senate in draft form in November 2019. Since that time, we have worked on a final draft and on implementation plans. She noted that the plan was institutional, designed to be a guiding framework for the next 7-10 years, and was formed following broad community feedback. It was meant to be adaptable so that academic and operational units could incorporate it into divisional planning or strategic planning, or into their own inclusion plans. She noted that one of the things they recognized was that there is a great deal of very good work going on across both our campuses already.

Dr Finlay said that the goal of the plan broadly was to build a more inclusive campus, and to bring work together under a single framework. Over the next year, they would be developing some key performance metrics and some case studies so that we would be able to report on the progress and support the accountability around inclusion to understand the impact of this work at UBC. Dr Finlay said that the plan itself consisted of five goals: Recruitment, Retention, & Success; Systems Change; Capacity Building; Learning, Research, & Engagement; and Accountability. Under each of those high-level goals are a number of actions. Dr Finlay said that it wasn't the expectation that any one unit in the University would take all of these actions and implement them all.

Dr Finlay then went over the implementation and institutional support structure for the plan as outlined.

Senator McNeil asked if students still had to select a gender on applications

Dr Ross said that with Edplanner BC we will have a gender question that gives more options for next year.

Senator Gerrard asked about the Equity leads. He asked how that responsibility would interface with the usual faculty/director level leaderships for strategic planning.

Dr Finlay said that the desire of the Inclusion Action Plan was to provide support to the people doing this work within units. She said that those who were interested could have someone attend their community of practice meetings to understand the tools available.

Senator Garrard said he appreciated the idea of the community of practice but expressed a concern with the language around "responsible for coordinating the implementation of commitments" as this suggested a management role.

Dr Finlay said that the selection of these people was up to the relevant unit.

Dr Mukherjee-Reed said that the overall plan would need to be customized for the Okanagan campus as they didn't need the levels of



people that a larger campus such as Vancouver may need. She said that they were working on a local implementation and that this would be brought to Senate.

Senator Hodge asked about the granularity of data that could be considered, noting that University or campus-level data wouldn't tell us what units were being more or less successful. She noted that this was a high-level document but that detailed data would be required for units to know what to do.

Dr Finlay said that we were working to improve our data, in particular on students. Only a limited amount of demographic data was available for students presently. A project was underway between her office, the Registrar, and PAIR, to see if more data could be collected on those students who registered at UBC.

Senator Ragoonaden said that we should ensure that we had a diversity of representation in terms of gender, race, and other areas of background when expressing ourselves to the local community.

INCLUSION ACTION PLAN ENDORSEMENT

Lesley Cormack
Barbara Marcolin

}

That Senate endorse the Inclusion Action Plan as set out in the distributed material.

Approved

Report from the Provost

2020 ENROLMENT REPORT

Provost introduced Deputy Registrar Alfred Vogt who presented. He noted that it was presented now for information and as at the next Senate meeting, Senate would be asked to consider enrolment targets for next year as a matter of approval. In addition to the written report, Mr Vogt highlighted some matters for Senate. He noted that UBC saw a 3% increase in headcount this year and we have 17% of our students that are enrolled in the Okanagan and the other 83% are enrolled on the Vancouver campus and in terms of full-time equivalency (FTE).

With particular respect to the Okanagan campus, Mr Vogt noted that the campus now had 11 562 students, an 8% increase over the previous year. It was now at 114% of its government-funded target for domestic students. 8% of the student body identified as Aboriginal, and 19% of the undergraduate and 36% of the graduate student body were international.

With respect to the impact of the COVID-19 Pandemic on applications, Mr Vogt noted that there was still a very strong applicant pools this year: domestic



undergraduate applications were up 8% from last year and international applications were up by 3%. He noted that uncertainty was growing last spring as UBC began to make offers to students, and there were many new factors which meant we were not sure what our yield would be from admission offers. As a result, a strategic decision was made to increase the number of offers being made. Mr Vogt noted that as it turned out, the yield did not change and so the number of students admitted went up

Senator Ebl expressed a concern over our over-enrolment and the costs incurred by the University for educating students beyond those supported by the government grant.

The President said that there were funding risks around dropping below those government targets but understood the point as being we should be closer to the targets.

Senator Eikenaar noted that our retention rate after first year was around 90%, but asked why our completion rate was only 70% and if we could do anything to help that number improve.

The Provost noted that both our retention and completion rates were overall good in comparison to other institutions.

Senator Cioe noted that the campus lost some students as transfers from the Okanagan. He said that if the system didn't lose students it wasn't as much of a concern. In some cases, students want specific programming that is only available on the other campus.

The President said that this was a good reason to have further conversations around cross-campus collaboration.

Dr Ross noted that this was a six- year completion rate not overall completion. One thing we did know is that the students were on average taking more time to complete their degrees, either due to co-operative education opportunities or taking a reduced course load.

Adjournment

Seeing no other business, the meeting was adjourned at 5:21 p.m.



Appendix A: Awards Report

NEW AWARD:

Proposed Title: **Lesley Cormack Travel and Research Enhancement Award**

Travel awards totalling \$2,000, ranging in value from \$250 to \$1,000, have been made available through an endowment established by Lesley Cormack, along with matching funds from The University of British Columbia, to full-time graduate students at the University of British Columbia, Okanagan campus. Candidates must be presenting their work or research at major national and/or international conferences or are travelling to develop their research. Preference given to students in non-stem disciplines. The awards will be adjudicated by the College of Graduate Studies. (First awards available for the 2025/26 Winter Session)

PREVIOUSLY APPROVED AWARD WITH CHANGES IN TERMS OR FUNDING SOURCE:

Existing description (2020):

Award Title: UBC Okanagan Management Student Association Scholarship

Six Three \$2,000 scholarships have been made available annually through a gift from the UBC Okanagan Management Student Association, **along with matching funds from The University of British Columbia**, for continuing undergraduate students in the Faculty of Management at the University of British Columbia, Okanagan campus. The scholarships will be adjudicated by Enrolment Services. (First awards available for the 2020/21 Winter Session)

Amended Description: UBC Okanagan Management Student Association Scholarship

Six \$2,000 scholarships have been made available annually through a gift from the UBC Okanagan Management Student Association, along with matching funds from The University of British Columbia, for continuing undergraduate students in the Faculty of Management at the University of British Columbia, Okanagan campus. The scholarships will be adjudicated by Enrolment Services. (First awards available for the 2020/21 Winter Session)

Rationale: The University has matched the donor funds

Existing description (2017):

Award Title: Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary **has been made available through an endowment established** is offered by the family and friends of Paul Jubinville, **along with matching funds from The University of British Columbia**, to an **fourth-year** electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a **fourth-year** student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. **The bursary will be adjudicated by Enrolment Services.**

Amended Description: Paul Jubinville Memorial Bursary in Engineering



A \$2,000 bursary has been made available through an endowment established by the family and friends of Paul Jubinville, along with matching funds from The University of British Columbia, to an electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a fourth-year student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. The bursary will be adjudicated by Enrolment Services.

Rationale: The family has decided to endow the award



Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

APSC 530 – New course

APSC 547 – New course

Master of Engineering, Program Requirements

FACULTY OF ARTS AND SOCIAL SCIENCES

ANTH 210 – New course

ANTH 277 – New course

PHIL 240 – New course

Bachelor of Arts Programs, Degree Requirements for students entering the program in 2021/2022 or later

FACULTY OF CREATIVE AND CRITICAL STUDIES

CCS 510 – New course

CCS 511 – New course

CCS 512 – New course

CRWR 580 – Discontinuation of course

CRWR 581 – New course

CRWR 582 – New course

Specialization in Creative Writing)

CULT 360 – New course

CORH 360 – New course

Bachelor of Arts Programs, Cultural Studies

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

HES 515 – New course

HES 516 – New course

HES 525 – New course

HES 526 – New course

HES 535 – New course

HES 536 – New course

NRSG 554 – Revised course

NRSG 580 – Revised course

NRSG 601 – Revised course

FACULTY OF CREATIVE AND CRITICAL STUDIES

Undergraduate Certificate in Communications and Rhetoric

CORH 206 – New course

CORH 216 – New course

CORH 321 – New course

CORH 331 – New course

CORH 499 – New course

FACULTY OF MANAGEMENT

Master of Management Dual Degree Program Option, Program Overview,



Admission Requirements, Degree Requirements, Academic Regulations

FACULTY OF ARTS AND SOCIAL SCIENCES

Dual Degree Program Option: Bachelor of Arts and Master of Management

FACULTY OF CREATIVE AND CRITICAL STUDIES

Dual Degree Program Option: Bachelor of Fine Arts and Master of Management

Dual Degree Program Option: Bachelor of Media Studies and Master of Management

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

School of Health and Exercise Sciences, Dual Degree Program Option: Bachelor of Health and Exercise Sciences and Master of Management

FACULTY OF SCIENCE

Dual Degree Program Option: Bachelor of Science and Master of Management

Faculty of Applied Science

Dual Degree Program Option: Bachelor of Applied Science and Master of Management



UBC CLIMATE EMERGENCY ENGAGEMENT

Final Report and Recommendations

This final report presents recommendations led and informed by the expertise and ideas from UBC's community on how UBC can enact its Declaration on the Climate Emergency on campus and beyond.

January 2021

Acknowledgement

The University of British Columbia acknowledges the presence of its Vancouver campuses on the traditional, ancestral and unceded territories of the xwməŋkwəy'əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səl' ilwətaʔɬ (Tsleil-Waututh) peoples, and the Okanagan campus situated in the unceded territory of the Syilx Okanagan Nation.

UBC acknowledges the leadership and role of Indigenous Peoples - past, present, and future - as stewards and Knowledge Keepers to keep the lands, waters, coastal seas and territories healthy. Within its Climate Emergency declaration, UBC acknowledges that Indigenous communities bear the harmful impacts of climate destruction while being least responsible for the global acceleration of the climate crisis.

The recommendations within this report seek to present active steps to support and amplify Indigenous Peoples' human rights, including respecting Indigenous self-determination and aligning our policies, actions, and investments with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)¹ and the BC Declaration on the Rights of Indigenous Peoples Act².

"...The Musqueam version of the [territorial] welcome has a very deep rooted history in where you're sitting right now... where our ancestors had a fortified village, a fortress, to raise our warriors to protect Mother Earth, around where we are, to be stewards..."

Collectively, it is the responsibility of all of us to work forward ...

From the bottom of my heart, please take these conversations away and see if that seed is yours to plant and help to move these conversations forward in a good way..."

- Morgan Guerin, Councillor, xwməŋkwəy'əm (Musqueam)

Excerpt from the Opening Welcome, campus-wide forum at the UBC Vancouver Campus for the Climate Emergency engagement program, March 11, 2020.

¹ <https://indigenousfoundations.arts.ubc.ca/un-declaration-on-the-rights-of-indigenous-peoples/>

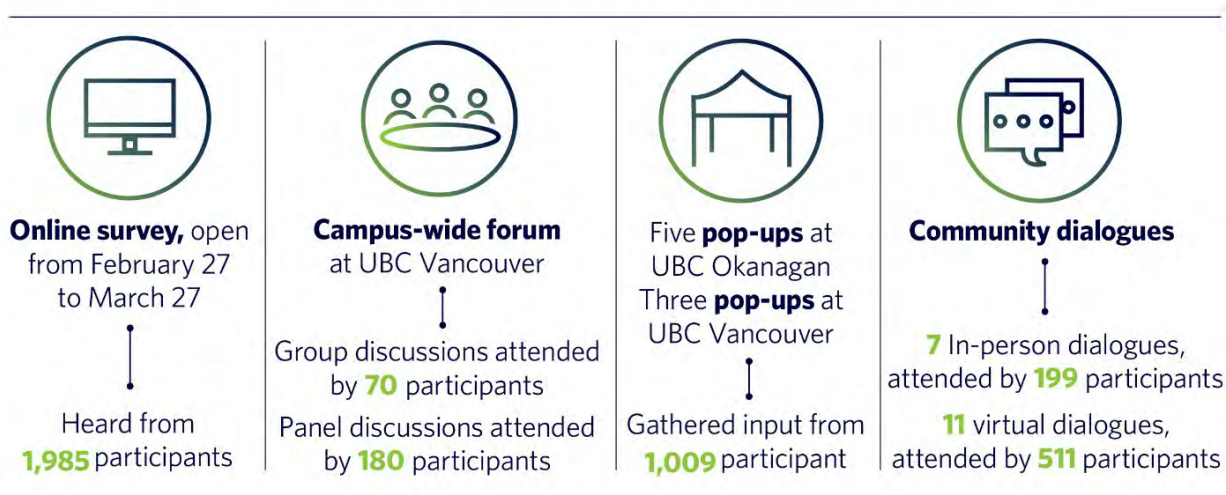
² <https://president.ubc.ca/letter-to-the-community/2019/12/05/climate-emergency-declaration/>

Executive Summary

In December 2019, UBC renewed its commitment to climate leadership, declaring a climate emergency [in a statement](#) championed by the President and endorsed unanimously by the Board of Governors. The declaration recognized the severity, complexity, disproportionate impacts of, and disproportionate responsibilities for the climate crisis and committed UBC to develop a collective response that embeds climate justice throughout its activities and priorities. The declaration was prompted by a student-mobilized open letter³ signed by over 1,600 students, staff, faculty and campus organizations and the participation of over 5,000 UBC students, faculty and staff in the September 27th, 2019 Global Climate Strike.

The declaration committed UBC to assembling its climate emergency response in partnership with community members, recognizing that addressing the climate emergency will require systemic collective action; that UBC community members are already experiencing diverse impacts of climate change; and that they have long been championing bold climate solutions. In February 2020, UBC launched an initial climate emergency community engagement process, overseen by a task force of students, staff and faculty, and supported by a project team of UBC staff. Between February and June 2020, the Climate Emergency Task Force received input from nearly 4,000 students, staff, faculty, alumni and community members across UBC Vancouver and Okanagan campuses and beyond.

About **3,954** participants from UBC's communities provided their input through our community engagement activities:



There was a strong university-wide participation in the engagement activities, with significant response in particular from faculty and staff.

Note: Participant counts are not unique. Participants were welcome to engage in multiple formats.

³ <https://docs.google.com/forms/UBC-Climate-Strike-Open-Letter>

Community input formed the basis for recommended actions, developed by working groups of community experts and Climate Emergency Task Force members in during the summer and fall 2020 and subsequently assembled into nine strategic priorities presenting a bold vision for UBC's Climate Emergency Response.



However, this report acknowledges that not all of UBC's community members were reached in the initial engagement process, and moving forward ongoing engagement is needed, particularly with Indigenous, Black and People of Colour (IBPOC) community members to further shape the direction of the recommendations and their implementation. In particular, in order for UBC to fulfil its stated commitments to the UN Declaration on the Rights of Indigenous People (UNDRIP), consultation with Indigenous communities is imperative. Further, IBPOC perspectives are to substantively impact institutional priorities, practices, and policies, then consultation must occur in the commitments to develop and sustain relationships with IBPOC communities that are premised on trust, respect, reciprocity, consent, and accountability.

	Strategic Priority	Recommendations
	Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour	<ol style="list-style-type: none"> 1. Support fair compensation and representation for UBC's IBPOC community leading climate initiatives 2. Support Off-Campus IBPOC-led climate initiatives 3. Engage further with Black and POC Communities 4. Examine and transform institutional practices and policies that reproduce inequalities for IBPOC communities at UBC
	Demonstrate institutional leadership on climate justice	<ol style="list-style-type: none"> 1. Establish climate justice standards for the University's activities 2. Demonstrate and advocate for justice-based climate action 3. Enact commitments to divestment and sustainable investment
	Establish mechanisms and processes that ensure Indigenous perspectives, communities, and worldviews shape the development and implementation of climate related initiatives and policies	<ol style="list-style-type: none"> 1. Leverage UBC's Indigenous Strategic Plan and Inclusion Action Plan as a basis for long-term engagement with Indigenous communities 2. Provide resources that support staff to work on Indigenous engagement around UBC plans, policies and initiatives 3. Create a standing Indigenous community advisory committee on the climate emergency 4. Welcome and develop greater institutional capacity for engaging with the full range and complexity of Indigenous perspectives
	Expand, strengthen and coordinate climate research at UBC	<ol style="list-style-type: none"> 1. Establish a body for climate research 2. Start a climate emergency fellows' program 3. Conduct climate focused faculty hiring 4. Recognize and reward community engaged scholarship
	Foster a culture of engagement & advocacy on climate action	<ol style="list-style-type: none"> 1. Encourage civic engagement 2. Increase capacity and resources for engagement
	Support community wellbeing in the face of the climate crisis	<ol style="list-style-type: none"> 1. Build capacity for mental health, resilience and community care strategies 2. Update emergency preparedness and response plans 3. Collaborate to expand public discourse around climate change and public health impacts

	Expand climate education opportunities and resources for the UBC community and broader public	<ol style="list-style-type: none"> 1. Advance climate education opportunities across disciplines 2. Support climate education pedagogy and curriculum development 3. Expand climate education and professional development for UBC community members and UBC partners
	Develop new and strengthen existing partnerships to tackle the climate emergency	<ol style="list-style-type: none"> 1. Coordinate a climate knowledge to action central contact 2. Scale up Living Lab research collaborations with diverse partners beyond campus 3. Community Councils - expand and deepen external engagements 4. Develop a strategic partnership framework
	Accelerate emissions reductions at UBCV and UBCO in response to the Climate Emergency: Climate Action Plan 2030	<ol style="list-style-type: none"> 1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C

Together, the strategic priorities highlight UBC's mutually reinforcing roles as a leader, enabler and partner in addressing the climate crisis. Collectively, the priorities outline a vision for UBC's existing leadership in reducing local emissions to be paired with efforts to drive collective impact in local, regional and international climate action. Efforts to advance a just and sustainable society must be embodied in how UBC acts at an institutional level, supports and empowers its communities, and engages with its partners.

The priorities should be integrated, where possible, with existing UBC Vancouver and UBC Okanagan plans and initiatives (e.g. the UBC Strategic Plan, the Indigenous Strategic Plan, Inclusion Action Plan, Climate Action Plans). Recommendations must seek to inform or align with the values and visions set forth by these plans and initiatives, from embedding equity and diversity across university systems and structures, to meeting the Indigenous Strategic Plan vision of being a global leader in the implementation of Indigenous peoples' human rights.

The COVID-19 public health emergency and heightened public awareness of systemic racism against IBPOC communities have highlighted common threads between ongoing societal crises. These events deeply shaped what was heard from the community and ultimately articulated in the recommendations. The recommendations in this report are submitted with the understanding that climate justice must be advanced in conjunction with institutional responses to today's multiple intersecting crises - the pandemic, intense racial injustice and an economic recession - which compound inequalities faced by marginalized populations. A climate emergency response that seeks to advance justice must align with responses to current and future crises, including recovery efforts from the COVID-19 pandemic.

Participant quote:

"Given COVID, it's very possible for us to take significant action... and challenge institutional norms."

⁴ https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP_C2V13.1_Spreads_Sept1.pdf

Who are we referring to when speaking about Indigenous, Black and People of Colour (IBPOC) and marginalized communities?

- Groups that bear harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis. These groups include lower-income communities, people in the Global South, climate migrants and refugees, Indigenous, Black and People of Colour (IBPOC), women, LGBTQ+ people, people with disabilities and those on the frontline of environmental devastation.
- Groups who have been historically, persistently, or systematically marginalized in ways that have excluded them from conversations and solutions on climate change and exacerbated social inequalities.
- These communities are often at the forefront of solutions to the climate crisis.

This report presents the recommendations that have emerged from this process and provides recommended next steps for UBC's continued – and now accelerated – climate response. The approach to UBC's Climate Emergency Response must be both distributed and coordinated. It must be distributed, so that the principles of the climate emergency declaration are embedded within UBC's wide-ranging activities and priorities. It must also be coordinated to ensure the climate emergency remains a top institutional priority and those responsible for implementation are supported. To ensure accountability, the implementation phase of the climate emergency response should draw upon support from UBC leadership and governing bodies to build license; involve ongoing community engagement, particularly with IBPOC and members of marginalized communities, to refine and inform further actions; and leverage centralized staff for overall coordination and reporting.

Moving swiftly ahead with this report's strategic priorities and recommendations is the first important step in a new chapter in UBC's journey to support the global shift towards a just and sustainable future, inspired by the advocacy of youth and students who have quickly mobilized, both on our campuses and worldwide.

About this Report

This report presents the recommendations that emerged from the UBC Climate Emergency community engagement process and were developed by the Climate Emergency Task Force and its working groups.

The content of this report has been prepared by the Climate Emergency Task Force and UBC Climate Emergency Project Team for the UBC Board of Governors and the UBC community. It is a follow-up to the interim report shared in June 2020.

Further information on the role of the Project Team, Task Force and its working groups can be found in Appendix A.

The report includes the following sections:

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Project and Engagement Overview

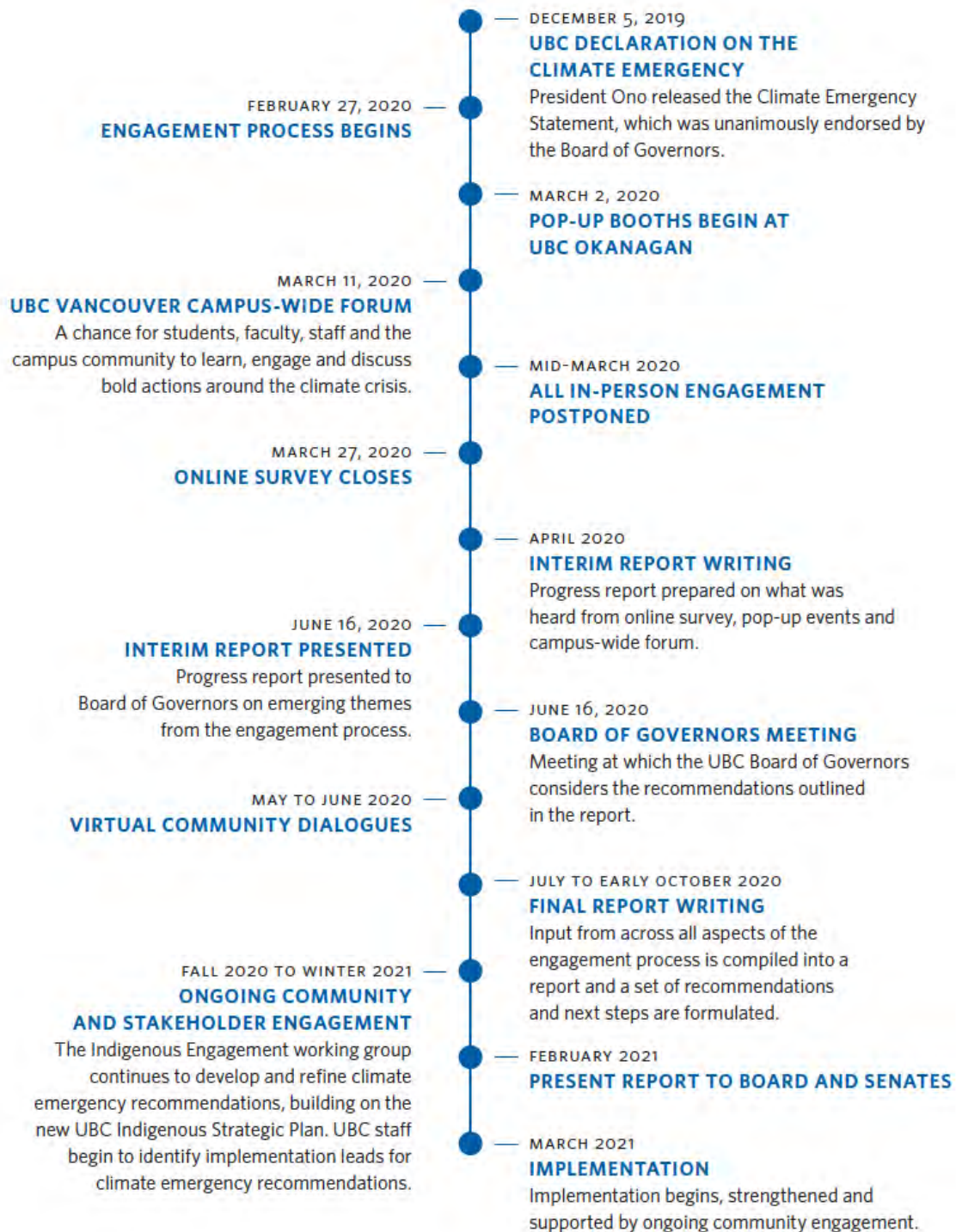
The Climate Emergency engagement process, illustrated below, heard from nearly 4,000 participants to inform UBC's actions towards addressing the climate emergency.

A Task Force, consisting of UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to steer the engagement process and lead the development of community-informed recommendations that align with the spirit and intent of the declaration. The development of these recommendations drew on the expertise of working groups with faculty, staff and student participation.

UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team, which included members of UBC Climate Hub, a student-driven initiative.

More information on the project team and Task Force can be found in Appendix A. The detailed set of recommendations developed by the Task Force and its working groups can be found in Appendix B. The full engagement report can be found in Appendix C, including more detailed information on participation and the themes that emerged.

Overview of the Climate Emergency engagement process



Recommendations

In declaring a climate emergency, UBC committed to accelerate its contribution to addressing climate change. UBC recognizes that this emergency has been experienced for decades by communities around the world, in particular by Indigenous Peoples. This section presents the emerging recommendations from the engagement process, led and developed by the Climate Emergency Task Force and its working groups.

About the recommendations

The recommendations are bundled within **strategic priorities**, which provide direction and focus for UBC's action on the climate emergency. The following **considerations**, drawn from UBC's declaration, were used to shape the strategic priorities and confirm the recommendations put forward:

- ☐ High level of impact or ambition
- ☐ Consistency with input from the community engagement process
- ☐ Applies a climate justice lens
- ☐ Identification of an implementation pathway
- ☐ Consistency with conversations across multiple working groups
- ☐ Demonstrability of concrete action and accountability to the climate emergency declaration

The recommendations are summarized in this section, along with (where applicable) their alignment with existing UBC plans and strategies.

An overview of the recommendations' development process can be found in Appendix A. Additional details on each of the recommendations can be found in Appendix B, which provides more extensive background information, implementation pathways and actions, and success indicators.

Declaring a Climate Emergency is a commitment to the following elements. Any "climate-themed" activities stemming from the recommendations must work in service of at least one of these three commitments:

- 1) **Addressing the impacts of climate change:** The climate crisis is posing and will continue to pose extensive and disastrous threats to peoples' lives and livelihoods both locally and globally. It is contributing to famine, migration, disease and armed conflict worldwide and wide-ranging impacts on individual physical and mental well-being. At UBC, climate justice cannot be limited to campus populations but must extend to all communities impacted by the University's activities. UBC is not isolated from the world around us; what we do on campus has far-reaching impacts on broader society. UBC must support its community and affected communities around the world in coping with climate impacts.

- 2) **Addressing past and ongoing contributions to climate change and shifting to practices and policies at UBC and beyond that minimize or eliminate human-related climate change:** Acting on climate change means aligning the global economy, institutions and policies with the science of a 1.5°C world. Keeping warming within 1.5°C is necessary to prevent tipping points that would lead to irreversible warming and to mitigate widespread drought, flooding and resource depletion which would make many parts of the global South uninhabitable. Staying within 1.5°C requires:
- a) Drastic emissions reductions across all economic sectors: Globally, the 1.5°C pathway means we need a drastic reduction in net global emissions by 2030 and net-zero emissions by 2050, all relative to a 2010 baseline.
 - b) A transition to a fossil fuel free economy: Current policies related to fossil fuel extraction and production place the world on a trajectory to more than double⁵ the allowable emissions that would be compatible with a 1.5°C scenario in 2030 (see the Production Gap Report). Not only is new exploration and production incompatible with limiting warming to 1.5°C, but much of the existing fossil fuel infrastructure will need to be phased-out or re-purposed long before the end of its lifespan.
- 3) **Embedding a lens of climate justice:** Climate justice refers to the inequities associated with the causes, impacts and solutions to climate change. The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, as defined in the executive summary. Climate change has a "multiplier effect,"⁶ meaning that its impacts, such as extreme weather, famine, forced migration and armed conflict, will exacerbate existing injustices and inequalities. Climate solutions often threaten the same communities that are exploited by extractive industries and made vulnerable by climate impacts. Because of existing power imbalances, solutions will inevitably cause further harm to marginalized communities if justice is not prioritized.

What does a climate justice approach involve?

Climate justice involves:

1. Addressing the disproportionate impact of past and current fossil fuel extraction and climate change effects on marginalized groups.
2. Mitigating the impacts of current and future climate action and the energy transition on affected groups.
3. Assigning costs of climate mitigation, adaptation and loss and damage to the countries and groups that have contributed to and profited most from the crisis.
4. Giving marginalized communities ongoing power in decision-making.
5. Repairing the harm done to individuals and groups by undoing existing inequalities and existing systems of oppression.

A detailed overview on climate justice, with probing questions that informed the development of recommendations, can be found in Appendix D.

⁵ <http://productiongap.org/>

⁶ <https://news.un.org/en/story/2019/01/1031322>

Operationalize UBC'S Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black and People of Colour



In the Climate Emergency Declaration, UBC made a bold commitment to advance “just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities”. Building on priorities laid out in UBC’s Inclusion Action Plan, the Indigenous Strategic Plan, and other related strategic commitments, it is essential to honour and amplify the labour of IBPOC community members through adequate compensation and integration of their ongoing feedback throughout UBC’s climate emergency response. This work cannot be done in isolation; must be woven throughout UBC’s priorities and activities addressing the climate emergency and connected to commitments and priorities laid out in other plans. This strategic priority also highlights the alignment with, and commitment to the United Nations Declaration on the Rights of Indigenous Peoples by UBC’s climate emergency response, as laid out in the Climate Emergency Declaration.

Recommendations

Support fair compensation and representation for UBC's IBPOC community leading climate initiatives:

Hire and fairly compensate IBPOC staff, faculty and students who are working in research, education, mental health support, and advocacy on climate and racial justice. Ensure hiring committees for these positions include IBPOC representation.

Support off-campus IBPOC-led climate initiatives: Extend resources to IBPOC communities off-campus to advance climate change and climate justice. Support grassroots initiatives and amplify their work; formalize more partnerships with IBPOC-led climate organizations and UBC faculties, departments, and units; expand research capacity for IBPOC communities off-campus; and ensure relationships between UBC and community initiatives are grounded in respect, reciprocity, trust and consent.

Engage further with Black and POC communities: Leverage UBC’s Inclusion Action Plan, support continued engagement with racialized communities to inform the ongoing development and implementation of UBC’s Climate Emergency Response and develop recommendations that work towards dismantling historic colonial and racist structures for these communities.

Examine and transform institutional practices and policies that reproduce inequalities for IBPOC communities at UBC: Commit sustained efforts and resources to examining and transforming the ways that existing institutional practices and policies reproduce unequal, extractive, and paternalistic relationships with IBPOC communities, both within and beyond the UBC campus. Then commit to supporting structures of accountability that embed Black and POC perspectives into the Climate Emergency recommendations and future climate plans, policies, and initiatives.

Demonstrate Institutional Leadership on Climate Justice



To meet the goal of embedding climate justice throughout UBC's activities and address the inequities associated with the causes, impacts and solutions to climate change, UBC must demonstrate consistent institutional leadership on climate justice. The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor. In order to undo the systems of oppression that enable this exploitation, UBC should acknowledge and reckon with its own role in contributing to the climate crisis, while leveraging its intellectual and moral authority as well as its social and financial procurement power to advance climate justice in other organizations and advocate for broader social change beyond its institutional boundaries. Further, climate justice cannot be limited to supporting new projects but must also involve phasing out harmful initiatives. This process must be informed through consultation and established partnerships with consultation with Indigenous communities.

Recommendations

Establish climate justice standards for the University's activities: Develop and implement a climate justice framework to guide external affairs and university decision-making. Apply criteria based on the principles of the Climate Emergency declaration and consultation with University stakeholders, including IBPOC communities, to influence activities across departments including external funding partnerships, procurement, financial management, recruiting.

- o **Alignment:** UBC Strategic Plan, Strategy 16; CAP 2030.

Demonstrate and advocate for justice-based climate action: Advocate as an institution for 1.5°C-aligned climate policy, racial justice and a justice-based recovery from COVID. Advocate for public policy action at all levels of government, encourage other institutions to adopt similar Climate Emergency responses, and address UBC's past and ongoing roles in contributing to the climate change impacts that are disproportionately burdening marginalized communities. This includes examining and enacting redress for past harms, and being responsive to accountabilities for current actions and activities that continue to reproduce harm.

- o **Alignment:** UC3 Strategy 3.1 & 1.3, UC3 Research for Policy Platform, Strategic Plan Strategies 3, 16 & 19. Responds to the President's Roundtable on Climate Action report.

Enact commitments to divestment and sustainable investment: Fully divest from fossil fuels across all asset classes by 2025, embed climate justice values into investment screening, reinvest 5% of investments in just community projects, involve the UBC community in determining investment priorities, and publicly report on progress. Careful consideration should also be given to the ways sustainable investments can reproduce modes of social and ecological harm, and negatively impact marginalize communities.

Establish Mechanisms and Processes That Ensure Indigenous Perspectives, Communities, and Worldviews Shape the Development and Implementation of Climate Related Initiatives and Policies



This strategic priority highlights the alignment with, and commitment to the United Nations Declaration on the Rights of Indigenous Peoples by UBC's climate emergency response, as laid out in the Climate Emergency Declaration. The negative impacts of climate change disproportionately affect Indigenous peoples due to their relationship and dependence on the environment. In addition, Indigenous peoples' legal position in settler societies and institutionalized colonialism limit their ability to adapt to and cope with climate change. This amplifies the need for Indigenous perspectives, communities, and worldviews within broader institutional climate emergency plans, strategies, and activities.

Recommendations

Leverage UBC's Indigenous Strategic Plan and Inclusion Action Plan as a basis for long-term engagement with Indigenous communities in the ongoing development and implementation of UBC's Climate Emergency Response and commit to accountability structures that embed Indigenous perspectives into the Climate Emergency recommendations. These engagements should be rooted in deep forms of trust, respect, accountability, reciprocity, and consent and responsive to community capacities for Indigenous community participation.

Provide resources that support staff to work on Indigenous engagement around UBC plans, policies and initiatives concerned with climate change and to develop sustained relationships with Indigenous communities.

Create a standing Indigenous community advisory committee on the climate emergency whose members would be duly compensated for their participation, and whose recommendations are integrated into institutional decision-making processes.

Welcome and develop greater institutional capacity for engaging with the full range and complexity of Indigenous perspectives, given the heterogeneity of Indigenous communities: This should include a specific commitment to hold space for critical Indigenous voices that challenge and seek to reimagine and renegotiate existing institutional practices and modes of Indigenous engagement.



Expand, Strengthen and Coordinate Climate Research at UBC

UBC's core contributions to the climate crisis will be made through its primary roles of teaching and research. There are still many gaps preventing a full understanding of the complex consequences of climate change, the potential pathways towards a just and equitable future, and the best avenues to meaningful action at the scale of the crisis. As a major global research university, UBC can address this challenge within and across wide-ranging disciplines. Climate researchers within UBC's ranks are making considerable contributions, however not in nearly sufficient numbers given the scale of the climate crisis and its many research areas. Without an investment to scale up faculty, PhD and postdoctoral capacity along with a focal point that brings them together with students and staff support, climate research at UBC will continue to be scattered, uncoordinated and limited in impact.

Recommendations

Establish a body for climate research: Create a comprehensive, cross-campus, interdisciplinary Institute, Centre or Body with programming to facilitate climate research, including an accessible repository for sustainability programs and research. This initiative can support climate literacy, and facilitate climate advocacy, with capacity to integrate partners beyond campus into the visioning of UBC climate emergency research. It should be oriented by principles of climate justice and weave into its fabric the priorities and perspectives of IBPOC researchers and communities.

- o **Alignment:** UC3 Strategy 3.2

Start a climate emergency fellows' program: Establish a fellowship program attached to the Climate Research 'Body' for PhD students and postdoctoral researchers to focus on climate research. The program should recruit a diverse cohort of fellows and embed consideration of traditional knowledge, lived experience and community engaged scholarship, with priority to IBPOC individuals. This might include opening the fellowship program to community members who are knowledge holders in their own traditions, but not otherwise affiliated with UBC as students or researchers.

- o **Alignment:** UC3 fellowship pilot program

Conduct climate focused faculty hiring: Expand the impact of UBC's climate research through multidisciplinary faculty hiring focusing on the climate crisis. The hiring process should be equitable with prioritized hiring of IBPOC individuals, especially those with lived experiences of traditional knowledges and practices and those who work closely with systemically marginalized and racialized communities. Hiring should be oriented by expansive, culturally diverse notions of what constitutes "climate focused" research. IBPOC-centred initiatives and research are also encouraged.

- o **Alignment:** UBC's Inclusion Action Plan and Indigenous Strategic Plan

Recognize and reward community engaged scholarship: Recognize and support community-based forms of scholarship in graduate programs, tenure and promotion considerations and faculty hiring. This is especially important for supporting and sustaining the research of IBPOC and other systemically marginalized scholars

- o **Alignment:** UC3 Strategy 2.2

Foster a Culture of Engagement & Advocacy on Climate Action



Fostering a culture of engagement and advocacy across campus is foundational to a just climate emergency response. A culture of inclusion and empowerment will mobilize community members to advance the principles of the climate emergency declaration and build solidarity around a shared vision, both on UBC's campuses and beyond. To succeed in fostering this culture, UBC's community members must be equipped with the tools, resources and support needed to flourish. We know that many people at UBC want to engage in this work but lack capacity given other demands of the University, or license to take action. While the engagement must be wide-reaching, it must also come with the recognition that particular emphasis, time and resources must be allocated to engaging systemically marginalized communities, with commitments to uphold space for difficult conversations, investing in rebuilding relationships that are already damaged, and creating spaces for the University to receive critical feedback.

Recommendations

Encourage civic engagement: Create a culture of advocacy and civic engagement at UBC that encourages and empowers climate justice action by students, staff and faculty through student engagement in elections, a robust culture of climate advocacy among UBC community members, and empowering students to be engaged global citizens and activists.

- o **Alignment:** UBC Strategic Plan (Strategy 15 & 16, Freedom of Speech); UC3 Research for Policy Platform.

Increase capacity and resources for engagement: Create comprehensive, highly visible, system-wide resources for students, staff, faculty and the wider community to engage on topics of climate action, climate justice and climate leadership, while investing in student-led climate action initiatives and creating intentional spaces for marginalized community members.

Support Community Wellbeing in the Face of the Climate Crisis



Research indicates climate change impacts increase and magnify community risk of depression, anxiety, PTSD, fear, eco-grief, stress, irritability, anger, and the expression of emotional distress as physical pain, like stomach or headaches⁷.

Climate impacts can also trigger feelings of existential dread, eco-despair, hopelessness and suicidal ideation. The effects of climate change on individual and community mental health and wellbeing are already being witnessed locally and

⁷ <https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf>

globally. There is a growing need for climate-driven mental health and wellbeing impacts to be prioritized across community planning, policy, and decision making. A holistic approach to wellbeing must be community-based, intersectional and systemic, with a focus on improving wellbeing through community building and collective action. Both Vancouver and the Okanagan experience a range of climate-related events and hazards every year, and UBC has emergency plans to support the majority of responses. As the frequency and severity of climate-related events increase, we must build community resilience and wellbeing more strongly into risk reduction and emergency preparedness.

Recommendations

Build capacity for mental health, resilience and community care strategies: Develop mental health, resilience & eco-anxiety supports, skills, and services for UBC community members that are implemented through a lens of climate and racial justice, recognizing that learning and responses impact affective and relational capacities with human and other-than-human beings in direct and indirect ways.

Update emergency preparedness and response plans: Update UBC Emergency Preparedness and Response Plans with community resilience and wellbeing considerations that respond to the climate crisis with diverse social connections and supports, proactive mitigation and adaptation strategies, and the incorporation of climate impacts into cooling, drinking water access, air filtration, food security and refuge spaces.

□ **Alignment:** UC3 Strategy 1.4

Collaborate to expand public discourse around climate change and public health impacts: Collaborate with UBC leadership, researchers, and community members at UBC and beyond to mobilize and expand messaging related to climate impacts, food justice, and public health, including emphasizing the heightened impacts on the health of systemically marginalized communities.

Expand Climate Education Opportunities and Resources for the UBC Community



Educators at UBC must prepare their students to engage as leaders in the world and address contemporary intersecting global challenges such as the climate crisis, Indigenous rights and recognition, systemic racism, massive wealth inequality, and the global COVID-19 pandemic. Educators must not only integrate new climate content but empower students to think critically, make moral judgements and engage in social change. Though many UBC faculty are already leading climate-related coursework, they are dispersed across different campuses, faculties, and departments without any structural framework to coordinate them. Support is needed on both UBC campuses to develop aligned interdisciplinary and accessible climate education within and beyond the classroom. A comprehensive climate education should address knowledge deficits by improving climate literacy, expand climate-themed educational and professional opportunities and experiences, engage with Indigenous scholarship, and incorporate principles of wellness for UBC community members and the public.

Recommendations

Advance climate education opportunities across disciplines: Ensure that all undergraduate and graduate students have access to climate education within their discipline by further promoting existing program pathways (e.g. majors, minors, certificates, etc.), developing new pathways, and providing avenues to embed climate education into existing curriculum with integration of principles of climate justice, Indigenous and community engagement, and wellbeing.

□ **Alignment:** UC3 Strategy 1.2

Support climate education pedagogy and curriculum development: Provide consistent cross-campus support for educators to develop pedagogy and curriculum initiatives that embed interdisciplinary climate education across the disciplines in alignment with existing efforts to support transformative learning experiences and build collective capacity to have challenging conversations about complex climate-related topics.

□ **Alignment:** UC3 Strategy 1.2

Expand climate education and professional development for UBC community members and UBC partners: Expand climate-related professional development opportunities (e.g. co-op and mentorship programs, free and accessible open education resources, workshops/seminars led by IBPOC community members and scholars etc.) for students, alumni, staff, faculty and the communities that UBC serves, while providing specific support for historically marginalized communities.

□ **Alignment:** UC3 Strategy 2.4

Develop New and Strengthen Existing Partnership to Tackle the Climate



UBC's external engagements and partnerships are a critical component of its capacity to accelerate the global shift towards a 1.5°C-aligned future. To leverage these engagements effectively, UBC can support new initiatives and innovations of UBC community members and scale up those that already demonstrate success. Concurrently, UBC must recognize the strength and value of reciprocity and be willing to create space for the knowledge and best practices of external partners to be integrated into its own institutional policies. Most importantly, UBC's external engagements cannot be effective without recognizing the importance of active, ethical partnerships with Indigenous, Black, POC and marginalized communities.

Recommendations

Coordinate a climate knowledge to action central contact: Establish staff resources to coordinate a Climate Knowledge to Action central contact that will be a strong external presence; facilitate knowledge translation and disseminate climate research; and build resilient partnerships with First Nations, governments, and marginalized communities to increase the impact of UBC's climate research.

- o **Alignment:** UC3 Strategy 2.4 & 3.2

Scale up living Lab Research collaborations with diverse partners beyond campus: Scale up the UBC Campus as a Living Lab model in both Vancouver and the Okanagan by increasing collaborations with external partners, such as Indigenous communities, municipal and other governments, utilities, corporations and not-for-profits; piloting the inclusions of social sciences and humanities Living Lab projects (in line with the principles of the Climate Emergency); and devoting greater resources to engagement and partnerships for Living Labs projects off-campus that generate new, diverse and proven ways of responding to climate change beyond UBC's campuses.

- o **Alignment:** UBC Strategic Plan Strategies 3, 8, 9, 13, 14, 16, 17, 19, 20; and UC3 Strategy 1.1.

Expand and deepen external engagements through Community Councils: Create 'Community Councils' composed of UBC's external partners, with support to ensure councils adequately reflect the perspectives of those most affected by the climate crisis - including Indigenous peoples, youth/student, communities on the frontlines of climate disaster, vulnerable populations and international perspectives - to embed the external advisory role of the President's Roundtables and establish the necessary structure and continuity for long-term conversations.

- o **Alignment:** Strategic Plan, Strategy 20; UC3 Strategy 2.1.

Develop a strategic partnership framework: Develop a strategic partnership framework that builds off of existing MOUs for UBC to engage with local governments, First Nations and regional & international partners around climate action, applied research and scholarship; rooted in principles of climate justice.

- o **Alignment:** Strategic Plan Strategy 20 and UC3 Strategy 2.3 & Goal 2 overall.

Accelerate Emissions Reductions at UBCV and UBCO In Response

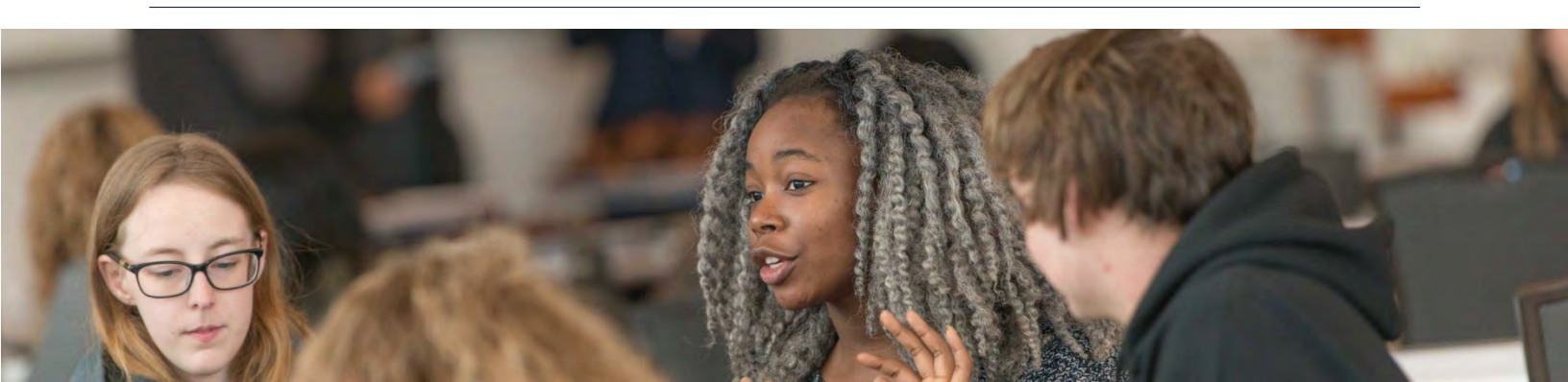


As called for in UBC's Climate Emergency Declaration, the UBC Climate Action Plan (CAP) is being rapidly updated to set new interim emissions targets, chart a path to achieve them, and monitor and reduce Scope 3 emissions for the first time. Over summer 2020, more than 150 stakeholders and experts worked across eight working groups to increase ambition to align with the 1.5°C target identified in the Climate Emergency Declaration. Distinct plans developed in parallel for UBCV and UBCO will identify strategies tailored to both UBC campuses. Interim recommendations from the CAP2030 process will be presented to the UBC Board of Governors in February 2021.

Emerging directions include:

- o The UBC Vancouver District Energy System (DES) should be 100% low carbon energy by 2030.

- o No new fossil fuel equipment installed in new buildings and existing building equipment replacements.
- o All new fleet vehicles should be zero emissions vehicles.
- o Scope 3 emissions (including emissions from air travel, food, commuting, and embodied emissions associated with buildings) should be reduced by 45-50% by 2030.
- o UBC should implement an internal carbon price in its decision-making process for energy supply projects, energy conservation projects, building renewals, and infrastructure planning. In the absence of an internal carbon price, many of the actions identified by the CAP2030 working groups will not present a compelling business case and UBC will risk failing to take the strong action needed to accelerate decarbonization.
- o The CAP project team is working with UBC Strategy and Decision Support to develop a comprehensive resourcing strategy for implementation of the CAP2030 plan.
- o The UBC Okanagan campus is rapidly advancing a strategy to identify decarbonization pathways and targets for its low carbon district energy supply system, alongside a strategic energy management plan for existing buildings. The largest source of Scope 3 emissions is being tackled through the development of the UBC Okanagan Transportation Plan, which will accelerate targets and actions to reduce commuting emissions.



Next Steps

Less than a year since the university's Climate Emergency declaration in December 2019, this report and its recommendations are representative of the UBC community's response, care and commitment to urgent climate action. The recommendations are the culmination of input and collaboration from nearly 4,000 students, faculty, staff and alumni who shared their perspectives through the community engagement process, a 20-member transdisciplinary Task Force and its 46 working group members, and an interdepartmental cross-campus project team.

This final Climate Emergency Engagement report will be presented and discussed in February 2021 to the Sustainability and Climate Action Committee, a subcommittee of the UBC Board of Governors. Similarly, this report will be circulated to the appropriate committees at each Senate, and then presented and discussed to both the Vancouver and Okanagan Senates.

To translate the recommendations into action, UBC must take an approach that is distributed so that it is embedded across all parts of the University and coordinated to ensure it remains a top priority that is adequately resourced for implementation. We recommend the following steps for implementation of the recommendations outlined in this report.

Support from UBC leadership and governing bodies

A clear mandate from the UBC Executive and governing bodies, including the Board and Senates, will propel action across all aspects of the university.

Cross-portfolio integration and alignment with the climate emergency priorities

During fall 2020, the climate emergency project team will engage stakeholders in order to identify leads for each emerging recommendation, evaluate timelines for implementation, and leverage intersecting commitments within UBC's existing plans. Collective buy-in will be essential to implementing the strategic priorities and recommendations, which relate to diverse activities across UBC's portfolios and campuses.

Avenues for community involvement

The community engagement process has demonstrated the depth, breadth and ambition of the UBC community's ideas for climate action. Continued community involvement will keep the ambition high and empower community members to translate their ideas to action. Access to decision-makers will allow for more direct translation of ideas into action. Some recommendations for ensuring continued community involvement include, but are not limited to, the creation of a Climate Advisory group (for example, to advise the President and identify opportunities for UBC to advance its climate leadership) and hosting town halls to provide community members with ongoing avenues for feedback.

Additionally, while this report's strategic priorities and recommendations drew upon a breadth of community input, the engagement process did not adequately engage Indigenous, Black and POC community members such that recommendations were crafted with their perspectives and lived experiences in mind.

To address this gap in upholding the values of climate and racial justice fundamental to the climate emergency process, we suggest that UBC seek to immediately advance two recommendations in particular - *Further engagement with Indigenous communities* and *Further engagement with Black & POC communities*. These recommendations were developed specifically to act as provisions for expert IBPOC community members to adjust the implementation pathways of recommendations where necessary. For *Further engagement with Indigenous communities*, the existing Climate Emergency Indigenous Engagement Working Group will spearhead this work; for *Further engagement with Black & POC communities*, existing Black & POC leadership bodies on both campuses should be engaged to develop a process for gathering community input. This ongoing work will ensure all the university's climate action efforts are conceptualized and operationalized in ways that both involve IBPOC communities and address impacts on them.

Reporting to the public and governing bodies

To keep the community and governing bodies updated on the progress of UBC's climate emergency response, we recommend that staff complete regular reporting. This includes:

- o Public reporting on UBC's progress implementing the climate emergency recommendations to highlight the work already underway; communicate priorities; reinforce a thread of accountability that turns community input into action; and invite ongoing community involvement and feedback.
- o Annual reporting through the UBC Executive to the Board and Senates to highlight progress made and priorities for upcoming cycles.

Dedicated anchor and staff support for coordination, accountability and action

We recommend a dedicated support staff team be supported to maintain the momentum that has been generated thus far and keep lead units accountable to implementing the recommendations. Staff should have climate justice expertise on hand to support units that are new to working in this area.

Following the roll-out of these 5 implementation pillars, UBC will have a clear pathway to proceed with the implementation of its climate emergency response.

As evidenced by the myriad actions that make up the climate emergency recommendations, as well as the diversity of timelines and breadth of collaboration needed to fully realize the strategic priorities, UBC's climate emergency response will not end with the completion of a set of actions; rather, it will require the ongoing mobilization of resources to meet the unfolding challenges of the climate crisis. This report, its strategic priorities and recommendations are merely the first step in a new chapter in UBC's journey to support a global shift towards a just and sustainable future for everyone.

To follow along with the next steps of UBC's climate emergency response and stay in the loop, you can sign up at climate.emergency@ubc.ca.

Appendix A

Governance

A transdisciplinary team, which included UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to collaborate on, lead and advise the engagement process and outcomes in a way that achieves the spirit and intent of the Climate Emergency declaration.

Climate Emergency Project Team and Structure

Climate Emergency Task Force (Task Force)

The UBC President's office convened a Task Force to oversee and advise on the engagement process and final report.

With the interdisciplinary and multifaceted nature of the climate crisis, the intergenerational Task Force membership aimed to represent the variety of perspectives needed to address this complex crisis. Membership ranges from Indigenous students and faculty to executive members to student government, from faculty to activists from experts in climate science and solutions, to underrepresented members bringing crucial lenses of equity, climate justice and lived experience with the climate crisis.

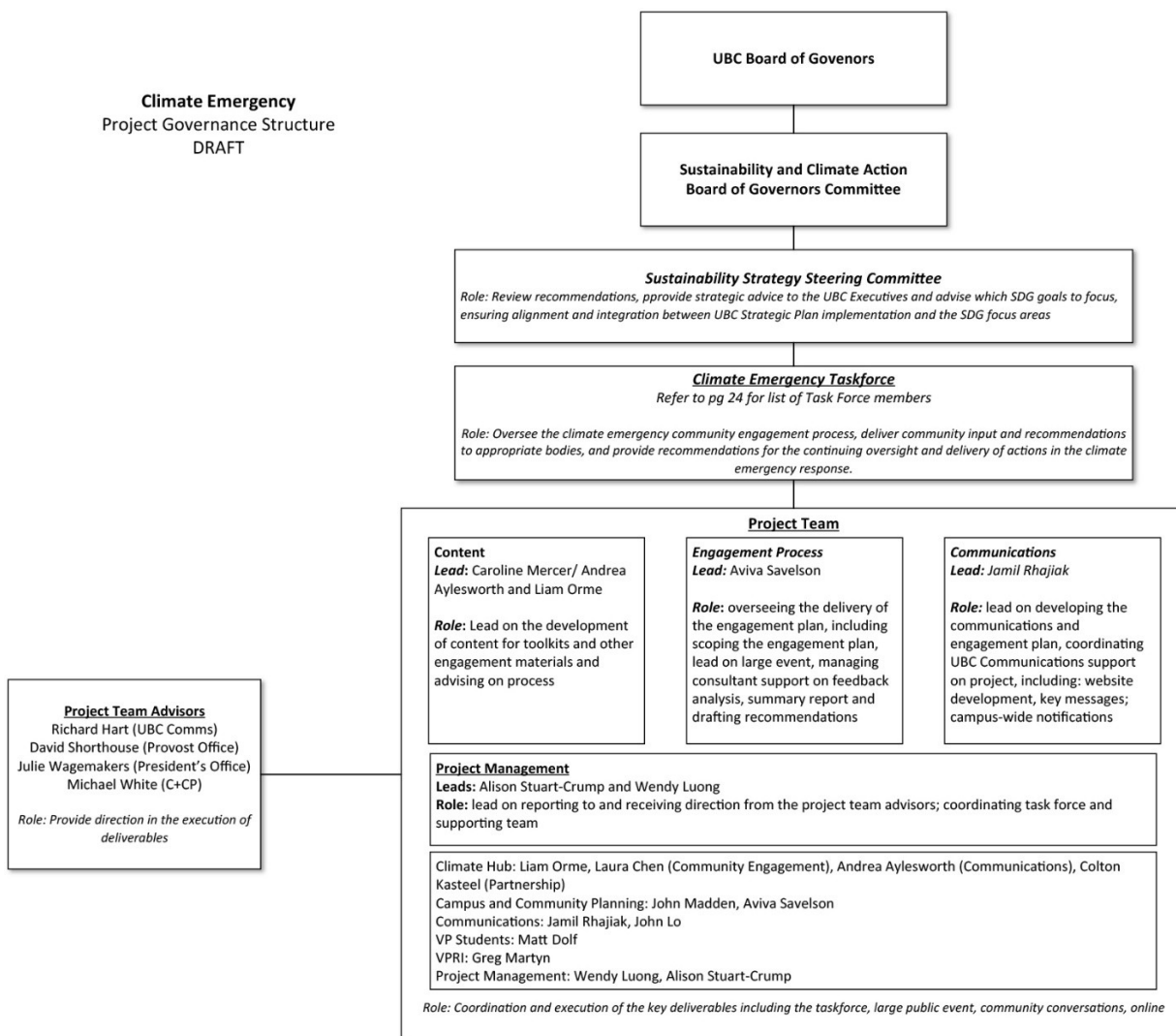
Climate Emergency Task Force	
Co-chairs	<ul style="list-style-type: none"> • Walter Mérida, Professor, Mechanical Engineering, Associate Dean Research for Applied Science, Senior Advisor to the President (UBCV) • Michelle Marcus, Undergraduate student, Climate Justice UBC (UBCV)
Task Force Members	<ul style="list-style-type: none"> • Jeanie Malone, Graduate student and Board of Governors member (UBCV) • Georgia Yee, Undergraduate student and UBC-V AMS VPA; • Greg Garrard, Professor of Environmental Humanities and Associate Dean, Research and Graduate Studies (UBCO) • Jessica Dempsey, Associate Professor, Geography (UBCV) • Aftab Erfan (<i>Former Task Force & UBC Staff Member</i>), Director, Dialogue & Conflict Engagement, Equity and Inclusion Office & Sessional Lecturer, SCARP (UBCV) • Sandeep Pai, PhD Student, IRES (UBCV) • Ishmam Bhuiyan, Undergraduate student, UBC Social Justice Centre (UBCV) • Dr. Jan Hare, Professor of Indigenous Education (UBCV); Associate Dean for Indigenous Education; Director, NITEP • Emily Pearson, Undergraduate student, Biology (UBCV) • Vanessa Andreotti, Faculty of Education - Educational Studies (UBCV) • Rickey Yada, Dean of Faculty of Land and Food Systems, Member of Executive Steering Committee on SDG (UBCV) • John Klironomos, Senior Advisor to the President (UBCO) • Gail Murphy, Vice-President Research and Innovation (UBCV) • Ali Poostizadeh, President UBCSUO (UBCO)

UBC Project Team

UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team to design, execute and oversee the contracted reporting on the engagement process. The project team was managed and advised by the President and Provost offices, reporting to and working in collaboration with the Task Force. Team members included staff from Campus and Community Planning, UBC Communications, and the offices of the Vice-Presidents Students and Research and Innovation.

The project team also crucially included staff from the UBC Climate Hub, a student-driven initiative funded by UBC administration. Equipped with climate justice expertise, these team members supported the strategic development, communication, and implementation of the engagement process, including information available on their website to equip participants before having their say. After the onset of COVID-19, the Climate Hub spearheaded the virtual dialogues, facilitated the Task Force Working Groups, and supported the development of the report. The UBC Climate Hub has been instrumental in driving the climate emergency process forward and delivering the final report.

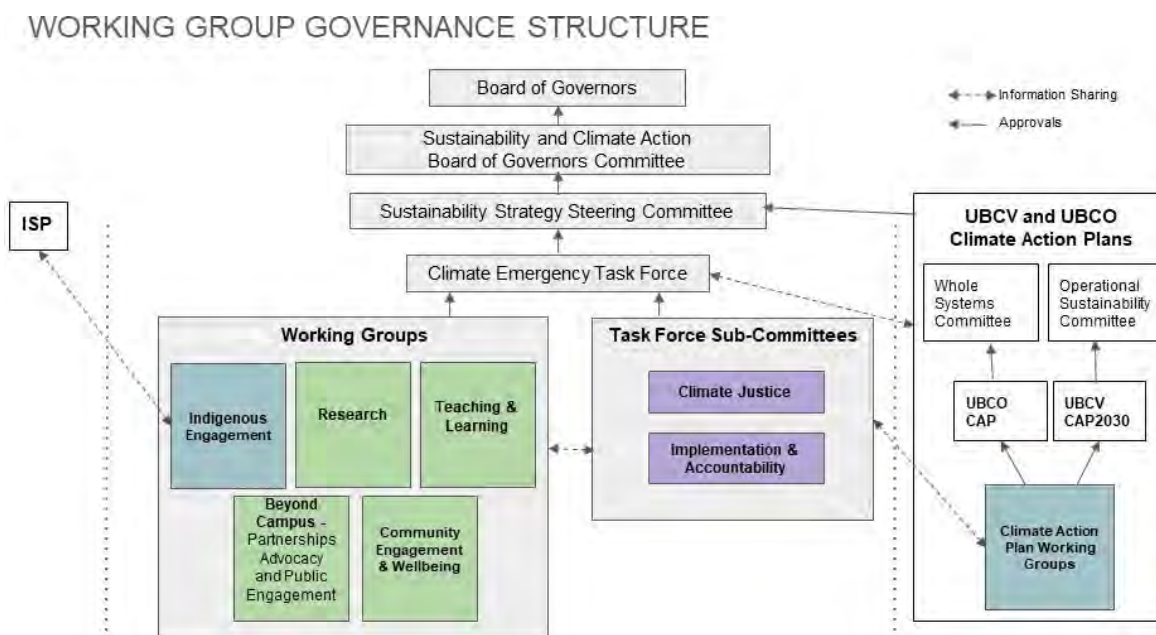
The following organizational chart displays the governance structure that guided oversight, delivery and reporting on the



Climate Emergency engagement program:

Task Force Working Groups

Upon the close of the engagement program, the Task Force created working groups to support in developing its recommendations by drawing on subject matter experts within the UBC community. The following organizational chart displays the governance structure with the addition of the working groups:



Working groups membership included faculty, staff and student experts, Task Force representatives, and were co-led by Climate Hub members.

Teaching and Learning Working Group

Co-Leads	<ul style="list-style-type: none"> Jean Marcus, Director, Teaching, Learning & Student Engagement, UBC Sustainability Initiative (UBCV) Carolina Restrepo, Sessional Lecturer, Coordinator, (BRAES) Okanagan Institute for Biodiversity, Resilience, and Ecosystems Services (UBCO)
Task Force Members	<ul style="list-style-type: none"> Jeanie Malone, Graduate student and Board of Governors member (UBCV) Georgia Yee, Undergraduate student and UBC-V AMS VPA;
Climate Hub Lead	<ul style="list-style-type: none"> Pablo Akira Beimler, Academic Engagement Lead, SCARP graduate student
UBC Community Members	<ul style="list-style-type: none"> Greg Garrard, Professor of Environmental Humanities and Associate Dean, Research and Graduate Studies (UBCO) Amanda Giang, Assistant Professor, IRES, Mechanical Engineering (UBCV)

- Tara Ivanochko, Associate Professor of Teaching, EOAS, Associate Head Undergraduate Affairs; Director, Environmental Science (UBCV)
- Rachel Cheang, Undergraduate student in Human Geography; research assistant for Climate Studies Minor (UBCV)
- John Janmaat, Associate Professor of Economics focus on environmental and resource economics (UBCO)

Beyond Campus Working Group

Co-Leads	<ul style="list-style-type: none"> • Walter Mérida, Professor, Mechanical Engineering, Associate Dean Research for Applied Science, Senior Advisor to the President and Task Force Co-chair(UBCV) • Colin Wilson, Director, Research and Industry Partnerships, School of Engineering (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Jessica Dempsey, Associate Professor, Geography (UBCV) • Aftab Erfan (Former Task Force & UBC Staff Member), Director, Dialogue & Conflict Engagement, Equity and Inclusion Office & Sessional Lecturer, SCARP(UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Colton Kasteel, Strategic Partnerships Lead
UBC Community Members	<ul style="list-style-type: none"> • Linda Nowlan, USI Senior Director (UBCV) • Katie McCallum, Manager, UBC Community Engagement (UBCV) • Casey Hamilton, Campus Health Specialist (UBCO) • Victoria Smith, Director, Regional And International Engagement, University Sustainability Initiative (UBCV) • Grace Nosek, PhD Student, Allard Law School (UBCV)

Research Working Group

Co-Leads	<ul style="list-style-type: none"> • Robert Godin, Assistant Professor, Chemistry (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Sandeep Pai, PhD Student, IRES (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Laura Chen, Community Engagement Lead
UBC Community Members	<ul style="list-style-type: none"> • Jon Corbett, Associate Professor, Community, Culture and Global Studies (UBCO) • Julian Dierkes, Associate Professor, SPPGA; Associate Dean, Graduate and Postdoctoral Studies (UBCV) • Heather Frost, Director, SPARC, VP Research & Innovation (UBCV) • Kathryn Harrison, Professor, Political Science (UBCV) • Milind Kandlikar, Director and Professor, IRES, School of Public Policy and Global Affairs (UBCV)

Community Engagement & Wellbeing Working Group

Co-Leads	<ul style="list-style-type: none"> • Matt Dolf, Director, UBC Wellbeing, VPS & VPHR (UBCV) • Melissa Feddersen, Wellbeing Specialist, Health and Wellness, AVPS (UBCO)
Task Force Members	<ul style="list-style-type: none"> • Michelle Marcus, Undergraduate student (Task Force Co-Chair) • Ishmam Bhuiyan, Graduate student, faculty of Science (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Meghan Wise, Graduate student, Political Science (UBCV)
UBC Community Members	<ul style="list-style-type: none"> • Alicia Hibbert, Senior Lead, Workplace Wellbeing Strategies, Health, Wellbeing and Benefits (VPHR) • Kim Kiloh, Director, Centre for Student Involvement & Careers (VPS) • Miah Olmsted, Undergraduate student (UBCO), BFA, Creative and Critical Studies (UBCO) and Climate Reality Leader • Jenna Jakes, Graduate student, Health and Social Development • Caroline Pisko, Graduate student, Health and Social Development

Indigenous Working Group

Co-Leads	<ul style="list-style-type: none"> • Dr. Jan Hare, Professor of Indigenous Education (UBCV); Associate Dean for Indigenous Education; Director, NITEP
Task Force Members	<ul style="list-style-type: none"> • Dr. Jan Hare • Emily Pearson, Undergraduate Student, Biology (UBCV)
Climate Hub Lead	<ul style="list-style-type: none"> • Adriana Laurent, Climate Hub Projects Administrator
UBC Community Members	<ul style="list-style-type: none"> • Sharon Stein, Assistant Professor, Education (UBCV) • Joel Liman, Indigenous Academic Advisor, Faculty of Science (UBCV) • Siera Stonechild, Indigenous Student Coordinator, First Nations House of Learning (UBCV) • Karlene Harvey, Arts Academic Advisor, Indigenous Students (UBCV)

Climate Emergency Recommendations Development Process

The creation of the Task Force's working groups ensured the recommendations incorporated the wealth of expertise within the UBC community and drew upon the extensive community input gathered from the engagement process. The

working groups' responsibilities included:

- o Reviewing and incorporating community input from the engagement process
- o Reviewing input to the development of the Indigenous Strategic Plan consultations and surveys
- o Developing recommendations that are grounded in topic area expertise and rooted in the principles of the Climate Emergency Declaration (including but not limited to UNDRIP, climate justice lenses, 1.5°C degree world, fossil free economy)
- o Engaging community experts in developing the recommendations
- o Determining implementation pathways, quick starts and timelines for the recommendations
- o Liaising with other working groups on cross-cutting recommendations.

Climate Hub members, as co-leads for the working groups, led the consolidation and refinement of the resulting strategic priorities and recommendations, with input and guidance from the Task Force and working group members.

The Task Force was responsible for reviewing the outcomes of each of the working groups and finalizing the recommendations to be presented to the Board of Governors. The Task Force ensured that the needs of stakeholder communities were included in the recommendations put forward and that the recommendations aligned with the spirit of the Climate Emergency Declaration. The Task Force was supported by the UBC project team, particularly regarding advising on implementation.

Informed by the key themes emerging from the community engagement process, the working group covered the following topics:

Indigenous	<p>Recommendations related to collaborative climate solutions grounded in Indigenous empowerment and self-determination reflecting UBC's commitment to the UN Declaration on Rights of Indigenous Peoples (UNDRIP), Indigenous community-based reports, and notable institutional programs and policies (across 32 post-secondary institutes across Canada, the US, New Zealand, Australia) of Indigenous engagement in relationship to climate change.</p> <p>Note: Due to different timelines, the Indigenous Engagement Working Group (IEWG) produced a separate analysis integrated in the report and with more specific findings and recommendations available in Appendix E: Indigenous Engagement Working Group Themes and Recommendations</p>
Research	Recommendations related to identifying opportunities to promote, mobilize and support funding of climate-focused research, as well as facilitating more interdisciplinary research across faculties.
Teaching & Learning	Recommendations related to strategies that incorporate climate change and climate justice into more courses, increase the accessibility of climate content in degree pathways, and facilitate more interdisciplinary teaching across faculties.
Community Engagement & Wellbeing	Recommendations related to diversifying programming to support community/civic engagement and community wellbeing and resilience in the face of climate impacts.

Engagement Beyond Campus (Partnerships, Advocacy & Public Engagement)	Recommendations related to opportunities to convene diverse conversations with a variety of stakeholders, including nonprofits, government, members of the public and industry, and suggest ways for UBC to influence and advocate for these groups to take additional climate action.
Climate Action Plan	<p>Recommendations related to UBC operations, buildings, infrastructure and services on campus, including getting to and around UBC campus locations in sustainable ways.</p> <p>Note: This working group operated in parallel to the Climate Emergency process as the Climate Action Plan (CAP) 2030 process for Vancouver and Okanagan campuses were already underway. Community input gathered through the Climate Emergency process is informing this CAP work.</p>

Task Force sub-committees were also established to support the development of recommendations across all topic areas:

Climate Justice	<p>Their role included developing a definition of climate justice in the context of UBC for application across all working groups, along with guiding questions to help working groups frame recommendations with a lens of climate justice.</p> <p>This group also reviewed recommendations to ensure they embodied principles of equity, justice and inclusion.</p>
Implementation & Accountability	Their role included developing a plan and reporting structure for long-term implementation and oversight to ensure recommendations feed into existing structures while still being accountable to the community.

Appendix B

Working Group Submissions

This appendix presents the consolidated outcomes of each of the Task Force working groups. These were used to draft the recommendations presented in the main body of the report.

Below, each emerging recommendation is broken into the following sections:

- o **Timeframe:** The time that it will take to implement the recommendation
- o **Description:** High-level overview of recommended actions
- o **Implementation Pathway:** New and/or existing UBC structures and initiatives that could lead or support with the implementation process
- o **Quick Starts (if applicable):** Proposed actions that could be completed within 4-6 months to demonstrate UBC's early progress and accountability
- o **Description of Success:** The desired outcomes following implementation

While this robust summary illustrates the comprehensive thinking and nuance behind each recommendation, it is not meant to be prescriptive; further consultation will be required to ensure feasible, efficient, and effective implementation. As new structures emerge that are dedicated to climate emergency implementation and accountability, this appendix should be used as a tool to guide future conversations around tangible and implementable next steps for UBC's continued and accelerated climate action. It is a starting point for anyone seeking to implement recommendations from the climate emergency process.

Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour



Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Through the community dialogues, it was clear that there was a strong demand for support for IBPOC communities who wanted to take climate action. Hiring and fairly compensating IBPOC staff, faculty and research students who are working in research, education, mental health support, and advocacy on climate and racial justice. In doing so, also ensure that they are adequately compensated through honoraria, course credit, reductions in other duties and consideration in tenure and promotion processes.

Implementation Pathway

- Dedicate staff to support IBPOC researchers

- Create a diverse hiring committee that drafts a strategic hiring plan that prioritizes the hire of IBPOC faculty, grads, undergrads, especially those with lived experience
- Hiring should take place in all areas of the university (departments, disciplines, offices, programs), and should include high profile positions such as CRCs and PECs in areas such as Indigenous Climate Justice, and Racial Equity and Climate Justice
- Consult with EIO office and UBC Community Engagement Plan
- Engage with the Black Caucus and FNHL
- Create a dedicated scholarship fund to support IPPOC UG & Grads working on climate change.
- Create a dedicated pool of funds to ensure that on-campus IBPOC-led initiatives receive adequate funding and support
- Potential Partners: Deans, Provosts, Executive, VP Students, VP Human Resources, Heads and Senate; Black Caucus; First Nations House of Learning (FNHL).

Description of Success

- License is given to students, faculty and departments to work on climate justice research, advocacy and community engagement.
- Community members are supported rather than silenced for speaking out about controversial issues and space is created for difficult conversations about UBC's complicity in climate injustice.
- Support for climate justice also goes beyond education and towards personal understanding and action, ensuring that people are equipped with skills that build their capacity.

Support off-campus IBPOC led climate initiatives

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Extend resources to IBPOC communities off-campus to advance climate change and climate justice by supporting grassroots initiatives and amplifying their work. UBC should establish and formalize partnerships with IBPOC-led climate organizations off-campus (e.g. the Indigenous Climate Action, Shades of Sustainability, and etc.) to be included in climate-focused partnership initiatives (E.g. President's Roundtables, etc). Providing resources for IBPOC individuals to participate in university initiatives and decision making is essential for UBC's commitment to work towards dismantling historic and existing barriers faced by marginalized communities. By expanding research capacity for IBPOC community members off-campus (e.g. CJRC), we are supporting leadership for communities who don't have access to our institution, and/or those who prefer to center their work in community. In these efforts, relationships between UBC and community-based initiatives should be premised on principles of respect, reciprocity, trust, and consent.

Implementation Pathway

- Provide research support and other relevant resources that are requested by IBPOC communities (ex. Scale- up Climate Hub's Climate Justice Research Collaborative)
- Reference and build on the Indigenous Strategic Plan and Inclusion Action Plan
- Create a transparent process that clearly outlines how feedback is incorporated
- Potential Partners: The Black Caucus, FNHL, Climate Hub (CJRC)

Description of Success

- License is given to off-campus community members to work on climate justice advocacy and community engagement.
- There is active support and solidarity with climate justice movements off-campus

Engage with Black and POC Communities

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

In order to make sure further recommendations that continue to dismantle historic and existing barriers for Black and People of Colour communities are accounted for, a continuous engagement process with racialized communities must continue to inform the ongoing development and implementation of UBC's Climate Emergency Response to develop recommendations. Through the community engagement input, we heard that racial justice is a huge priority and more work is needed on this issue. Furthermore, we also heard that the community wanted more dedicated engagement to the IBPOC community to help craft detailed recommendations around how to support them. These are the people who are the most impacted by climate change and climate action, thus these communities should be given the right to a fair process to take part equitably in the decision-making process, especially around issues that affect them directly. It is important to recognize that representation can cause much harm if it is disingenuous, it's not just about giving communities a seat at the table, rather give communities agency and actual power over decisions made. Perspectives that are contrary to the status quo or raise challenging questions and demands cannot be sidelined. UBC should commit to supporting structures of accountability that embed Black and POC perspectives into all the Climate Emergency recommendations.

Implementation Pathway

- Dedicate staff resources to offer support for on-going engagement with Black and POC communities both on and off campus
- Create accountability mechanisms to follow up on points raised and commitments made (E.g. Dashboard of UBC's anti-racism commitments)
- Adequately compensating people for their time and contributions
- Need to ask for funding and identify who would do this with expertise (need buy-in from equity and inclusion)
- Reference UBC's Inclusion Action Plan
- Leverage resources from Recommendation 13 (Increase capacity and resources for engagement)
- Partners: UBC Community Engagement
- Potential Partners: Equity + Inclusion Office, Climate Hub, CCEL

Quick Starts

- Hire a full time staff person for on-going Black and POC engagement in the ongoing development and implementation of UBC's Climate Emergency Response
- Provide dedicated funding for honorarium for Black and POC communities who engage in the process
- Create a community engagement plan with Black and POC communities to understand how to best engage with them on an on-going basis.

Description of Success

- UBC community promotes procedural justice across all aspects of university operations and prevents interests that run counter to the community's interests from influencing decisions.
- On-going engagement with Black and POC communities is considered in the long-term implementation of the Climate Emergency recommendations and engagement is continuous, not just one-off and extractive.
- UBC's public communications influence societal discourse

Demonstrate Institutional Leadership on Climate Justice



Establish Climate Justice Standards for the University's Activities

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Immediate (<1 year)

Description:

It has become clear through the community engagement and working group processes that UBC needs a more robust set of requirements to allow its immense social and financial procurement power to influence external actors and partners to align themselves more closely with UBC's commitment to climate justice and a 1.5°C-aligned world. This has strong overlap with the existing processes undertaken by the Climate Action Plan 2030 process and its work on UBC's Scope 3 and extended emissions. However, there is more to do than just decarbonize UBC's Scope 1, 2 & 3 emissions; UBC needs to extend its commitment to the principles of the climate emergency declaration to its wide range of partners and use all means of influence it has to enable partners to transition more rapidly to a more just and 1.5°C-aligned world. The following four pillars represent key areas that should be prioritized:

Pillars

1. Student recruitment: Set terms for student recruiting on campus and the types of companies that are allowed to recruit at UBC.
2. Procurement: Mandate that all UBC vendors (including, but not limited to Requests for Proposals) properly align their products and services to bold climate justice standards.
3. Financial Management: a) Full disclosure of all investments (across all asset classes) & b) Mandate UBC Investment Management Trust to include climate justice as criteria for selecting and renewing financial managers, with a concrete set of criteria.
4. Action on External Fundraising Partnerships: a) Disclosure of donations (corporate and major donors), including

the specified use of donations (e.g. research, education, capital projects) & b) Investigating fossil fuel and extractive industry funding of university activities and amending fundraising policy.

Implementation Pathway

- Board endorsement of university-wide general climate justice criteria (based on principles of CE Declaration, community engagement, consultation with university stakeholders, and recommendations) to guide and influence activities across departments and university external partnerships moving forward.
- Board endorsement of the need to recognize historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, and how universities have been used to manufacture climate denial. The President's office supports the implementation of a statement on this issue in coordination with the Task Force.
- Board endorsement for VP Research to begin an internal review to determine level of activities and research at UBC & UBCO currently funded by the fossil fuel sector, with advisory from the Task Force.
- Leverage the Climate Justice Backgrounder and the expertise of the Climate Emergency Climate Justice sub-committee to begin developing criteria for the quick start actions. Work with the Task Force to review who else needs to be part of the Climate Justice subgroup.
- Following the development of general criteria, VP External; VP Development & Alumni Engagement; and VP Finance are engaged to integrate criteria into their respective portfolios. The ongoing integration of this criteria includes regular updates and oversight from advisory members of students and faculty.
- Draw guidance on the implementation and development of the criteria across all portfolios from the new community advisory body responsible for overseeing the implementation of the Climate Emergency recommendations.

Four Sub-Criteria:

1. Recruitment

- o This includes General recruitment, recruitment for Co-op placements, internships and faculty-specific recruitment and matchmaking. Criteria should be inspired by UBC's commitment to 1.5°C-alignment and the standards of climate justice outlined in the Climate Justice Backgrounder.
 - o The Centre for Student Involvement & Careers currently manages recruitment at UBC Vancouver and should be supported by the VP Students portfolio to review its capacity to mandate a set of criteria that companies must follow should they want to recruit on campus.
 - o On the Okanagan Campus, general recruitment is done through the Student Recruitment and Advising Office. The Okanagan campus also has a Community Service Learning program which matches students with course credit, volunteer, or employment opportunities with community partners. Both could be leveraged to follow the same actions as described above.

2. Procurement

- o UBC Financial Operations (Both UBCV & UBCO) has an FO Sustainability Framework which currently aligns with "UBC's 2035 vision of 'regenerative sustainability embedded across the University throughout teaching, learning, research, partnerships, operations and infrastructure, and the UBC community.'" This needs to be updated to reflect the climate emergency declaration commitments, including 1.5°C alignment, commitments to UNDRIP, and more.
- o The Green Purchasing Guide should be updated according to the changes in ambition on the FO Sustainability Framework. The purchasing guide is held by UBC Supply Management and UBC Sustainability and Engineering.
- o The Financial Operations Supplier Code of Conduct (SCC) should also be updated to reflect Board endorsement of the climate emergency declaration.
 - o The 'Environment' section should reflect a 1.5°C commitment immediately and align itself with the updated emissions targets that ultimately come out of the CAP process.
 - o The code of conduct should reflect commitments to justice, as defined in the climate justice [backgrounder](#) prepared by the Climate Emergency Climate Justice Sub-Committee.
- o UBC uses its membership of the [Canadian Collaboration for Sustainable Procurement \(CCSP\)](#) to advocate for a unified Canadian public institutional commitment to 1.5C-aligned procurement standards.

- o The [Green Labs program](#) is an example of what types of existing UBC work we want to build off of (and programmatic knowledge to leverage). This could be expanded and resourced to have a higher impact. Related issues like heavy metal disposal in the mining department could be coordinated to reduce environmental impact.

3. Financial Management

- o Disclose investments across all asset classes.
- o Embed climate justice principles into UBC's investment beliefs and Statement of Investment Principles.
- o Develop climate justice criteria for asset managers, using the aforementioned climate justice [backgrounder](#), the climate emergency declaration and community engagement to inform its criteria. Asset managers should apply climate justice principles to investments through negative and positive screens, as well as engaging with companies to improve their practices

4. Fundraising Policy

- o Disclosure of donations (corporate and major donors), including the specified use of donations (e.g. research, education, capital project).
- o The Board of Governors' should endorse a formal study to see how much research and/or other UBC activities rely on contributions (financial and in-kind) from the fossil fuel sector and other extractive industries (e.g. mining), with the purpose of ultimately making a decision on the fundraising policy as per the outcome of the findings. Development & Alumni Engagement (DAE) would be a key partner for this work.

This recommendation aligns closely with:

- UBC Strategic Plan, Strategy 16; CAP 2030
- **Potential Partners:** EIO; VP External; VP Finance; VP DAE; VP Students; UBC Climate Hub; USI; UBC Community Engagement; SDS; IMANT.

Quick Starts

- Initiate a process to develop general climate justice criteria in consultation with the Climate Advisory Group
 - o Board endorsement of high-level university-wide general climate justice criteria (based on CE Declaration, Community Engagement and Recommendations) to guide the university external partnerships moving forward.
- Following the development of general criteria, VP External; VP Development & Alumni Engagement; and VP Finance are engaged to integrate criteria into their respective portfolios. The ongoing integration of this criteria includes regular updates and oversight from advisory members of students and faculty.
- Student recruitment: Set terms for student recruiting on campus and the types of companies that are allowed to recruit at UBC.
- Procurement: Mandate that all UBC vendors (including, but not limited to Requests for Proposals) properly align their products and services to bold climate justice standards.
- Financial Management: a) Full disclosure of all investments (across all asset classes).
b) Mandate UBC Investment Management Trust to include climate justice as criteria for selecting and renewing financial managers, with a concrete set of criteria.
- Action on External Fundraising Partnerships: a) Disclosure of donations (corporate and major donors), including the specified use of donations (e.g. research, education, capital project). b) Investigating fossil fuel industry funding of university activities and amending fundraising policy.
- Board endorsement of the need to recognize historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, and how universities have been used to manufacture climate denial. The President's office supports the implementation of a statement on this issue in coordination with the Task Force.
- Board endorsement for VP Research to begin an internal review to determine level of activities and research at UBC & UBCO currently funded by the fossil fuel sector, with advisory from the Task Force.
- Leverage the Climate Justice Backgrounder and the expertise of the Climate Emergency Climate Justice sub-committee to begin developing criteria.
 - o The disclosure of investments and donations

Description of Success

Pillar #1: Recruitment

- Community-developed metrics are used to set these standards that consider a comprehensive overview of companies' engagement with climate justice, both direct and indirect (e.g. lobbying activities).

Pillar #2: Procurement

- Changes in procurement requirements result in product alteration, alternate sourcing, changes to transportation/shipping used, and changes to our partners' carbon footprints overall.

Pillar #3: Financial Management

- Investment managers' criteria aligns with the aspirations, principles and spirit of the climate emergency declaration.
- Community members can also easily determine what UBC is invested in and who donates to UBC.
- Full information reporting across all asset classes and donation types.

Pillar #4: Fundraising Policy

- UBC's fundraising policy is adjusted to be in line with the Climate Emergency declaration and principles of climate justice. Internal research funding at UBC stipulates that grants & awards use climate change impact as a prominent benchmark against which to evaluate faculty submissions.
- A "Just Transition Fund" for researchers who are traditionally reliant on the fossil fuel sector to access optional funding opportunities for research that aligns with the principles of the declaration. The intent would be to support increased access to choices for researchers and academics who are limited in their decision-making opportunities by the embedded nature of extractive industries in their discipline.

Demonstrate & Advocate for Institutional Justice-Based Climate Action

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Immediate (1-3 years)

Description:

As a globally leading academic institution with commitments to aligning its internal activities and operations with climate justice, UNDRIP, 1.5° C, and a justice-based recovery from COVID, UBC needs to 1) maintain a consistent external advocacy platform that advances justice-based climate action beyond campus, while also 2) demonstrating accountability to its advocacy themes by reconciling its current and past roles in perpetuating local and global injustices.

The first pillar of advocacy means that the university, as an institution, begins to advocate more often and openly for public policy action to all manners of other institutional bodies including municipal, provincial and federal governments, the private sector, other higher education institutions and more. Examples of this include: Making public statements to show support for climate policy at regional, national and international levels that are in line with 1.5° C, UNDRIP, and a rapid wind down of fossil fuel production that accommodates workers and a just transition to sustainable energy systems (while speaking out on policy decisions and projects that are not); showing solidarity with communities impacted by unjust climate policy, including but not limited to Indigenous nations being denied their right to free, prior and informed consent; lobbying the federal and provincial governments, including federal funding agencies, for an increase in public funding for climate justice research and education projects at all higher education institutions; advocating for just solutions that support climate refugees fleeing to Canada, including its own students who are and will be displaced; calling on other institutions to follow UBC's leadership in divesting from fossil fuels; and more.

The second pillar asks that UBC recognize its complicity in the acceleration of global climate change and social injustice, and therefore commit to addressing global wealth and resource use divides that have defined its prosperity. Of particular importance in the climate emergency response is acknowledging UBC's role in producing emissions in the past and into the present (through investments, institutional operations, procurement and partnerships, and more) and how those emissions have disproportionately impacted other regions and communities across the world while providing material wealth for the university and its community members. This also means recognizing questions of justice such as: who suffers for living next to extraction, who used up the majority of our global carbon budget, who bears the costs of climate solutions, and who has enjoyed most of the wealth from the burning of fossil fuels; and in doing so, acknowledge that UBC must commit to 'paying' its ecological debts and be materially accountable for its role in advancing climate change and associated injustices over its 100+ year history.

Implementation Pathway

Pillar 1

- UBC publicly supports report from the Task Force for Resilient Recovery calling for federal spending on recovery to focus on environmental and climate issues <https://www.recoverytaskforce.ca/wp-content/uploads/2020/07/TFRR-Preliminary-Report-Jul-2020.pdf>
- UBC works with the U15 network to call for specific COVID stimulus funding towards climate justice research and education for post-secondary institutions.
- UBC Endorses the [Finance Climate Challenge](#).

- UBC shares its divestment decision-making tools with other institutions.
- An internal review to legally clarify what the university can endorse or can not endorse given the changes in charitable political engagement, the Universities Act, and any other applicable laws.
 - A public statement on the findings should accompany the outcomes.
 - This would be another non-infrastructure Living Lab opportunity.
- Undertake an additional internal review to examine if the university can define its charitable educational mission to include climate justice.
- Divestment Advocacy
 - Leverage the Responsible Investing Charter and University Climate Change Coalition networks to call on other higher education institutions to divest and support them in doing so.
 - Collaborate with governments, other investors and local communities to develop reinvestment opportunities and climate justice screens (e.g. an UNDRIP investment screen).
 - Advocate for broader action in the financial sector by endorsing the [Finance Climate Challenge](#) and pushing for mandatory regulations for financial carbon disclosures and emissions reductions.
- An institutional statement is created that explains the historical and contemporary links between fossil fuel industry funding to universities, politicians and public institutions, along with the role of academic institutions in propagating manufactured climate denial.⁸
- UBC advocates for public funding of climate-related research and activities to eliminate industry influence over such a critical public-interest issue. This includes research funding from the tri-council and local governments.

Pillar 2

- Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's past and ongoing roles in contributing to the climate change impacts that are disproportionately burdening marginalized communities, and commit to solution pathways that draw from the CAP, Climate Emergency Response and a suite of new actions to 'pay' this ecological debt.
- Develop a strategy in coordination with recruitment, student engagement and development offices across UBC to support students (financially and in-kind) who are fleeing climate-related impacts to attend and live at UBC.

This recommendation aligns closely with:

- UC3 Strategy 3.1: "Release collective statements and calls to action advocating for bold and ambitious global climate mitigation and adaptation actions and targets that incorporate climate justice."
- UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): "Endorse Public Campaigns like the 'Put a Price On It' campaign, which is already widely supported by universities 33, and align with organizations like the Citizens' Climate Lobby which supports carbon pricing legislation"⁹
- UBC Strategic Plan, Strategy 16: Public Relevance & Strategy 19: Global Networks & Strategy 3: Thriving Communities
- Responds to the President's Roundtable on Climate Action report

⁸ Building off the precedent of Action 6 of the Indigenous Strategic Plan.

⁹ https://secondnature.org/wp-content/uploads/SecondNature_UC3_The-Role-Of-Higher-Ed-In-Advancing-

[Carbon- Pricing_Final.pdf](#)

- Potential Partners: President's Office; VP External; Government Relations; UBC Climate Hub.

Quick Starts

- UBC publicly supports the preliminary [report](#) from the Task Force for Resilient Recovery
- UBC works with the U15 network and RUCBC to call for specific COVID stimulus funding towards climate justice research and education for post-secondary institutions.
- Mandate OUC to consult with experts and report back clarifying for the BoG and the UBC President the legal boundaries of advocacy for climate justice
- Endorse the Finance Climate Challenge
- Share UBC's divestment decision-making and tools with other institutions, starting with active encouragement to UC3 institutions to fully divest.
- Undertake an additional internal review to examine if the university can define its charitable educational mission to include climate justice.

Description of Success

- Divestment advocacy and knowledge sharing results in universal divestment by UC3 members.
- UBC's institution-wide study and public report on its complicity in the acceleration of global climate change and social injustice identifies missing actions from UBC climate emergency response and implementation pathways for next steps in the reconciliation pathway.
- UBC's calls for green stimulus funding and increased public funding of climate-related research lead to an increase in available funds for all universities working on climate change.
- New scholarships, housing and in-kind resources are reserved for, and designated to UBC students fleeing climate disaster.

Enact Commitments to Divestment & Sustainable Investment

Drafted by the Climate Justice Working Group

Timeframe for implementation: Medium term (3-5 years)

Description

Fully divest from fossil fuels across all asset classes by 2025; embed climate justice into investment beliefs and principles; reinvest 5% of investments in just community projects; involve the UBC community in determining UBC's investment priorities; and publicly report on progress towards divestment and reinvestment.

Implementation Pathway

Adopt [Climate Justice UBC's Recommendations](#):

- o Fully divest from fossil fuels across all asset classes by 2025. [Concordia University](#) and [The University of Guelph](#) have both committed to full divestment by 2025. We call on UBC to adopt a similar timeline. Divestment must apply to *all* asset classes, including private equity. UBC should also clearly define divestment from fossil fuels as divestment from all extraction, processing and transportation of coal, oil and natural gas

- o (i.e. “energy sector”). Carbon emissions accounting must include Scope 3 emissions. UBC can also switch to a fossil free benchmark to minimize tracking error.
- o Embed climate justice into investment beliefs and Investor Policy Statements. Climate justice criteria should be incorporated into UBC’s Statement of Investment Principles. This means aligning with a 1.5 oC pathway and mitigating the inequitable social conditions that are exacerbated by climate change. For example, as highlighted in the Students for Mining Justice and Indigenous Committee’s letter to UBC, climate justice includes mining justice. UBC should divest from mining companies that violate Indigenous and human rights.
- o Apply climate justice principles to the manager selection process and manager agreements. By setting requirements for managers, UBC can influence the development of new fossil free and climate-just investment products. The manager selection process must go beyond carbon emissions; UBC should require fund managers to commit to applying climate justice criteria, including a fossil free screen, to investment portfolios. Managers can apply climate justice principles through negative and positive screens, as well as engaging directly with companies to improve their practices.
- o Develop climate justice proxy voting and shareholder engagement guidelines. UBC should develop transparent proxy voting guidelines for managers in line with climate justice. We recommend that UBC work with SHARE to develop these guidelines and administer proxy votes.
- o Reinvest 5% of investments in community projects that advance racial, economic, environmental and social justice. By allocating investment capital into local community projects, such as clean energy, safe and affordable housing, sustainable local agriculture, community wealth operatives, and worker-owned businesses, UBC can help transform our economy from one that is extractive to one that is just and regenerative. In line with national movements to defund the police and abolish the prison-industrial complex, we have an opportunity to lead by re-allocating wealth toward communities that have long been exploited, especially Black and Indigenous communities. Community projects can be financed through community bonds, credit unions, venture capital funds, cooperatives and other community development financial institutions.
- o Involve the UBC community in developing UBC’s investment priorities. Create a community advisory group to advise UBC on climate justice beliefs, criteria and metrics; ESG priority areas; adoption of positive and negative screens; and priorities for engagement and reinvestment. The committee should include members of Black, Indigenous, disabled, and other marginalized communities immediate to UBC and beyond. Community members should be compensated for their time.
- o Publicly report on progress towards divestment and reinvestment. Include climate justice considerations in the broader reporting of UBC’s climate change and ESG investing activities. This includes progress on positive and negative screens, investment in climate solutions, engagement activities, and engagement outcomes with policy makers, fund managers and companies.
- o Potential Partners: IMANT, VPFO, Board Finance and Sustainability Committees.

Quick starts

- Publish timeframes and definition for full divestment from fossil fuels.
- Establish a community advisory group to advise on aligning investments with climate justice.
- Publish the UBC legal opinion on divestment.

Description of Success

- UBC fully divests from fossil fuels across all asset classes by 2025 and embeds climate justice into investment beliefs and principles
- Involves the UBC community to determine UBC's investment priorities to reinvest in just climate solutions
- Transparent reporting on progress towards divestment and reinvestment

ESTABLISH MECHANISMS AND PROCESSES THAT ENSURE INDIGENOUS PERSPECTIVES, COMMUNITIES, AND WORLDVIEWS SHAPE THE DEVELOPMENT AND IMPLEMENTATION OF CLIMATE RELATED INITIATIVES AND POLICIES



Engage Further with Indigenous Communities

Drafted by the Indigenous Engagement Working Group

Timeframe for implementation: Short term (1-3 years)

Description

Building on UBC's Indigenous Strategic Plan and Inclusion Action Plan, center long-term engagement with Indigenous communities in the ongoing development and implementation of UBC's Climate Emergency Response, emphasizing UBC's role in both local and global contexts. Indigenous and other systemically and historically marginalized communities have been on the front lines of climate change for centuries. They have much knowledge about adaptation and resilience, and thus much to teach UBC and its staff, faculty and students about these things. However, there is also a history of extractive, paternalistic, tokenistic, and unequal relationships between UBC and these communities, meaning that relationships of trust, respect, and reciprocity need to be developed in order for equitable and meaningful partnerships to be possible. Further, these communities are affected by UBC's actions, as well as inaction, on climate change. This includes not just local communities, but also communities around the world. The university will need to meaningfully incorporate the knowledge, concerns and needs of these communities in its climate action by committing to supporting structures of accountability that embed Indigenous perspectives into all the Climate Emergency recommendations. UBC will be held to a high level of scrutiny for actions it does or does not take around these issues. If UBC wants to be viewed as an ethical collaborator and partner by Indigenous and other systemically and historically marginalized communities, then it will need to make and follow through with commitments for Indigenous perspectives (including critical perspectives) to not simply be heard but also for these perspectives to influence the decisions that are ultimately made by the university.

Implementation Pathway

- o Dedicate staff resources on both campuses to offer support for on-going engagement with Indigenous communities both on and off campus.

- o Hire a full time, permanent staff person on each campus for on-going Indigenous engagement
- o Provide dedicated funding for honorarium for Indigenous communities who engage in the process
- o Create an community engagement plan with Indigenous communities to understand how to best engage with them on an on-going basis, including perhaps an ongoing advisory council whose non-UBC members would be compensated for their participation
- o Need to ask for funding and identify who would do this with expertise (need buy-in from equity and inclusion)
- o Leverage resources from Recommendation 13 (Increase capacity and resources for engagement)
- o Partners: Equity and Inclusion, Climate Hub, CCEL, FNHL, IRSI, CEIH

Quick Starts

- o Hire a full time staff person on each campus for Indigenous engagement on climate, sustainability, and land use issues starting in January 2021.
- o Establish and adequately resource a structure for ongoing Indigenous community engagement on climate and climate justice, including honorarium for non-UBC participants

Description of Success

- o UBC community promotes procedural justice across all aspects of university operations and prevents interests that run counter to the community's interests from influencing decisions.
- o Initiatives are in alignment with Indigenous Strategic Plan and Inclusion Action Plan
- o UBC respects and upholds principles and practices supported by UNDRIP in relationship to Indigenous engagement and climate change.
- o On-going engagement with Indigenous communities is considered in the long-term implementation of the Climate Emergency recommendations and engagement is continuous, not just one-off and extractive.
- o Build reciprocal relationships built on trust with Indigenous communities and creates space for heterogeneity of Indigenous perspectives

Expand, Strengthen and coordinate Climate Research at UBC



Establish a Body for Climate Research

Drafted by the Research and Beyond Campus Working Groups

Timeframe for implementation: Long term (5-10 years)

- o Year 1: The body will be approved by the Senate on both campuses and Board of Governors, if necessary; it will have space allocated on both campuses, have a steering committee formed with terms of reference, appoint a director and support staff.
- o Year 2: Director, staff, members and graduate students will populate spaces; begin operations in research facilitation and communication; build the membership of faculty, students, staff and external members; develop student support and Climate Emergency Fellows (CEF) cohort mechanisms.
- o Year 3: Support first cohort of CEF; prepare shared Ten Year Planning document from membership input, prepare a climate-focused faculty hiring plan that follows EDI hiring best practices to increase diversity of faculty body.
- o By 2030 the new initiative and body will be recognized as global leaders in catalyzing, facilitating and communicating relevant interdisciplinary research related to the climate crisis.

Description

To better connect students, staff and faculty working on climate and develop a research community, we recommend establishing a comprehensive, cross-campus, interdisciplinary research body, institute or centre with programming to facilitate and communicate climate research at UBC, support climate literacy, facilitate climate advocacy at UBC and with partners beyond campus to define and implement the vision for UBC climate emergency research. The objectives of the Climate Institute would be as follows:

- Create a diverse community of world-class leading researchers whose research is dedicated to climate change.
- Overcome disciplinary silos by supporting sharing of ideas and resources across different faculties and disciplines.
- Engage with partner organizations to facilitate research locally, nationally and globally and ensure that climate just actions are taken.
- Seed the development of and provide ongoing support for interdisciplinary research teams necessary for climate research that focuses on the socio-political drivers for climate justice.
- Become UBC's focal point in climate research to facilitate engagement between members throughout UBC's community and external stakeholders
- Gives license and provides adequate resources to students, faculty and departments to work on climate justice research, advocacy and community engagement.

The mission of the institute will be guided by the climate justice principles of the Climate Emergency process and embed requirements to use a climate justice lens into the institute's structures and processes. To achieve these goals, the new body will undertake 5 core activities:

- Advocate for resources to advance UBC's efforts in research aimed at climate science, climate justice, policies and solutions, including for new and diverse faculty hires and increased student support.
- Coordinate climate research activities at UBC. Organize seminars, workshops, and other activities aimed at fostering cross-campus and off-campus research and connections. These activities will provide the opportunity for faculty and students from across UBC to build collaborative relationships.
- Build and support an interdisciplinary community of graduate student climate researchers (Recommendation 9).
- Coordinate UBC's Climate Knowledge to Action response in order to best support researchers in communicating research results to a wide audience, including policy makers and the broader community. (Recommendation 21)
- Deliver an internal small faculty seed grant to encourage focused climate research and leverage outside funds, similar to or potentially augmenting Hampton Endowment funds, Grants for Catalyzing Research Clusters (GCRC), and Peter Wall Institute funds.

We recommend that the Climate Body, Centre or Institute have a similar governance structure, funding requirements and broad impact as the UBC Global Research Excellence (GREx) Institute already present at UBC (e.g. the Quantum Matter Institute).

This recommendation aligns closely with:

- UBC's Strategic Plan (every Research Excellence strategies: Strategy 6: Collaborative Clusters, Strategy 7: Research Support, Strategy 8: Student Research, Strategy 9: Knowledge Exchange, Strategy 10: Research Culture)
- Declaration on the Climate Emergency (increasing ambition and materially accelerating timelines for existing actions)
- Community engagement findings that highlight the need for overarching, UBC-wide and cross-campus umbrella to connect researchers, programs, partnerships and initiatives on a larger scale

Existing plans and policies including: 20-Year Sustainability Strategy; Sustainability Academic Strategy; & UBCO's Whole Systems Infrastructure Plan

Examples of Institutes from Other Countries

- o Grantham Research Institute (LSE, UK)
- o Harvard Project on Climate Agreements (Belfer Center)(US)
- o Columbia Earth Institute + Sabin Center for Climate Change Law, an affiliated center
- o Tyndall Centre for Climate Change Research (UK)
- o ANU Climate Change Institute (Australia)

Examples in Canada

- o Interdisciplinary Centre on Climate Change (IC3), University of Waterloo
- o Canadian Institute for Climate Choices
- o Pacific Institute for Climate Solutions (PICS)
- o Ryerson Call for Research Proposals from Civil Society Organizations

These examples are not provided to influence the institute's path of development or its possible intentions, but rather to highlight the numerous actions taken by other universities to operationalize their climate research. If UBC is to meet its purported status as a leader in both Canada and across the globe, it needs to be as ambitious, if not more, than the others listed here.

Implementation Pathway

- Consultation to determine support (e.g. expert, decanal, OVPR, community, graduate student etc.) required to establish the Climate Body, Centre or Institute.
- Identify inaugural membership of the Institute that will lead drafting of the proposal to form the new Climate Institute and identify the scope and priority areas.
- Institute strategic plan that directs Climate Emergency Fellows and climate research hiring
- Obtain backing for the proposal from relevant Centres and Institutes, Faculties, administrative units and other community stakeholders.
- Submit a finalized proposal to the Senates and Board of Governors for approval.
- Form an interim group to identify and create a permanent steering committee.
- Allocate budget to cover the operational costs for the director and staff roles, the associated services provided by the Institute, and seed funding to support students (see also Recommendation 9).
- Create a steering committee composed of faculty, graduate students, community members, university staff and administration; establish clear terms of reference.
- Appoint a director and support staff members (administrator, communications/policy impact, grant support, events coordinator, etc.)
- Build membership through an outreach campaign with support from UBC Communications.
- Reference the Indigenous Strategic plan Goal 3: Moving research forward- Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.
- Seek advice from the membership on ten year strategic direction and service provision.
- Potential Partners: An interim committee composed of representatives from the CAP Project Team, the Office of the VP Research on both campuses, USI & UBCO Sustainability, and multidisciplinary climate experts from all faculties and on both campuses.

Quick Starts

- BoG and Senate approve the establishment of a cross-campus climate institute, to provide a structure for research, graduate education, and faculty appointments
- Appoint a director and support staff members (administrator, communications/policy impact, grant support, events coordinator, etc.)
- Allocate budget to cover the operational costs for the director and staff roles, the associated services provided by the Institute, and seed funding to support students (see also Recommendation 9).
- Form an interim group to identify and create a permanent steering committee composed of faculty, graduate students, community members, university staff and administration; establish clear terms of reference.
 - This steering committee will lead drafting of the proposal to form the new Climate Institute and identify the scope and priority areas.
 - Obtain backing for the proposal from relevant Centres and Institutes, Faculties, administrative units and other community stakeholders.
 - Board and Senate approval of finalized proposal
- Create 10-year Institute strategic plan that directs Climate Emergency Fellows and climate research hiring
- Identify space on both campuses that will be available for graduate students, director, staff and a limited number of shared workstations for members.

Description of Success

- Evidence of local, national and global impact from UBC researchers
- Diverse and representative membership
- Increase in research, and innovation capacity in sustainability
- Growth in the number of publications and citations in climate research
- Increased number of cross-campus collaborations
 - Increased number of engagements with external stakeholders (external funding secured, tracking how policy is influenced, interactions with non-academic output, etc.).
- Impact of student alumni on climate research and action
- Effective communications strategy valued by students, faculty and staff
- The Institute's Ten Year Planning document used to influence decisions made within UBC
- UBC seen as a Global Top 10 climate research institution

Emergency Fellows (CEF) Program

Drafted by the Research Working Group

Timeframe for implementation: Long Term (5-10 years)

- Short term (1-3 years): Y1 call for proposals, Y2 development of activities/recruitment, Y3 arrival of first cohort trained through 1-2 matching programs engaged.

Description

To address the research isolation of graduate students and build strong networks, we recommend creating and funding cohorts of PhD students and postdoctoral researchers who are attached to the Climate Institute. The PhD students would be supervised in a range of programs on both campuses and all fellows would interact together in Institute activities and space. Cohorts will be recruited following yearly themes, building targeted research capacity on key subject areas. While there are many potential implementation paths, we recommend an overall initiative that adopts structures of successful programs from around the world, including NSERC's [CREATE](#) program, the UK's [Centres for Doctoral Training](#), and Germany's [Max-Planck-Schools](#), and the [IGERT program](#) run by the US NSF.

This recommendation aligns closely with:

- UBC's Strategic Plan (every Transformative Learning strategies Strategy 11: Education Renewal, Strategy 12: Program Redesign, Strategy 13: Practical Learning)
- Strategy 14: Interdisciplinary Education, Strategy 15: Student Experience; also Strategy 6: Collaborative Clusters, Strategy 8: Student Research, and Strategy 16: Public Relevance)
- Declaration on the Climate Emergency- "prepare students for their futures and conduct leading research on pressing societal issues"
- Community engagement findings that highlight the need to bring graduate students together and expand student-led research opportunities
- Climate Institute or Centre's Strategic Plan (Recommendation 8)

Implementation Pathway

- This program would be best managed by the Climate Institute (Recommendation 8) and the directorship might have a preferred direction. Our key considerations for the CEF program are:
 - Increase the number of climate researchers working at UBC
 - Create an environment that fosters close ties between Fellows across both campuses
 - Leverage external funding opportunities to expand training
- As the Institute (Recommendation 8) is constituted, begin a yearly call for the next CEF theme. These proposals will serve to identify specific themes within Climate Emergency that aligns with the Institute's strategic direction and are founded on principles of climate justice. Funding will be provided by CEF, but participating students will have to be admitted and enroll in existing PhD programs. For example, a yearly intake might be a diverse group of at least ~ 5 PhD students and 1 postdoctoral researcher.
- Make funds available to support graduate student research in a flexible manner. The bulk of these could be used for full PhD fellowships, but may also fund top ups for PhD students, Master's fellowships, publication costs, conference travel, small research grants, and leverage other proposal funds.
- CEF students to have separate supervisors and a minimum of one committee member outside their program to foster interdisciplinarity and centrality of justice concerns for climate action
- Facilitate and encourage engaging with an external stakeholder to serve as a research advisor to influence the direction of the research and best serve societal needs.
- In selection, give an edge (e.g. additional funding or improved rankings) to proposals that span UBC-O and V, and/or for "[collaborative PhD](#)" proposals, and/or proposals attached to VPRI-funded clusters.
- Develop professional development (PD) activities/methods training to accompany regular cohort research meetings. Some such PD activities will rely on the Climate Institute's focus on knowledge translation to external stakeholders, e.g. policy-makers, to specifically build capacity enabling such impact.

- First CEF cohort is admitted, commence PhD programs, and gather regularly at the Climate Institute's locations (everyone to meet in Vancouver and Kelowna) for research seminars led by affiliated faculty. Space provided to cohort members.
- Recruit fellows with consideration of traditional knowledge, lived experience and community engaged scholarship (see Recommendation 11); priority to IBPOC individuals and emphasize a diverse cohort
- At any time, the Climate Institute should hold funds to be able to match NSERC CREATE proposals focused on Climate Emergency financially. Given (inter)national models for CEF, funds should also be available to enable collaboration, possibly even joint establishment of a program with similar international programs. An exciting possibility is to leverage opportunities through the University Climate Change Coalition.
- PhD students can be supported for 4 years with the possibility of a 1 year extension with funds. PhD support is estimated at \$30k/year. Postdoctoral researchers can be supported for 2 years. Postdoctoral support is estimated at \$70k/year.
- A budget of \$1m/year could be used to support a stable membership of 25 PhD students and 2 postdoctoral researchers (\$890k/year) with the remaining \$110k/year used as flexible graduate student support.
- Over the first ten years, we anticipate 2 matching opportunities or bonus funds for identified priorities with an estimated cost of \$2m, bringing the total budget to ~ \$12m. Staff and professional development support, as well as funds enabling cross-campus collaboration subsumed under Recommendation 8.
- Potential Partners: Associate Deans Research; Faculty of Graduate and Postdoctoral Studies.

Description of Success

- Completion of PhDs, careers in academic, research and beyond launched
- Tools/methods/concepts developed for research in thematic areas
- Knowledge translation via media and policy
- New hires attracted to UBC in part because existence of CEF
 - Institute-focus on graduate training seen as complementary to departmental efforts, some elements like knowledge translation or collaborative PhD adopted by other programs
- Collaborative and thematic PhD training attracting fundraising attention
 - CEF alumni continue engaging with UBC after they move on to influential positions in Canada and internationally.

Conduct Climate Focused Faculty Hiring

Drafted by the Research Working Group

Timeframe for implementation: Medium Term (3-5 years)

- Hiring along current faculty lines immediately
- Hiring along new faculty lines within 3-5 years

Description

A theme that came through strongly in the Research Working Group's consultations with faculty and graduate student researchers is that to strengthen UBC's research contribution to addressing the climate crisis, we need more climate researchers. Although there are several dozen faculty who have done some research on climate, the number that primarily focus on climate is much smaller (about 40 – 50 in Vancouver, one tenth of this number in the Okanagan, by our estimate), which has limited UBC's impact. The lack is particularly critical at UBC Okanagan campus, which has a disproportionate need of new hires in this area.

We recommend multidisciplinary hiring of faculty with a focus on climate research and consider community engaged scholarship and traditional knowledge to ensure that the hiring process actively takes into account equity issues to prioritize hiring of IBPOC individuals or people with lived experience. This is timely as the university commits to a faculty expansion. In the next decade, we will hire the mid-career researchers of the 2030s and senior research faculty of the 2040s. Those hiring decisions will shape UBC's ability to contribute to a world struggling both to find climate solutions and to adapt to the injustice of ongoing climate change.

Our small committee is not in a position to specify priority fields for new hires. We were, however, struck by the diversity of research needs flagged by survey respondents, including atmospheric science; integrated assessment and modeling of climate change; international law and politics; clean technology solutions; Indigeneity, race and climate justice; adaptation; energy challenges in the developing world; and climate policy design. There is potential to fill gaps and strengthen UBC's current research contributions across the University.

We recommend two complementary approaches.

- o First, we call on the University to centrally fund 40 to 50 additional tenure stream faculty positions to roughly double the number of current faculty members whose primary research focus is climate.
- o Second, while centrally-funded new positions will of course have tremendous value, most hiring will still be undertaken as current professors resign or retire. In planning for continual renewal, we call on Departments and Faculties across the University to re-imagine the research (and teaching) professoriate needed in the context of a climate emergency that will preoccupy humankind for decades to come.

This recommendation aligns closely with:

- o UBC's Strategic Plan (Strategy 1: Great People, Strategy 4: Inclusive Excellence, Strategy 10: Research Culture)
- o Declaration on the Climate Emergency (support departments and campus communities to implement their own actions to address the climate emergency)
- o Community engagement findings that highlight the need to bring graduate students together and expand student-led research opportunities
- o Inclusion Action Plan
- o Indigenous Strategic Plan

Implementation Pathway

- o Creation of an additional 40 to 50 new centrally-funded climate research hires over the next 5 years. This could be done by drawing on the President's Academic Excellence Fund and via CRC allocations. We are aware that the UBCV Faculty of Arts has proposed a 5-position Climate Justice Cluster to the President's Academic Excellence Fund, which is an encouraging start. We recommend appointment of a mix of junior and senior hires weighted toward the former. Not only would UBC benefit from welcoming cutting edge early career researchers in an area of research growth into our community, but junior hires present greater opportunities for diversification of the professoriate. Senior hires would be able to give an immediate boost to UBC's climate research strengths.
- o Create a strategic hiring plan that follows [CRC Equity, Diversity, and Inclusion hiring best practices](#) to increase diversity of the faculty body (see Recommendation 9), and also considers community engaged scholarship (see Recommendation 10) and traditional knowledge to ensure that hiring process actively takes into account equity issues to prioritize hiring of IBPOC individuals and people with lived experience.
- o Ensure that UBC Okanagan receives sufficient allocation to build the critical mass needed to make its Climate Research internationally recognized
- o Deans request that Departments/Schools/Institutes (and in non-departmentalized Faculties hiring committees) consider and report on how they can contribute to solving the climate crisis, and how/why that could fit in a multi-year hiring strategy for the unit. The Committees of Deans would share their resulting plans with each other and the Provosts to identify remaining gaps and opportunities for collaboration. Undertaking this exercise in Year 1 also would provide a foundation to identify areas for priority additional hires in the previous point.
- o Hiring of faculty needs to be coordinated at a university-level, through the Climate Institute, to appropriately build core strengths, fill critical knowledge gaps and ensure a strong strategic direction is followed.
- o Potential Partners: Deans; Provosts; Senior Advisor to the Provost on Racialized Faculty

Quick Starts

- o Deans and Provosts produce a strategic hiring plan for both Vancouver and Okanagan campus that emphasizes positions in climate research and prioritizes hire of IBPOC faculty, grads, and undergrads, especially those with lived experience
- o Ensure that hires include positions focused on climate justice, such as a CRC Tier 1 and/or PEC in Indigenous Climate Justice; CRC Tier 1 and/or PEC in Racial Equity and Climate Justice

Description of Success

- o UBC would be recognized as one of the top 10 universities globally in research related to climate change, reflecting a track-record of publication of high-impact research in high quality journals;
- o UBC's research will be strengthened by a community of researchers that increasingly reflects the diversity of UBC's and indeed the global community we serve;
- o UBC researchers will be informed by each other's work and will in many cases be engaged in collaborative research that tangibly "moves the needle" on climate solutions
- o UBC's research will be more visible and thus more impactful by virtue of conscious efforts to share our findings with governments, business, NGOs, and the broader community;

- o UBC researchers will work with a range of local, national, and global partners including governments, Indigenous communities, NGOs, and business.

Recognize and Reward Community Engaged Scholarship

Drafted by the Climate Justice Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Community-engaged scholarship (CES) for faculty means applying their expertise to real-world problems and collaborating with their peers in other disciplines who can also bring their knowledge to the table. However, incentives and support need to be in place for faculty to engage in this way, particularly the systems in place for faculty career advancement (promotion, tenure and faculty development) need to be aligned with community engaged scholarship. CES should be recognized and rewarded in graduate programs and tenure and promotion processes. A set of criteria could be created (discipline-wise) for recognizing what should entail CES that is directly beneficial for the community at large. This is applied to Recommendation 9 and 10.

Some examples already occur within humanities disciplines. The Public Scholars Initiatives for graduate students is another example. There is also [an existing partnership](#) of eight universities and an international organization that have pledged to work together to change university culture, policies and practices in order to recognize and reward CES. UBC can follow or reference the criteria outlined by [other Canadian practices](#) in community engaged scholarship and faculty assessment.

Examples in Canada

- o University of Guelph Community Engaged Scholarship Institute

Implementation Pathway

- o Communications from Board, Executive, Deans, Heads and Senate in support of public scholarship. The communication should outline that:
 - o Community engaged scholarships are welcome and valued in graduate programs and tenure and promotion processes. Such processes should recognize the time that is taken to work with communities.
 - o When applicable, we encourage PhD committees to include non-academic members with relevant expertise. This would help a graduate student feed their work directly into policymaking defined broadly.
- o Engage with the Faculty Association.
- o Create general and academic discipline wise criteria for what qualifies as alternate forms of scholarships.
 - o Create plans for how these criteria based alternate scholarships will become an integral part in graduate programs, hiring and promotion processes.
- o Develop public outreach fellowship programs. Fellows should receive a course release to compensate them

for their time engaging with the community.

- o Create awards for recognition of academics engaged in public scholarship.
- o Aligns with the Indigenous Strategic Plan Action 24:
 - o "Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations"
- o Potential Partners: Public Scholars Initiative for graduate students; Faculty Relations; Provosts' Offices; VPRI; VPR; UBC Community Engagement.

Quick Starts

- o Create plans for how to support this scholarship and knowledge creation for those communities doing this work "in place" (ie. those who want to collaborate with UBC and benefit from UBC resources without leaving their context)

Description of Success

- o Number of graduate students with non-academic committee members
- o Number of graduate students doing community engaged scholarship as part of PhD
- o Number of academics doing community engaged scholarship that get accepted for tenure
- o Students and faculty are not worried about community engaged scholarship affecting job prospects/ program completion

Foster a Culture of Engagement & Advocacy on Climate Action



Encourage Civic Engagement

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Short Term (1-3

years) **Description**

The climate emergency community engagement process made it clear that community members want to see the university take a more active stance on political intersections with climate change. Moreover, we found a culture of chilled freedom of speech on campus. In response, the university should be encouraging and empowering community work, activism, civic engagement, and advocacy to bloom on campus in line with climate justice standards that it has committed to in the declaration. UBC needs to ensure university policies and practices foster an environment for students, staff and faculty to be climate justice advocates who are present and active beyond campus.

Pillars

1. Clearly define how students, staff, and faculty can support student engagement in elections at all levels of government.
2. Foster robust culture of climate advocacy and discussion on campus
3. Empower Students to be Engaged Global Citizens & Activists This recommendation aligns with:
 - o Strategy 1.3 of the University Climate Change Coalition (UC3)'s strategic plan: "Support student participation in campus climate action activities and foster climate leadership."
 - o UC3 Strategy 3.3: "Represent leading research universities at international climate change conferences, forums, and summits."
 - o UBC Strategic Plan, Strategy 15: Student Experience & Strategy 16: Public Relevance
 - o UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): Support Student Activism on campus by providing space and funding for groups concerned with carbon pricing to meet, plan, and present ideas, as well as making space for student representation at related meetings.

Implementation Pathway

Pillar #1: Election Engagement

There is a stark contrast between the forms of election engagement that are happening on the Vancouver and Okanagan campuses. In recent elections, there has not been enough done to ensure students on the Vancouver campus are as aware as possible of voting opportunities, including how, why and where they can vote. The President's Office shared important information about the [2019 election](#), however campus as a whole lacked staff and faculty engagement as well as missed opportunities to advertise voting stations in physical spaces. All the canvassing that was done to get students to the voting booth was done unpaid, by students themselves. In contrast, the Okanagan campus is more active and has been consistently supporting its students to get to polling stations. Activity on both campuses need to be scaled up.

- o Faculty are informed that they can tell students when elections are and how they can vote.
 - o E.g. The 2019 Federal election materials from Elections Canada on all the possible IDs that could be used to vote should have been widely circulated to students by the university.
- o Best practices for supporting student engagement in government elections are implemented (see [Campus Vote Project](#) for more details on best practices).
 - o At minimum, official campus communication (including websites, email blasts, social media, digital signage, posters) informs students of upcoming elections and how they can participate.
 - o Add a voter registration and reminder tab to the Student Service Centre.
 - o Disseminate information to students in residence on how to vote including how to prove their residence address.
 - o Include voting information in orientation packages for domestic students.
 - o Host all candidates meetings focusing on a variety of issues of concern to students and the UBC

community.

- o Secure advanced and election day voting stations that allow electors to vote in any riding across Canada.
- o Set up voter registration booths and information tables in advance of elections.
- o New staff hiring for civic engagement.
- o Publicize UBC's commitment to civic engagement and voting, similar to the [Ontario universities' pledge](#).
- o Endorse a review of the VP Students' current actions on election engagement and mandate an action plan be created to ensure consistency for students to be aware of how, when, where, and why to vote in municipal, provincial and federal elections. A review is completed with official advisory from the AMS, UBCSUO and the Climate Hub based on their relationships with students and their coordinated get-out-the-vote activities in the context of the 2019 Canadian Federal Election.
- o Mandate the development of a UBC Comms (including student comms) election communications strategy.
- o Partner with the [Democracy Lab](#) to create universal civic engagement slides & curricular content for students (e.g. 10 minutes on how to call your rep/etc that could be used in all classrooms).

Alignment with UBC Strategic Plan, Strategy 15: Student Experience & Strategy 16: Public Relevance

Pillar #2: Empowering Climate Advocacy Culture

- o UBC reviews the Statement on Academic Freedom for UBC Vancouver to ensure that it clearly defines the freedom of speech parameters for staff and faculty, with examples of what is and is not appropriate.
- o Release a statement akin to the [Provost's comments](#) on Controversial speakers at UBC, but in this case to assuage concerns regarding speaking on climate science, policy and justice.
 - o The Provost's statement shows an ability and willingness by the university to clarify Academic Freedom. This should provide enough precedent for a similar statement to be made for faculty to speak out on key climate-related issues.
- o Clarify how staff and faculty can partner with external organizations taking public stances on climate action and climate justice.
- o Support a greater cross-campus understanding of rights, responsibilities and requirements related to:
 - o Charity law
 - o Public policy dialogue and development activities (PPDA) by charities allowed, new amendments to Income Tax Act mean there is now no restriction on time universities and other charities can spend on PPDA
 - o Partisan activities are always prohibited
 - o Lobbying rules
 - o Science advisor requests (faculty)
 - o Public Policy
 - o How to get involved in public policy
 - o How to communicate to policymakers
 - o Open Letters
 - o Collaboration with NGOs
- o UBC HR, taking guidance from VP Academic, rolls freedom of speech as a theme into existing

professional/staff development and training. This will help clarify staff ability to speak out.

- o Create a comprehensive website to increase UBC's profile and transparent procedures for UBC faculty, staff and students to participate in UNFCCC meetings. Global climate policy meetings are one critical arena for climate action. A focal area on the UBC website can enable greater and more transparent participation by UBC at UN Framework Convention on Climate Change (UNFCCC) meetings:
 - o UBC faculty with leadership roles with the Intergovernmental Panel on Climate Change (IPCC),
 - o Space for faculty and students to share research results and connect on climate change platform for UNFCCC meeting notes
 - o Open procedures for nominating university delegates to participate in UNFCCC conference of the parties (annual meetings of governments and all negotiating climate targets)
 - o Other universities have dedicated websites on how they participate in UNFCCC:
 - o <https://unfccc.cornell.edu/>
 - o <https://www.eci.ox.ac.uk/research/climate/project-unfccc.html>
 - o <https://climate.law.columbia.edu/content/unfccc>
 - o <https://scripps.ucsd.edu/unfccc-university-california-observer-organization>
 - o This links to UC3 Strategy 3.3: "Represent leading research universities at international climate change conferences, forums, and summits."

#3 Empower Students to be Engaged Global Citizens & Activists

- o UBC must create more opportunities for students to build skills around advocacy and civic engagement. Social science shows that young people are suffering serious mental health issues in the face of the twinned crises of climate change and COVID-19. It also shows that the best way to address such mental health issues is to empower young people to have agency and take action. A local example working on this is the UBC Climate Hub, a global leader in empowering students to lead on climate action at universities. UBC can scale this work with additional campus activity providing students with agency and activist tools.
 - o For example the Boston University (BU) School of Public Health has an [Activist Lab](#) that makes advocacy training a priority across its curriculum. This is about resiliency in the face of climate crisis and providing students with the power to make change themselves (builds off the social science that points to the impact of accelerating change-making by giving students agency to engage in issues directly).
 - o "Identifying a need, the decision-maker who can make it happen, and then targeting that decision-maker with a proven, attention-grabbing strategy—that's advocacy. Advocacy, then, is a critical component of the public health discipline. This is one of the reasons why we've made advocacy training a priority not only for the Activist Lab but also for the curriculum at SPH. We want to teach our students relevant skills that are eminently transferable to both their careers and their personal goals. And we aim to prepare them to be a positive influence in whatever challenging situation they may face in the future." This is a model UBC should look to when considering how to practically identify a place to house a similar initiative.
- o The President's Office should work in tandem with the Director of the UBC School of Population & Public Health, the UBC Democracy Centre, the SPPGA and the UBC Climate Hub as partners to develop a UBC Activist Lab. The intent would be to create a Lab that works with all students who want to be involved; funds activist fellowships; and supports student learning of active civic engagement.

- o Offer programming through the Activist Lab to help incubate student activist projects (e.g. mentorship opportunities, Ambassador programs, workshops, toolkits.)
- o Encourage professors to make advocacy training part of their curriculum.
- o Create [activist fellowships](#), where UBC students can be compensated for advocacy-related activities on climate change for the duration of the academic year.
- o Extend Professional Development funding to faculty to support the integration of civic engagement in their teaching.
- o USI is currently updating its inventory of sustainability and climate-related courses at UBC Vancouver. Work with what has already been done and extend it to UBCO courses, to identify which professors are already teaching civic engagement and/ or incorporating civic engagement principles into their syllabi.
- o Develop a self-directed for-credit course for students to work on climate engagement and advocacy projects. The course would support a peer learning environment for students to share their goals, reflections and results and learn from one another.

UC3 Research for Policy Platform Brief, The Role of Higher Education in Advancing Carbon Pricing (P. 7): *Support Student Activism on campus by providing space and funding for groups concerned with carbon pricing to meet, plan, and present ideas, as well as making space for student representation at related meetings.*

Alignment with UBC Strategic Plan, Strategy 15: Student Experience

Potential Partners: President's Office; VP Students, VP Academic, Climate Hub, UBC Communications; VP Human Resources

Quick Starts

- ☐ Initiate the creation of a VPS-led action plan to ensure students are aware of how, when, where, and why to vote in municipal, provincial and federal elections.
- ☐ Endorse a review of the VP Students' current actions on election engagement and mandate an action plan be created to ensure consistency for students to be aware of how, when, where, and why to vote in municipal, provincial and federal elections. A review is completed with official advisory from the AMS, UBCSUO and the Climate Hub based on their relationships with students and their coordinated get-out-the-vote activities in the context of the 2019 Canadian Federal Election.
- ☐ Faculty are given unequivocal support to tell students when elections are and how to vote (E.g. [types of voting ID](#) they can use, where they can vote, [differences between advanced polling and regular polling stations](#), etc.).
 - o There is very clear non-partisan information provided by Elections Canada outlining how and when to vote. Based on community engagement findings, faculty just need assurance and leadership from university executives that they can share this information and that it is ok for them to actively promote the act of voting to their students.
- ☐ Provosts issue a joint statement (from both UBCV and UBCO) to assuage concerns regarding speaking on climate science, policy and justice.
- ☐ Draw from the example of the Provost's statement on Controversial speakers at UBC. The statement shows an ability and willingness by the university to clarify Academic Freedom. This should provide enough precedent for a similar statement to be made for faculty to speak out on key climate-related issues.

Description of Success

Creating a culture of engagement where outspoken advocacy is encouraged and staff and faculty have assurance they can constructively critique the university without penalty. UBC and all the departments and people that it constitutes become incubators for strong climate justice advocacy. The resulting culture of advocacy on campus spills off- campus and shapes broader movements to energize science-based advocacy outside of academia. Other demonstrable example of success include:

- o Clear uptick in student engagement in elections
- o Examples of classes expanding civic engagement training
- o Recurring and transparent examples of student, staff and faculty engagement with the UNFCCC

Increase Capacity & Resources for Engagement

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Comprehensive, highly visible, and system-wide community engagement resources are needed to engage our whole campus community – staff, students, faculty, and neighbours in a just climate emergency response. Currently, climate-related engagement is not embedded across the university. An approach is needed to empower, mobilize, and build solidarity around a shared language and vision of community-based climate action. UBC has unique strengths and abilities it can expand and invest in locally and globally to build needed capacity to reduce community risks and promote wellbeing. Expanding climate mitigation and adaptation strategy messaging across UBC platforms, investing in climate research, hiring climate focused faculty, investing in student led community engagement initiatives for climate action, and creating intentional spaces for historically marginalized community members are key building blocks to promote collective climate action.

Implementation Pathway

1. Form a community engagement committee around climate change to develop climate justice and civic engagement lens into student engagement initiatives within sustainability leadership programs (e.g. Student Sustainability Council, Sustainability Ambassadors programs, Sustainability Coordinator program, Sustainability Fellows, Sustainability Scholars) as well as health, wellbeing, equity, and Indigenous leadership programs [Potential leads: USI, C+CP, CCEL, Climate Hub, Student Health & Wellbeing, EIO, FNHL, UBCO]
2. Engage with climate justice focused researchers, academics, community activists and leaders to develop resources for students, staff and faculty to understand and apply climate justice to their work (e.g. Workshops, toolkits, publishing opportunities for taking action/volunteering) [Potential leads: Climate Hub, EIO, HR, VPS/AVPS]

3. Climate Hub 2.0: Social science shows that young people are suffering serious mental health issues in the face of the twinned crises of climate change and COVID-19. It also shows that the best way to address such mental health issues is to empower young people to have agency and take action. The Climate Hub at UBCV is a global leader in empowering students to lead on climate action at universities. To ensure the ongoing success and sustainability of the Climate Hub, UBC should:
 - o Establish a long-term governance model that secures the Climate Hub as a student-led, administration-supported research, policy, and action-oriented centre at UBC.
 - o Ensure long-term funding for the Climate Hub at UBCV so they can maintain existing staff positions and hire more students and recent graduates, expand their projects (e.g. Youth Climate Ambassador Program in high school and elementary schools), and offer micro-grants to enable, support and compensate student-led climate action.
 - o Support the expansion of the Climate Hub model, initially at UBCO and then other universities, increasing visibility and accessibility of spaces for community gathering and exchange around bold climate action.
 - o [Potential leads: Climate Hub, USI, UBC Wellbeing]
4. Publicizing opportunities for students, staff and faculty to get involved in climate action, including programs, events and volunteering [Potential leads: USI, UBC Communications].
5. Build opportunities for climate emergency awareness-building into first-year student orientations and transition programs through partnership with Imagine, Jump Start, Firstweek, Create, Collegia, Residences and Student Unions [Leads: VPS/AVPS, AMS, SUO, USI, Climate Hub].
6. Develop foundational climate literacy educational modules that could be widely accessed by students in leadership roles, and the broader student community. [Leads: USI, Climate Hub, VPS/AVPS, AMS/GSS, SUO]
7. Update staff and faculty recruitment, orientations, and management tools to incorporate climate action and climate justice language and capacity building. Possible partnership with student recruitment. [Lead: HR]
8. Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect community engagement and climate justice principles in climate action, including:
 - o UBC Student Plan [VPS – In development]
 - o Focus on People 2025 [Human Resources]
 - o Inclusion Action Plan [EIO]
 - o Indigenous Strategic Plan
 - o [Global Engagement Strategy](#) – theme of students as global citizens and programming focused on SDG's [Vice-Provost, International]
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o Climate Action 2030 [C+CP]
 - o 20-Year Sustainability Strategy [USI]

Quick Starts

- o Climate Hub 2.0: Develop long-term governance models, sustainability and capacity building for student-led Climate Hubs on both campuses. [Lead: Climate Hub]
- o Form a community engagement committee around climate change to develop climate justice and civic engagement lens into student engagement initiatives within sustainability leadership programs (e.g. Student Sustainability Council, Sustainability Ambassadors programs, Sustainability Coordinator program, Sustainability Fellows, Sustainability Scholars) as well as health, wellbeing, equity, and Indigenous leadership programs [Potential leads: USI, C+CP, CCEL, Climate Hub, Student Health & Wellbeing, EIO, FNHL, UBCO]

Description of Success

- o The UBC community reflects and promotes strong sustainability values related to human and environmental wellbeing.
- o The community proactively and collaboratively addresses climate change through mitigating and adaptive processes.
- o Students have equitable access to opportunities to engage in climate-related learning and research experiences.
- o All community members have opportunities, skills, capacity, and language to actively engage in conversations around supporting climate emergency.
- o Engagement principles support deep co-creation of solutions and embed advocacy, equity, justice, and Indigenous ways of knowing.
- o Aligns with [UC3 Strategies](#) 1.3 & 2.4.

Support Community Wellbeing in the Face of the Climate Crisis



Build Capacity for Mental Health, Resilience & Community Care Strategies

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

The effects of climate change on individual and community mental health and wellbeing are already taking place locally and globally. Climate change processes can increase and magnify risk of depression, anxiety, PTSD, fear, eco- grief, stress, irritability, anger, and the expression of emotional distress as physical pain, like stomach or headaches.

Climate impacts are also found to trigger feelings of existential dread, eco-despair, hopelessness and suicidal ideation. There is growing urgency and demand for climate-driven mental health and wellness impacts to be prioritized across community planning, policy, and decision making. When assessing climate change impacts on mental health, it is also important to acknowledge mental health does not merely mean the absence of disease. Mental health includes positive physical, mental, emotional, place-based, and holistic wellbeing. Communities that provide opportunities, services, and systems that promote individual and collective flourishing, situate themselves to be more resilient under ongoing pressures and impacts of climate change.

Building community resilience and support must encompass broad interventions. These services must be inclusive of peer support opportunities for grief and community organizing as well as skill development for clinical staff providing service to those experiencing significant impact related to climate change.

Implementation Pathway

1. Build capacity to support students experiencing climate-related worry and distress [Potential leads: VPS Student Health & Wellbeing; AVPS Health and Wellness (UBCO), ClimateHub]
2. Understand and prepare supports for students engaged in Global Education Experiences (e.g. when emergencies or natural disasters strike; students affected by resource extraction, environmental racism/injustice). Consult with students to determine what type of support they need (examples may include legal advice, emergency shelter, individual and group counselling, etc.). Go Global student safety abroad support program model on climate impacts preparation. [Potential leads: VP Academic & Provost, VPS/AVPS]
3. Develop strategies for peer support for coping with climate change and train students, staff and faculty in implementing these strategies in community spaces. The peer support framework should embed an anti-oppressive and intersectional approach in understanding individuals' relationships to climate change. This initiative would involve creating a research group to develop peer support strategies, constructing workshops to train people in peer support and resourcing staff to deliver workshops and facilitate peer support spaces. [Potential leads: Climate Hub, Peer Support Network (UBCO), Student Health Promotion & Education, Student Wellness Centre, Speakeasy]
4. Create group spaces for conversations around climate change for community members to process grief/anxiety/distress, reconcile with UBC's and their own complicity in climate injustice, and build community and become empowered to take action [Lead: Climate Hub]
5. Consider equitable academic accommodations for students facing impacts of climate change and resource extraction, with a focus on disproportionate impacts [Lead: Centre for Accessibility]

Quick Starts

- o Develop climate-change related mental health and resilience-focused priorities and actions with key UBC stakeholders. Develop a set of guiding resilience principles (Whole systems thinking, Cohesive Communities,

Community Engagement, Future Thinking, Mental Health and Outlook, Leadership, Flourishing, etc.) that inform how and where processes of resilience building will be fostered across the community. [Lead: UBC Wellbeing Mental Health & Resilience Committee]

- o Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect mental health, eco-anxiety, resilience, equity building, including:
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o UBC Health Strategic Plan [UBC Health – in process]
 - o UBC International Strategy [VPA & Provost – in process]

Description of Success

- UBC community members have a strong understanding of causal connections between climate emergency and the individual, community, and systems-level impacts on mental health and wellbeing.
- Addresses inequities and barriers across campus that may impede access to supports and weaken goals of equitable resilience building.
- Our community understands how climate change processes disproportionately impact racialized and marginalized groups.
- Individuals and communities as a whole possess skills to cope with these impacts, adequate and equitable services that meet the mental health needs generated by climate change, and the community is knowledgeable about how and where to access these services and supports.

Update Emergency Preparedness and Response Plans

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Vancouver and the Okanagan will continue to experience climate-related events and hazards every year. Fire: 2017 and 2018 were the worst fire seasons recorded in B.C. Flooding: By 2050, rainfall event intensity will increase 33–63 per cent in Vancouver and the Greater Vancouver region is at significant risk of flooding from the Fraser River and from coastal storm surge events. Kelowna has also experienced increased high water and flooding events. Heat: By 2050, hot days will be 4 C hotter and heat waves more frequent across Kelowna and Vancouver. UBC has emergency plans to support the majority of responses. However, as the frequency and severity of climate-related events increase, we must build community resilience and wellbeing more strongly into risk reduction and emergency preparedness to become proactive on magnified social, economic, and environmental-related climate impacts. UBC community members are already facing traumatic scenarios (such as evacuations) related to the climate emergency.

Implementation Pathway

1. Embed proactive and mitigating strategies into student health services, ensuring that adequate and culturally

appropriate mental health supports are readily accessible to most at-risk groups. [Potential Lead: UBC Student Health & Wellbeing, UBCO Health and Wellness]

2. Develop a community resilience and wellbeing definitional framework with guiding principles (e.g. whole systems, cohesive community, future thinking, mental outlook, adaptive) [Potential leads: UBC Student Health & Wellbeing, UBCO Health and Wellness, USI, UBC Wellbeing, C+CP]
3. Cultivate a resilient community by building diverse social connections and support networks [Potential leads: VPS/AVPS & HR]
4. Fund research to model climate event related impacts on UBC infrastructure and people (e.g. [CALP lab](#))
5. Update building design plans to consider cooling, drinking water access, air filtration, and refuge spaces to support community health. [Lead: C+CP]
6. Investigate climate-related food security issues and solutions. [Lead: UBC Wellbeing/C+CP: Food Security Initiative, Campus Health (UBCO)]
7. Review relevant strategic & mid-level plans to incorporate language, actions, and metrics to reflect public health impacts of climate change, including:
 - o UBC Green Building Plan [C+CP]
 - o UBC Climate Action Plan 2020 [C+CP]

Quick Start

- o Embed proactive and mitigating strategies into [UBC Emergency Preparedness toolkits and Emergency Response Plans](#) for climate events, particularly with community health and wellbeing in mind (e.g. identify safe sanctuaries on and off-campus in the event of climate events and disasters, particularly for at-risk groups) [Potential leads: Safety & Risk Services (UBCV), C+CP, Health, Safety and Environment (UBCO), Campus Operations and Risk Management (UBCO)]

Description of Success

- o UBC community members are proactively engaged and prepared to support our community's health and wellbeing in the event of climate change processes, impacts, events and emergencies.
- o Promotes community resilience through social equity and addresses the disproportionate impacts of climate change.
- o Proactive investments in infrastructure that prioritizes most vulnerable.

Collaborate to change the discourse around climate change and public health impacts

Drafted by the Community Engagement & Wellbeing Working Group

Timeframe for implementation: Short Term (1-3 years)

Description

Human-driven changes to land and ecosystems through activities like fossil fuel extraction, deforestation, and mono crop farming of products--like [tobacco](#)--are altering the climate and magnifying community risks. These processes and events increase risk of depression, suicide, anxiety, fear, existential dread, PTSD, trauma, feelings of isolation, loneliness, helplessness, hopelessness, loss of sense of place and purpose, higher rates of domestic abuse, asthma, lung disease, heart disease, heatstroke, anger, aggression, violence, cuts, broken bones, body trauma and death during and after disaster events. In light of the growing significance and spectrum of climate change impacts on mental, emotional, physical, social and economic wellbeing, it is critical to advance climate literacy and awareness through top-down, bottom-up, and horizontal messaging and community programs to highlight the critical intersections between climate change, food justice, public health and wellbeing. Our perception of climate change impacts need to move beyond abstract and disassociated contexts to a clear understanding of how our daily lives and whole communities are impacted by ongoing human-driven climate change processes. Resilience building is a key part of climate crisis awareness.

Implementation Pathway

1. UBC collaboration with Province, City of Vancouver, City of Kelowna, and Health Authorities on public engagement processes and programming to build equitable and mitigating actions, practices and systems. These actions must seek to address disproportionate impacts of past and current fossil fuel extraction and climate change effects on marginalized groups, including climate migrants and refugees, Indigenous, Black and People of Colour (IBPOC) communities, low-income people, women, LGBTQ+ people, people with disabilities and those on the frontline of environmental devastation (e.g. equity building, addressing community vulnerabilities, most at risk of climate harms) [Potential leads: USI, UBC Health, CCEL, Community Engagement]
2. UBC Health--Patient and Community Partnership Education (PCPE) embed climate impacts on public health into partnership programs with the public. Including how pre-existing inequities and systemic racism foster disproportionate public harms from climate change that weaken overall community resilience and wellbeing. [Potential lead: UBC Health]
3. Incorporate climate-related public health risks within first-year student orientations and processes [Potential leads: VPS, AVPS]
4. Promote UBC campuses as smoke free locations as a way to support mitigation of tobacco farming pressures on ecological systems and support public health and wellbeing." [Potential Leads: UBC Health, UBC School of Nursing, Campus Health, UBC Wellbeing]
5. Adopt and promote food system practices that reduce food insecurities by shifting toward sustainable, local food production processes and supply chains. This includes supporting actions that mitigate mono cropping impacts that degrade ecosystems of high risk regions and communities to impacts of climate

change. [Potential Leads: Food Security Initiative, UBC Food System Project, UBC Wellbeing]

6. UBC should bring a public health lens to UC3 (no current alignment in [UC3 Strategies](#)) [Potential leads: C+CP, USI, UBC Wellbeing].
7. UBCO: Leverage HCL and UBCO's involvement in the Interior Academic Health Sciences Consortium
8. Update [UBC Emergency Preparedness and Response Plans](#) to reflect pre-disaster proactive community engagement measures to mitigate a wide range of public health and wellbeing impacts of climate change. [Lead: UBC Safety and Risk Services]

Quick Start

- Review relevant strategic and mid-level plans to incorporate language, actions, and metrics to reflect public health impacts of climate change, including:
 - o UBC Health Strategic Plan [UBC Health] - in process
 - o Wellbeing Strategic Framework [UBC Wellbeing]
 - o UBC International Strategy [VPA & Provost] – in process
 - o Climate Action Plan 2020 [C+CP]

Description of Success

- UBC leadership, researchers, UBC community members and the wider community are working together to mobilize and expand messaging related to climate impacts and public health.
- There is consistent and ongoing engagement with UBC community members and wider public (students, faculty, city partnerships, medical institution partnerships, regional school districts etc.) on the range of public health impacts from climate change.
- UBC infrastructure, systems, planning, and community actions will reflect proactive, equitable, and just mitigation and adaptation to these harms.
- Mitigates the impacts of current and future climate action and the energy transition on affected groups, especially systemically marginalized groups, so as not to exacerbate inequalities.

Expand Climate Education Opportunities and Resources for the
UBC Community and Broader Public



Advance Climate Education Opportunities Across Disciplines

Drafted by the Teaching & Learning and Community Engagement & Wellbeing Working Groups

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

High-level reports (IPCC, CDN Govt, UNEP) have noted a breakdown in the effective knowledge transfer and communication around climate research findings and climate change impacts to the general public. At the same time, research across several disciplines (environmental communications, Indigenous studies, etc) has questioned the 'scientific knowledge deficit' model and epistemic hierarchy assumed by such reports. Climate education curriculum rooted in interdisciplinary climate change and justice research can help individuals and communities acknowledge climate risks, and respond in culturally appropriate ways. Although this is most obviously relevant to students who intentionally chose to pursue a climate-focused degree, it is also important that students across all disciplines have access to this climate education. Additional capacity is required to make this content more accessible and to ensure that it emphasizes principles of climate justice, Indigenous and community engagement, and wellbeing. The lack of capacity is especially critical at UBC Okanagan and affects program development.

Implementation Pathway

- o Develop a set of UBC-wide Climate Learning Outcomes (CLOs)¹⁰ that articulate core competencies and embody UNDRIP principles. Courses employing the CLOs will prepare students to advance sustainable and just futures, from introductory (climate literate) to advanced (climate leader) levels.
 - o These CLOs will facilitate the embedding of climate learning within existing courses and degree programs, as well as the design of new learning opportunities.
 - o CLOs will emphasize principles of climate justice, Indigenous, Global South knowledge systems, and community engagement, and wellbeing.
- o Map out the extent to which existing disciplines and programs achieve CLOs. Develop action plans to create climate learning pathways in all disciplines, especially those with the biggest gaps (e.g. economics, engineering, as per community engagement feedback).
- o (UBC-V) Curate and promote existing courses and credentials focused on climate change and justice to increase student knowledge of, and access to, current offerings (e.g., develop a climate change course listing, host climate-themed sessions during the annual Advising Conference hosted at UBC-V, provide content to Faculty Advising offices for distribution in newsletters).
- o Develop new interdisciplinary for-credit climate change and justice credential pathways (e.g., certificates, minors) for undergraduate students. These will be campus-specific, but share resources where possible:
 - o (UBC-V) Create interdisciplinary climate change and justice credential(s) at UBC, ranging from 9 -12 credit certificates to an 18 credit minor.
 - o (UBC-O) Short-term: Commit to cluster hire recruitment for Climate Change and Justice concentration within Bachelor of Sustainability (BSust). Medium-term: ensure BSust climate literacy courses are accessible as electives. Long-term: build additional climate credentials to increase access at UBC-O. [Potential leads: BSust steering committee]
- o Develop certification that complements graduate research training programs, with cross-campus integration. Learn from and collaborate with models such as the Public Scholars Initiative and UBC Ocean Leaders

¹⁰ Aligns with UBC's Strategic Plan Strategy 12 - Program Redesign.

Program, which offer “value-added professional training and opportunities not available in existing disciplinary graduate programs,” to prepare the next generation of interdisciplinary, impact-focused climate research leaders. IBPOC climate justice perspectives to be required by certification framework.

- o Continue to support initiatives like the Climate Teaching Connector at UBCV, which provide guest lectures (upon request) by UBC grad students on topics relating to climate and climate justice for undergraduate classes across all disciplines [Leads: USI, Climate Hub]
- o Ensure there are deliberate feedback loops to evaluate effectiveness of programs.

Quick Start

- o Create an interdisciplinary committee tasked with developing University-wide Climate Learning Outcomes (CLO) and map level of CLO achievement across existing disciplines [Potential partners: TBD]
- o UBCV: promote existing courses and credentials focused on climate change and justice [Potential partners: USI]
- o UBCO: Commit to cluster hire recruitment for Climate Change and Justice concentration within Bachelor of Sustainability [Lead: TBD]

Description of Success

- o Student attainment of Climate Learning Outcomes (assessment of competencies pre and post program).
- o Growing student awareness of existing climate change course opportunities.
- o Interdisciplinary climate change credential pathways exist for undergraduate and graduate students at both campuses.

Use demographic breakdowns (discipline, program type, campus, gender, race, age, ability, international/domestic) of students who have obtained for-credit climate change and justice credentials to identify barriers and gaps

Support Climate Education Pedagogy and Curriculum Development

Drafted by the Teaching & Learning and Climate Justice Working Groups

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

Provide consistent cross-campus support for pedagogical and curriculum development initiatives to embed climate education within and across all disciplines, in alignment with existing efforts to support transformative learning experiences, with a focus on interdisciplinary education and approaches that emphasize climate justice.

Implementation Pathway

- o Coordinate institutional infrastructure on both campuses to ensure consistent support for faculty to renovate and create climate change courses and programs that employ transformative learning pedagogies (e.g., interdisciplinary, community engaged learning, and peer to peer learning) and center climate justice and

Indigenous perspectives:

- o Leverage existing teaching and learning supports to engage faculty interested in adding climate change and climate justice-themed elements to their courses. (e.g., a climate literacy theme within UBC-O CTL's annual conference, a climate education series within UBC-V CTLT's seasonal institutes).
- o Coordinate a network of climate educators from on and off campus able to provide guest lectures, workshops, or course activities on various climate themes at various levels. The network should include educators, especially IBPOC individuals, that can speak to lived experience, traditional and place-based knowledge, and civic engagement around climate, in addition to traditional academic viewpoints. Educators from beyond UBC should be adequately compensated for their time. Those from within UBC should have their efforts accounted for as part of their workload and promotion.
- o Provide specific funding and teaching releases for climate-related curriculum creation and renewal within existing structures like Teaching and Learning Enhancement Fund (UBC-V)/Aspire-2040 Learning Transformations (ALT-2040) Fund (UBC-O).
- o Develop a climate stream within an expanded USI Sustainability Fellows and associated curriculum grant program at UBC-V, and extend USI Sustainability Fellows and grants to UBC-O.
- o Recruit and support new faculty, including recently announced cluster hires (e.g. Restoring and Protecting Biodiversity: an interdisciplinary social-ecological cluster), in the development of discipline- specific and interdisciplinary climate-themed learning pathways.
- o Develop climate-themed open educational resources that can be shared or created in collaboration with educators at higher education institutions.
- o Embed climate change and justice education into the implementation of UBC's Interdisciplinary Education Strategy, Indigenous Strategic Plan, Wellbeing Strategic Framework, and Experiential Education Report recommendations.
- o Leverage commitments in UBC's Inclusion Action Plan to embed equity and inclusion education into curriculum and program requirements for all students that incorporates intercultural understanding, empathy and mutual respect (see Truth and Reconciliation Commission of Canada's Calls to Action (iii) and UBC's Indigenous Strategic Plan).
- o Medical training on health impacts of climate change including racialized and disproportionate impacts (e.g. NURS 290 Health Impacts of Climate Change – open to all students; e.g. Resilience curriculum developed by UBC Health for health faculties). Health initiatives should reflect an understanding of wellbeing grounded in a decolonial and intersectional approach, and support culturally appropriate forms of healing. [Potential leads: UBC Health, F. of Medicine, F. of Nursing, F. of Health & Social Development both campuses]
- o Leverage health literacy modules in development as an opportunity to embed climate literacy and climate justice content by seeking to partner medical and climate justice experts to develop these resources. [Potential leads: VPS/AVPS, CTLT, UBC Health, USI]
 - o Consider also embedding in UBCH's integrated curriculum and UBCO's HEAL courses
- o Expand opportunities for students to engage in place-based learning locally and abroad for academic credit, through increased funding and pedagogical support for instructors and academic programs. [Potential partners: CTLT, Go Global]
- o Support a cross-campus research group to develop teaching methodologies that support the development of capacity, stamina, and maturity for difficult conversations about complex, uncertain and painful issues related

to the climate emergency (such as recognition of complicity in harm; engagement with scientifically and politically divergent viewpoints; threats to lifestyles and livelihoods of climate policies; and the risks of social and ecological collapse)

- o Leverage Goal #2 of the Indigenous Strategic Plan, Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.
- o Potential Partners: USI, LFS, EDST, PW, Equity and Inclusion Office, UBCO Deliberation Initiative, Stamina for Sustainability
- o Leverage existing champions for transformative learning pedagogies (e.g., SEEDS, FNHL, UBC-V CCEL, UBC-O ICER) to expand student engagement in high value climate-related learning opportunities.
- o Potential Partners: VPS/AVPS, CTLT, UBC Health, USI

Quick Starts

- o Develop a climate stream within an expanded USI Sustainability Fellows program at UBCV [Lead: USI]
- o Add a climate education theme within UBCO CTL's annual conference, and within UBCV CTLT's seasonal institutes [Potential Lead: CTLT]

Description of Success

- o A new online repository of open-access teaching resources is a *go to* site for climate educators.
- o Faculty feel supported to develop and include climate-related content in courses.
- o Regular climate themed sessions within existing teaching support programs. Track attendance and feedback to identify needs, gaps, and overall engagement.
- o The Sustainability Fellows program includes a climate stream, UBC-O participation, and cross-campus collaboration.
- o Students are prepared to engage with a diverse range of climate change perspectives, in particular those that have been historically and systemically marginalized within mainstream sustainability efforts (e.g. Indigenous and Global South perspectives)
- o Students understand climate education to include humanities and social sciences and skills such as community partnerships to advance change.
- o Climate change and justice education at UBC becomes a testbed for innovative, evidence-based, and transformative teaching and learning approaches.

Expand Professional Development for UBC Community Members

Drafted by the Teaching & Learning Working Group

Timeframe for implementation: Medium Term (3-5 years)

- o Begin immediately
- o Fully established by 2025

Description

Expand climate-related professional development opportunities that are required for a just transition to a fossil free

economy that is aligned with a 1.5°C scenario for students, alumni, staff, faculty and the communities that UBC serves, while providing specific support for historically marginalized communities.

Implementation Pathway

- o Provide centralized support and leverage existing units such as co-op programs, Work-Learn, and professional development offices to ensure all students are aware of climate-related professional development, applied learning, and climate-related on campus job opportunities.
- o Provide a suite of professional development programs that enable students to develop and bring sustainability and climate-related skills to any workplace.
 - o Provide specific support programs to meet the needs and interests of historically marginalized communities, including IBPOC students.
 - o Support a range of disciplines, not only STEM-related fields, and support students in understanding how to apply climate-related skills in all fields.
- o Expand opportunities for students to engage with community partners and engage with real-world projects that address the climate crisis.
 - o Expand UBC Sustainability Scholars graduate student internship program
 - o Expand and develop student volunteer opportunities (e.g., UBC Climate Hub) and community based- projects and grants (e.g. CCEL)
 - o Expand and develop student mentorship and entrepreneurship programs (e@UBC/e@UBC-O, Hatch, CDL-WEST)
 - o Integrate community engaged learning into courses (e.g. SEEDS, CityStudio)
- o Provide continuing education, open educational resources, and certification opportunities that are free and accessible to students, staff, faculty, alumni, local communities, and the public.
 - o Leverage existing units such as UBC Extended learning to build climate literacy and climate-focused offerings into their priorities. This may look like seminar series, MOOCs, OERs, mentorship programs, or workshops, and could involve the development of new resources or the coordination of existing ones, making them more accessible.
 - o Incorporate climate literacy within health literacy and wellbeing workshops for staff and faculty [Lead: HR – with support of climate literacy content creation lead]
- o Connect undergraduates directly to UBC's globally recognized climate scholarship through funding of further undergraduate research opportunities focused on climate change, sustainability, and wellbeing. Existing successful programs such as Work Learn and SEEDS can be leveraged to add this additional focus, or used as a model. [Potential lead: Work Learn, Seeds]
- o Identify funding envelope to support increased student participation in climate research, place-based educational opportunities, and community-engaged learning with climate focus. [Leads: VPS/AVPS, USI, AMS/SUO, FNHL, CTLT]

Quick Start

- o Centralize the promotion of climate-related professional development and applied learning opportunities [Potential partners: Work-Learn, professional development offices, co-op programs]

Description of Success

- UBC graduates apply sustainability and climate-related skills in their workplace.
- Incoming students identify climate-related community engagement and professional development opportunities as a driver of choosing to enroll at UBC.
- UBC graduates are prepared to address the ways that climate change unevenly affects different communities and tends to exacerbate existing social inequalities
- UBC has internationally recognized continuing education programs and open education resources that allow non-students to access world-class climate education at a variety of levels.

Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency



Coordinate a Climate Knowledge to Action Central Contact

Drafted by the Research Working Group

Timeframe for implementation: Immediate (1-3 years)

Description

To connect the UBC community and strengthen external engagement, we recommend establishing staff resources to coordinate UBC's Climate Knowledge to Action. This unit will establish a strong external presence, build resilient and reciprocal partnerships with governments, assorted stakeholders, Indigenous, marginalized and international communities, to increase the visibility of UBC's climate efforts.

UBC's engagement efforts need to expand beyond those already invested in the climate and reach non-university members, particularly Indigenous, Black, racialized and other marginalized communities, both on and off campus, who are often less engaged in, have differing opinions regarding, and are impacted by climate change. The heavy workload of academics often leaves them with little time outside core teaching and research activities. Engaging with the broader community and responding to their demands and requests for support is crucial to achieve impact and implement ideas outside of academia, this includes making space for these communities to be heard even when the topic may be controversial or uncomfortable. Building relationships with the right stakeholders is far from trivial, time consuming, and often relies on a single key champion within an organization. Supporting these relationships in the context of climate research hasn't yet been an institutional priority. Dissemination of non-academic output, e.g. policy briefs and op-eds, is incredibly valuable to the community yet is difficult to find support for, especially for graduate students. A more effective Knowledge to Action pathway is needed to establish partnerships and impact people's behaviour.

Through collaborations with engagement centres on both campuses (Community Engagement, UBC Sustainability

Initiative, Centre for Community Engaged Learning, Institute for Community Engaged Research, Knowledge Exchange, Indigenous Research and Support Initiative, Learning Exchange, Public Humanities Hub, Public Scholars, Centre for Sustainable Food Systems, BRAES Institute [UBCO], Institute for Community Engaged Research [UBCO] etc.), the institute would serve the interests of off-campus community partners on issues of great importance and interest to regional communities, including climate behaviour, access and equitability in the climate movement, food security, arts engagement in climate action, community resiliency in the face of climate change. This would lean into areas where UBC resources are not already flowing but where there are strong relationships beyond campus in place and where action from UBC would show relevance and action from the perspective of engaged citizens. Specifically, partnering with UBC Community Engagement (VPER), UBC Knowledge Exchange (VPRI) UBC Sustainability Initiative, and the UBC Climate Hub to develop and fund an open call for proposals from sector and community organizations to submit specific research questions that arise from their work and support researchers at UBC to serve their sustainability research needs (successful program example from Ryerson).

These challenges and barriers can be well-addressed by adding climate-specific support for these activities. A centralized unit seems like an appropriate choice considering the broad scope of climate research and the interconnected networks. The recommended Climate Institute is a natural choice to house this unit.

This recommendation aligns closely with:

- UBC's Strategic Plan (Strategy 7: Research Support, Strategy 9: Knowledge Exchange)
- UBC President's Roundtable on Climate Action (Strengthen existing opportunities and identify new pathways to support research partnerships and knowledge mobilization)
- Community engagement findings that highlight the need to support the development and maintenance of partnerships and formalizing commitment to climate action

Implementation Pathway

- Dedicate staff resources to offer support to researchers trying to apply their research outside of academia. Support should be in place to facilitate community engagement, influence policy and policy makers, seek out the needs of external stakeholders, and build partnerships with public or private entities, and with Indigenous communities and IBPOC led climate organizations. These services are currently scattered between different units (UILO, Strategic Partnerships, UBC Sustainability Initiative, faculty-based resources) and fail to provide a united outward-facing strategy. Greater coordination of networks, key to building strong partnerships, will also be promoted by a centralized unit.
 - As a guide, a support team of 4 full-time staff (administrative support, relationship builder, science writer, communications manager) would already have a tremendous positive impact.
 - Rethink current allocations to house a diverse range of staff support under a central climate body (the proposed Climate Institute)
- Promote dissemination of climate justice research and ensure that partnered research projects broadly consider societal impact.
- Actively support research communication via non-academic publications (op-eds, blogs, documentaries, policy briefs, etc.) at an institutional level. Embed this in graduate programs to raise the level of engagement

and develop skilled trainees. Having a mandatory set of workshops for CEF trainees is an attractive starting point.

- o Develop new mechanisms to facilitate knowledge translation to stakeholders external to UBC.
- o Designated central UBC Climate Knowledge to Action contact group works with CoV staff to support select CoV accelerated actions identified in CoV Climate Emergency Response
- o Have better tools to find researchers or teams within UBC with appropriate expertise that align with the identified needs of external stakeholders.
- o Partners: VPRI
- o Potential Partners: VP Research, Innovation Partnerships Team

Description of Success

- o Brief summaries written or recorded for a popular audience would routinely be published on the Climate Institute's website.
- o Scholarly conferences and workshops hosted at UBC would regularly hold a public panel or keynote, with associated media outreach and video archiving on the Institute's website.
- o Policy-relevant research findings would be summarized in lay language and conveyed to policymakers (and their staffs) through established relationships.
- o Track the number of climate research partnerships active at UBC, external funding attracted and graduate student internships in other organizations
- o Track UBC scholars' engagement (e.g., testimony, service on advisory bodies, secondments) in policy development at the municipal, provincial, federal and international level
- o Track the research output of interdisciplinary and/or cross-campus collaborations within UBC
- o Survey Faculty and students about their experiences with engaging with external stakeholders

Scale Up Living Labs Research Collaborations with Diverse Partners Beyond Campus

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Medium Term (3-5 years)

Description

"Living Labs" (LLs) are physical spaces and human systems in which people design, test, study, and learn from social and technical innovations in real time and real world contexts. They are an effective model to increase the impact of university research by involving end-users and diverse participation from the start. Living Labs are increasingly used at many universities to approach diverse applied research projects and to tackle complex problems through co-creation and co-development, while learning from both successes and failures.

- o UBC was an early pioneer with the Campus as a Living Lab (CLL) initiative, which uses the campus buildings, landscape, infrastructure and operations as opportunities for research, teaching, learning and impact:
- o CLL has been applied to large-scale campus research, physical infrastructure and sustainability projects, as

well as experiential student education and training.

- o Many CLL projects align with climate action, such as the expansion of the Bioenergy Research and Demonstration Facility (BRDF), which will reduce the campus use of natural gas by 50% and eliminate an average of 14,500 tonnes of GHG emissions each year. UBC's
- o CLL projects are also used as precedents and have demonstrable policy impacts such as changes to the Vancouver bylaws, provincial legislation and national building codes to allow for use of mass timber in taller buildings, which were informed by the innovative Brock Commons Tallwood House and the associated research and knowledge dissemination program.

The university campus provides a unique testbed for piloting and studying new ideas and solutions for climate action. However, there is now an opportunity with the shared declarations of climate emergency at UBC and across the province, to expand the CLL model into off-campus contexts with a focus on climate action and justice.

CLL has always engaged non-academic partners in on-campus projects, there is considerable local interest and increasing opportunities for faculty, staff and students to work off-campus. Current examples include:

- o a partnership with the Zero Emissions Building Exchange (ZEBx), a collaborative platform that strengthens the public, private and civic capacities for zero emission buildings in Vancouver and British Columbia, and
- o collaboration with the City of Vancouver to explore the potential of a network of university-city partnerships to address regional challenges in Cascadia.

Successfully piloting, assessing, and scaling solutions is a critical component of how we will solve climate change. Living Labs provides an established and effective framework for engaging in this work off-campus, extending the reach and impact of UBC's research, and enriching student learning opportunities through 'real-world' experiential education.

This recommendations aligns with:

- o Strategy 1.1 of UC3's strategic plan: "Create and implement campus as a living lab initiatives, programs, and/or projects. Service-learning projects allow for the integration of academic and operational sustainability into the academic curriculum and offer students the opportunity to develop climate solutions that address real-world, campus challenges."
- o UBC Strategic Plan Strategies 3, 8, 9, 13, 14, 16, 17, 19, 20
 - o UBC Strategic Plan, Strategy 16: Public Relevance & Strategy 19: Global Networks & Strategy 3: Thriving Communities & Strategy 9: Knowledge Exchange
- o *Living lab mandate and actions extend across:* Okanagan Charter; Zero Waste Food Ware Strategy; 20-Year Sustainability Strategy; Public Realm Plan; UBCO Campus Plan; UBCO Whole Systems Infrastructure Plan Sustainability Academic Strategy; & UBC Okanagan Integrated Rainwater Management Plan. CLL Expansion can support the goals of the Climate Action Plan 2030.

Implementation Pathway

Pillar #1: Campus as a Living Lab Supports for Work Beyond UBC's Campuses

As part of a renewed and climate impact-oriented Campus as a Living Lab initiative, support resources devoted to

greater engagement, partnerships and Living Labs projects off-campus.

- o Provide central UBC budget funding for staff capacity to build partnerships and initiate/manage programs to expand CLL into off campus Living Labs. The [Indigenous Research Support Network](#), provides a precedent and model. This would create capacity to:
 - o Build long-term partnerships, which requires a functional backbone organization to create/maintain relationships that go beyond single one-off projects.
 - o Provide an entry point, through a centralized and high-profile hub, for partner organizations, that can facilitate the involvement of resources and capabilities in other UBC units (Innovation Partnerships, Knowledge Exchange, UILO, CECL).
 - o Enable funded staff to collaborate with and support other initiatives recommended by Climate Emergency Task Force (e.g. Climate Institute).
 - o Align on-campus CLL projects and learnings with similar issues in other organizations and other locations, to enhance the value of both on-campus CLL projects and beyond-campus Living Lab projects.
 - o Support outreach, knowledge exchange and policy-development work across the entire Living Labs portfolios, rather than project-by project, increasing the program's impact in addressing the climate emergency.
- o Providing seed and matching funding to enable the off-campus Living Lab program to reach a broader range of partners, as well as internal researchers, in order to
 - o Support co-creation and collaborations with non-profits or community groups, with limited resources.
 - o Leverage funds to secure grants and other external funding.
 - o Reward new collaborations and successes (i.e., reward leaders who secure funding from other sources),
- o This pillar articulates the need for university-based funding and resources, particularly staff. The staff capacity is needed to undertake the activities in Pillar 2 and 3.

Quick Starts

- o CLL and USI program staff work with Communications, External Relations, and Knowledge Exchange to produce materials that document the successes and positive climate impacts of CLL projects to date to communicate and promote the program.
- o Engage Development Office in identifying potential external funding sources, donations and other support that could support a climate action Living Labs program and partnership network.

Pillar #2: Develop an ecosystem of strategic partners to identify climate action opportunities and co-create/co-develop off-campus Living Lab projects.

The scope of issues that Living Labs can address related to the climate emergency extends far beyond campus and requires the development of partnerships.

- o Increase university support and capacity for developing partnerships for off-campus Living Lab projects with strategic organizations such as (but not limited to) the City of Vancouver, *Musqueam*, *Squamish* and Tsleil- Waututh Nations, MST Development Corporation, other BC Indigenous governments, City of Kelowna, BC Hydro, BC Ministry of Environment and Climate Change Strategy, Environment and Climate Change Canada, Fisheries and Oceans Canada and Natural Resources Canada.

- o Identify and create new opportunities for Living Lab climate projects throughout the province through existing institutional partnerships, including identifying the appropriate enablers (who may not be the same people that have been involved in the partnership to date). Some existing examples include:
 - o a LL on [cognitive development](#) a partnership between Science World and UBC scientists who conduct research projects with children.
 - o BC Parks has a [Living Lab for Climate Change and Conservation](#) Program that provides funding to support public academic researchers to conduct climate change research in B.C.'s protected areas. UBC researchers have taken part.
- o Host and participate in regional events on climate change, climate action, climate justices, with strategic partner organizations. Align Living Labs work with other Climate Emergency partnership and engagement work.
- o Identify and build a network of UBC researchers to enable off-campus Living Labs research and assist external partners in navigating UBC.

Other universities are increasingly moving their CLL work into Living Labs beyond campus and UBC should reach out to institutional colleagues and partners to learn more about how these programs are organized and resourced.

Examples include:

- o Harvard's [Climate Solutions Living Lab](#): a course with demonstrable emissions reductions in which advanced students from graduate schools across Harvard University (law, business, engineering, design, public health, public policy, and education) collaboratively design projects to help universities, for-profit, and non-profit entities reduce their own climate impacts via off-campus actions and investments.
- o MITbigdata Living Lab is devoted to examining the [impacts and benefits of big data](#) with a plethora of new applications at the scale of campus, city, state and nation.
- o The European Network of Living Labs (EnoLL) provides a peer-based experience and knowledge exchange platform for organizations (universities, cities, NGOS, etc.) working with Living Labs.

Quick Starts

1. Include a climate focused Urban Living Labs program in the renewed MOU being developed with the City of Vancouver, to help coordinate climate emergency response and facilitate researcher opportunities to respond to local challenges.
2. Secure executive-level support for a formal Living Labs network with peer programs at SFU, BCIT and Emily Carr to advance knowledge exchange and collaborations between local academic institutions.
3. Endorse a review of peer institutions to solicit best practices examples for application at UBC.
4. Explore valuable international networks for UBC to join, such as ENoLL and others.

Pillar #3: Redefine what constitutes a Living Lab, in line with the principles of the Climate Emergency

- o Extend the Living Lab model to arts, humanities and social sciences to engage with these disciplines as

partners on climate solutions; this includes engagement with Indigenous ways of learning and supporting the creation of climate art and stories, particularly by marginalized voices.

- o For example, the UBC Climate Hub has been its own living lab model in demonstrating the impact that student and youth empowerment can have in a large institution. The Hub scales a model of social empowerment and advocacy which has been enormously successful in catalyzing ambitious action both within campus and beyond.
- o Build a Climate Justice lens into the off-campus climate focused Living Lab work to address the inequitable and inconsistent distribution of impacts and solutions within BC and Canada, and across the globe. Leverage climate justice criteria developed by UBC to ensure that all CLL projects consider justice implications of their projects as an essential component to collaborations with our local and extended communities.
- o Support public interest research as part of the living lab model. UBC should support research that focuses on understanding the political, social, legal, and economic side of climate change, including who benefits and who loses from various policies and practices. Additionally, investigating institutions to understand what is delaying action on climate change, such as research on the relationships between the fossil fuel sector and public institutions.

Quick Starts

1. Develop climate action and climate justice framing principles to guide Living Lab work, based on the principles outlined through the Climate Emergency work.
2. CLL and USI staff undertake activities to engage faculty from a broader range of disciplines and identify opportunities for research alignment with living labs.
 - o Leads: CLL & USI (UBCV)
 - o Partners: UBCO Sustainability; Vice-Principal Research (UBCO)
 - o Potential Partners: VP Research (UBCV); E@UBC; External Relations; Knowledge Exchange; DAE; PICS; UBC Climate Hub; Provost Office; Faculties; Deans.

Description of Success

- o Greater UBC impacts on regional policies and practices with demonstrable emission reductions, to accelerate the responses to the climate emergency locally and globally.
- o Dedicated resources to develop partnerships and Living Lab opportunities to engage more UBC researchers and students in co-creating equitable and just climate solutions for off-campus contexts.
- o Stronger and larger network of partner organizations engaged in collaborative applied research and demonstration projects, including training and post-grad employment pathways for students.
- o Increased and stronger collaborative relationships between faculty and students across different departments and disciplines at UBC.
- o Partnerships between UBC CLL and similar programs at other universities, to facilitate and coordinate larger projects with greater impacts.

Community Councils - Expand and Deepen External Engagements

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Short Term (1-3 years)

- o Kick-off in 2021

Description

Community Councils would build on the success of the 2018 President's Climate Roundtable by convening the local region to align priorities and coordinate action between cross-sectoral partners, including other regional universities. Topics could include all facets of climate mitigation and adaptation, including sea level rise, food security, and more. These councils need not be limited to BC and could include partners across Canada. The ongoing engagement of the councils would draw in and normalize the feedback of expert partners in university processes.

This recommendation aligns with:

- o Strategy 2.1 UC3's strategic plan: "Continue hosting local cross-sector climate forums that identify climate action goals in the community and establish potential opportunities for cross-sector collaborations."
- o UBC Strategic Plan, Strategy 20: Coordinated Engagement

Implementation Pathway

- o Provide centralized support to form "community councils" to advise on the activities of campus units in an ongoing manner. Championed and celebrated by the President, the councils would embed the community advisory role of the Roundtables into the ongoing work of individual administrative units or projects.
 - o Comes with structure, support and connection to the President. This is an evolution of the President's Community Roundtables (series run by UBC Community Engagement, co-led with community partners).
 - o Goal is to go beyond a single day of conversations (as the roundtables did) and establish the necessary structure and continuity for long-term conversations with off-campus partners.
 - o Embed diversity and racial equity as a requirement of the new program.
 - o The UBC Climate Hub, members of the CE Indigenous Engagement WG and members of the CE Climate Justice WG, EDI Office and others, would need to be engaged to ensure councils adequately reflect the perspectives of those most affected by the climate crisis; including Indigenous peoples, communities on the frontlines of climate disaster, vulnerable populations and international perspectives; as per the guidelines set out by the Climate Justice Sub-Committee.
- o Units supported to develop Community Councils would receive financial support from the PO and administrative support and guidance from UBC Community Engagement for their first year of operation, with an understanding that the council becomes self-sustaining beyond that time.
- o UBC Office of Community Engagement, UBC Sustainability Initiative & UBCO Sustainability need to all be engaged to identify member lists for community councils. This includes pulling from past participants of the President's Roundtables and other community engagement events hosted by UBC's Sustainability departments.

Quick Starts

- o Up to three units per year self-nominate (unit must have a clear purpose for and commitment to guidance from communities), with endorsement from the President's Office.
- o Regula Criteria for endorsement TBD, but would at least require units to demonstrate how their work or activity is relevant to a pressing issue facing the region (i.e. climate change, systemic racism).
- o Both PO and individual units bring matching funds to support compensation (where appropriate) for advisory members.
- o President Ono and relevant VPs (during COVID) host the first of annual virtual gatherings and share welcome letters to participants or (post-COVID) host an annual dinner/celebration to recognize the work of partners and provide an opportunity for face-to-face relations.
- o Diversity and racial equity is centered as a requirement of the new program.
- o Leads: President's Office, UBC Community Engagement.

Description of Success

- o Diverse and reflective of the community's concerns and interests;
- o Establish long-term structure to maximize the potential of conversations with partners;
- o Be committed to supporting cross-sectoral partners with meeting the challenge of decarbonizing to meet our collective 1.5C target; and more.

Develop a Strategic Partnership Framework

Drafted by the Beyond Campus Working Group

Timeframe for implementation: Medium Term (3-5 years)

Description

Build on existing MOUs with City of Vancouver, Metro Vancouver, City of Kelowna, Musqueam Nation, Okanagan Nation Alliance, City Studio and other relevant regional and international community partners to create a Strategic Partnership Framework, and implement recommendations from, for example, the 2018 President's Community Roundtable on Regional Climate Action and other community engagements, to develop an evaluation framework to measure impact of the Framework.

The concurrent crises of climate change and COVID-19 means the need for collaboration between partners across Metro Vancouver and the Okanagan is more important than ever. Our response to this collective challenge needs to place universities as a primary mechanism for regional convenings where we can work together in support of just climate action, green recovery and renewal. We all have a stake in the economic prosperity, educational opportunity, environmental sustainability and health and well-being of our local areas.

This recommendation is linked to [Strategy 2.3](#) of UC3's strategic plan: "Co-develop university-community research projects with cross-sector partners."

- o Alignment with UBC Strategic Plan, Strategy 20: Coordinated Engagement

Implementation Pathway

The first stage of this recommendation, building on aforementioned pre-existing MOUs and regional agreements and the President's Roundtable, would see undertaking a joint impact study to benchmark contributions made to local regions by UBC. The aim of this exercise is to identify those areas where, if we worked in collaboration, there might be a bigger impact on the lives of local people. Drawing on the recommendations, we would then use this work as the foundation for a program of renewed, focused and impactful collaborative work with regional partners. A process of co-curation and consultation would lead to the formation of an agreement for collaboration on main areas.

Importantly, there needs to be receptor sites and mechanisms to enable both regional partners and UBC staff, faculty and students to engage in the collaboration on these main areas. Major regional capital investment projects (e.g. transit expansion) and the pressing immediate responses required at a regional scale to guide sustainable recovery and renewal from COVID-19 offer natural grounding places and focus so meaningful collaboration to occur.

At UBC, support for these action areas could be offered through existing programs (CLL/LL, Sustainability Scholars, Collaboratory, course offerings, Research Clusters, President's Community Roundtables, etc.) and spearheaded by the new recommended UBC Climate Institute. Faculty buy-outs, merit and credit given to this work, and incentive programs would be necessary to make sure this form of engagement work is not done off the side of anyone's desk but is core to the university's academic mission.

- o Leads: USI; UBC Community Engagement
- o Partners: UBCO Sustainability
- o Potential Partners: VP External; VPRI; VP Research; Faculties

Description of Success

- o A robust framework that allows for consistent and ambitious partnerships with regional partners that align with the ambition of the climate emergency declaration.

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030



Taking strong action to reduce emissions from UBC's operations across its two campuses is critical to demonstrate genuine climate leadership. The university has a history of ambitious actions, with Vancouver GHG reductions goals of 67% by 2020 (below 2007) and 100% by 2050. To date, UBC performance has received international acclaim, and is ranked number one in the world for taking strong action. With UBC's adoption of the Climate Emergency Declaration, it's become clear that even more needs to be done, leading to the establishment of the Climate Action Plan 2030 (CAP2030) process at both campuses.

The Climate Action Plan 2030 (CAP2030) mandate is to:

- o Identify new interim targets
- o Chart out pathways to achieve these targets
- o Broaden the scope to include Scope 3 emissions for the first time, including business air travel, upstream emissions from food consumed on campuses, commuting to and from UBC campuses, and embodied carbon in UBC's buildings.

Over summer 2020, eight working groups were set up to identify key recommendations that line up with the 1.5°C Paris climate target identified by the Climate Emergency Declaration. In addition, the working groups were asked to consider other key priorities identified by the Climate Emergency Task Force. For example, working group leads were asked to consider a climate justice lens in their work, wherever applicable. Considerations for the 1.5°C target and climate justice were highlighted in the Terms of References that the working groups agreed to. The working groups are summarized in the table below.

Summary of CAP2030 Working Groups

CAP 2030 Working Group	Emissions scope	Sub groups
Energy Supply and Buildings	1 & 2 (scope 3 for Embodied Carbon group)	Energy Supply & Carbon Capture; New Buildings; Existing Buildings; Embodied Carbon
Commuting	3	NA
Low carbon food	3	NA
Business air travel	3	NA
Communications and Engagement	1,2, 3	NA
Financial Tools	1,2, 3	NA
Waste, Material and Paper	3	NA
Fleets	1 & 2	NA

- o Interim recommendations identified by the Working Groups will be presented to the Board of Governors in

February 2021, with final adoption of the CAP2030 planned for spring to summer 2021. At the time of writing, the first phase of the working group stakeholder engagement process is coming to a close and several emerging directions are beginning to crystalize. These include:

- o The UBC Vancouver District Energy System (DES) should be 100% low carbon energy by 2030
- o No new fossil fuel equipment should be installed in UBC's buildings and energy supply after 2022
- o All new fleet vehicles should be zero emissions vehicles (e.g., battery electric vehicles and hydrogen vehicles)
- o Significant opportunity lies in reducing Scope 3 emissions, and that those emissions should be reduced by 45- 50% by 2030.
- o UBC should implement an internal carbon price in its decision making process around energy supply projects, energy conservation projects, building renewals, and infrastructure planning. The recommendations from the working group is that it should be a proxy price, which is a price of carbon on paper applied in financial decision making comparing different options. The proxy price effectively includes the externalities of carbon, while no money is changing hands, simplifying the policy from an administrative perspective. In the absence of an internal carbon price, many of the actions identified by the CAP2030 working groups will not present a compelling business case and UBC will risk failing to take the strong action needed to accelerate decarbonization.
- o The CAP project team is working with UBC Strategy and Decision Support to develop a comprehensive resourcing strategy to enable the implementation of the CAP2030 plan.
- o The UBC Okanagan campus is rapidly advancing a strategy to identify decarbonization pathways and targets for its low carbon district energy supply system, alongside a strategic energy management plan for existing buildings. The largest source of Scope 3 emissions is being tackled through the development of the UBC Okanagan Transportation Plan, which will accelerate targets and actions to reduce commuting emissions.

In addition to these emerging directions, further study has been identified to answer key outstanding questions. This is especially relevant in context of the Energy Supply and Buildings Working group. Due to past action, UBC has mostly eliminated low hanging fruit in this sector. Taking the next bold step to move to a near zero carbon energy supply system is not easy. While promising technology solutions exist, implementation of these is not straightforward and requires addressing multiple inter-dependent complexities between the energy supply options and how the buildings consume energy. To better understand opportunities and barriers to these technology solutions, several technical working groups have been identified that will study the emerging solutions in more detail in order to help choose the best low carbon energy system for UBC.

Appendix C

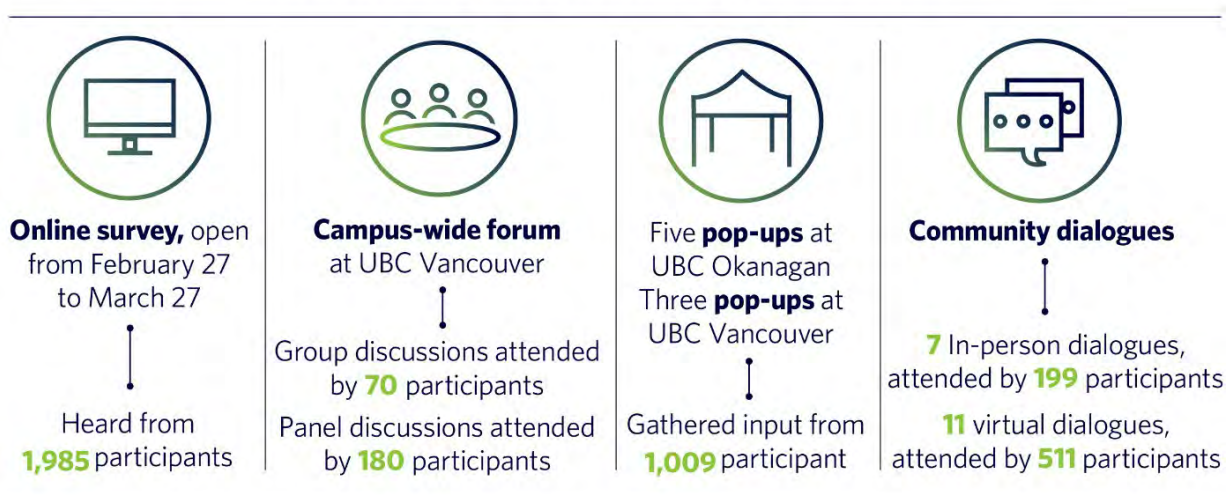
Final Consultation Report

Executive Summary

On December 5, 2019, the University of British Columbia (UBC) endorsed and declared a climate emergency, driven by the leadership of its students.

Within this declaration, UBC committed to conducting a climate emergency engagement process to hear from members of the UBC community across its campuses to inform its role and actions to enact the declaration. **This engagement report summarizes the resulting findings and themes from this process** and was used as one of the inputs to the development of the Task Force's recommendations to the Board of Governors.

About **3,954** participants from UBC's communities provided their input through our community engagement activities:



There was a strong university-wide participation in the engagement activities, with significant response in particular from faculty and staff.

Note: Participant counts are not unique. Participants were welcome to engage in multiple formats.

Throughout this engagement, we gathered input through a variety of in-person and virtual activities regarding UBC's communities' concerns about climate change and ways UBC could take action. Key insights include:

- While we heard participants have not severely felt climate change impacts to date, they felt these impacts will become significant within the next five decades, and to a higher degree among Okanagan participants.
- We heard participants from UBC Vancouver and Okanagan were largely aligned in their concern about climate change and focus areas for climate action, particularly supporting divestment, facilitating interdisciplinary and climate research, and greening campus operations.
- Participants from UBC Vancouver and Okanagan were also aligned in suggesting immediate priorities for UBC, specifically around plans to increase the climate resiliency of UBC's buildings and infrastructure, and accelerating GHG reductions related to the energy supply to heat and power UBC campuses and commuting to and from UBC.
- Unique needs raised by Okanagan participants included improvements in waste reduction, compost infrastructure,

campus green spaces, advocacy for sustainable transportation, and opportunities for climate research and programming.

- Discussing how to create a new normal in terms of a lifestyle and practice that incorporates climate action into all facets of campus life.

Overall, we heard the following emerging themes speaking to UBC's role and action in the climate emergency, categorized within the following focus areas:



Teaching, learning and research: Within UBC's strategic core and mandate areas, we heard strong support for enabling climate-focused research, and facilitating work across departments, campuses, and institutions to fuel this research. We also heard the importance of experiential and interdisciplinary approaches to teaching, learning and researching, and expanding them to include lenses of climate justice and voices beyond.



Administration and investment: We heard recurring requests for shifting UBC policies to disincentivize air travel frequency and commitments toward divesting and disconnecting from unsustainable companies. Additionally, many participants expressed the need for a centralized body to connect students, staff and faculty on climate-related research and campus action, jobs, student activity and knowledge exchange.



Community engagement and wellbeing: Participants frequently spoke to UBC's role in education, engagement, capacity building and supporting participation in climate activities. Within these roles, we heard UBC should work within its campuses to build shared understanding in an inclusive way and enable collective action. We also heard many requests for various types of mental health support for those working to fight climate change and groups facing its disproportionate burdens.



Campus operations: Within UBC's services and infrastructure, we heard strong support for waste reduction measures, managing campus growth, and managing energy use while investing in energy renewables for UBC buildings. Participants also spoke to affordable and accessible sustainable food options, and the wider importance of food systems as it relates to climate change.



Commuting: We heard strong support for more sustainable modes of getting to, from and around UBC. Ideas include active transportation, public transit and other decarbonized modes. There was strong support for the UBC Skytrain in Vancouver. Further, participants challenged the need for commuting with COVID-19 enabling remote learning and work.



Leadership beyond campus: We heard support for external roles in partnerships, advocacy and public engagement that UBC could play as a climate leader and in advancing climate justice. This ranges from advocating politically, advancing its commitments towards reconciliation with Indigenous peoples, working with marginalized communities on climate solutions, and sharing its climate research and learnings beyond academic boundaries.

COVID-19 and heightened awareness of systemic racism against Black, Indigenous and People of Colour (BIPOC) have deeply shaped participant input, with the following insights:

- Throughout the engagement we heard concerns and increasing requests from participants for accountability from UBC in taking climate action.
- UBC's response to COVID-19 demonstrated how it can successfully and quickly pivot its policies in ways that help reduce emissions and support wellbeing - such as working remotely.
- Participants expressed that advocating for climate action and justice can be difficult through the lens of UBC's power dynamics, hierarchy, bureaucracy and structural barriers. Many emphasized how UBC should and can support BIPOC and marginalized communities on and beyond campus, and learn from the knowledge and expertise they bring to climate solutions.

"Given COVID, it's very possible for us to take significant action on things and challenge institutional norms."

- Participant quote

It is recognized that this emergency requires quick and collective action. Building on UBC and its communities' climate leadership to date, UBC's climate emergency response is the next necessary step, as demonstrated and inspired by the youth and students who quickly mobilized on our campus and worldwide.

Who are we referring to when speaking about marginalized communities?

- Groups that bear harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis, including lower-income communities and those in and from the Global South (as defined in UBC's Declaration on the Climate Emergency declaration, which includes Indigenous communities)
- Groups who have been historically, persistently, or systemically marginalized in ways that have excluded them from conversations, and should be included in conversations and solutions on climate.

Acknowledgement

The University of British Columbia acknowledges the presence of its Point Grey Vancouver campus on the traditional, ancestral and unceded territory of the xwmə0–kwəy’əm (Musqueam), its Robson Square and VGH campuses on the traditional and unceded territories of the xwmə0–kwəy’əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) and səl’ ilwətaʔɬ (Tsleil-Waututh) peoples, and the Okanagan campus situated on the territory of the Syilx Okanagan Nation.

About this report

This final engagement report has been prepared by Argyle for the UBC Board of Governors and the UBC Community. It is meant to provide a summary of what was heard from the climate emergency engagement process and be a supportive document to the final Climate Emergency Engagement report and recommendations.

The report development was supported by the UBC Climate Emergency Project Team with input from the Climate Emergency Task Force. Further information on the role of the Project Team and Task Force can be found below. Learn more about Argyle on their website.

Project and Engagement Overview

Why we did this

In December 2020, UBC [declared a climate emergency](#) and its commitment to climate leadership, endorsed by the UBC Board of Governors and the President's Office. This declaration was prompted by a [student-mobilized open letter](#) signed by 1,500 students, staff, faculty and campus organizations and the participation of 5,000 UBC students, faculty and staff members in the Global Climate Strike.

From this, UBC acknowledges the climate emergency is one of the most pressing issues of our time. Guided by the direction within the declaration, UBC launched a community engagement process with the following goals:

- Provide information on UBC's climate emergency engagement process
- Drive participation from different groups at UBC through online and in-person engagement opportunities
- Gather input and ideas from its community members on UBC's climate action, particularly in areas of reducing emissions, aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), ensuring climate justice, amplifying marginalized communities, and enabling its community to take action
- Inform UBC's collective response, decisions and actions on the climate emergency

UBC has made significant strides and progress, and has been a leader and partner in climate action and cross-sector collaboration, from the International Sustainable Campus Network (ISCN), to the University Climate Change Coalition (UC3).

This climate emergency provides an opportunity for UBC to accelerate its climate action, scale its innovation and demonstrate leadership within and beyond its boundaries. It can also shape a more integrated approach to executing its existing climate-related actions and identifying new areas of focus.

Who was involved

A transdisciplinary team, which included UBC students, faculty and staff from both Vancouver and Okanagan campuses, was assembled to collaborate on, lead and advise the engagement process and outcomes in a way that achieves the spirit and intent of the declaration.

Climate Emergency Task Force (Task Force): UBC established a Task Force to oversee and advise on the engagement process and interim report. They are accountable for delivering final recommendations in the climate emergency response, as well as providing recommendations for the continuing oversight and delivery of these actions.

With the interdisciplinary and multifaceted nature of the climate crisis, the intergenerational Task Force membership aimed at representing the variety of perspectives needed to learn from and address this complex crisis. Membership ranges from Indigenous students and faculty to executive members to student government, from faculty to political advocates, from experts in climate science and solutions, to seldomly-represented members bringing crucial lenses of equity, climate justice and lived experience with the climate crisis.

UBC Project Team: UBC also re-allocated existing staff and resources to form a dedicated climate emergency project team to design, execute and oversee the contracted reporting on the engagement process.

The project team is managed and advised by the President and Provost offices, and reports to and works in collaboration with the Task Force. Team members include staff from Campus and Community Planning and UBC Communications, and the offices of the Vice-Presidents Students and Research and Innovation.

The project team also includes staff from the UBC Climate Hub, a student-driven initiative funded by UBC administration. These team members supported the strategic development, communication, and implementation of the engagement process, including information available on their website to equip participants before having their say. After the onset of COVID-19, the Climate Hub spearheaded the virtual dialogues and facilitated the Task Force Working Groups.

Task Force Working Groups: In June, six working groups were created to develop draft recommendations for review by the Task Force. This ensured recommendations incorporated the wealth of expertise within the UBC community. Working group membership includes faculty, staff and student experts, including Task Force representatives. Each group focused on one of the following topics:

- Indigenous engagement
- Research
- Climate Action Plans for UBCO and UBCV
- Teaching and learning
- Community engagement and wellbeing
- Engagement beyond campus (partnerships, advocacy and public engagement)

What we did

The engagement process, illustrated on the following page, included a number of opportunities for UBC community members to provide input.

To build awareness of the engagement and to drive participation to these opportunities, the project team executed an extensive and multi-faced communications plan. The plan included a central online resource and website (climateemergency.ubc.ca), digital and print advertising in social media, campus-wide mechanisms like the UBC Broadcast, UBC Bulletin and Santa's Blog, campus publications and radio, postering and signage, and communications toolkits for faculty, department and students to amplify within their networks.

With the realities and impacts of COVID-19 setting in mid-way through the engagement period, the engagement process' timeline was extended to include virtual community dialogues that focused on hearing from Indigenous and marginalized voices. These virtual dialogues were promoted through direct outreach and invitations, and through UBC and UBC Climate Hub's distinct social media and communication channels.

Overview of the Climate Emergency engagement process



Who we heard from

The engagement process gathered input from **3,954** participants through the online survey, campus-wide forum, pop-up events and community dialogues.



Online survey, open from February 27 to March 27

Heard from **1,985** participants



Campus-wide forum at UBC Vancouver

Group discussions attended by **70** participants
Panel discussions attended by **180** participants



Five **pop-ups** at UBC Okanagan
Three **pop-ups** at UBC Vancouver

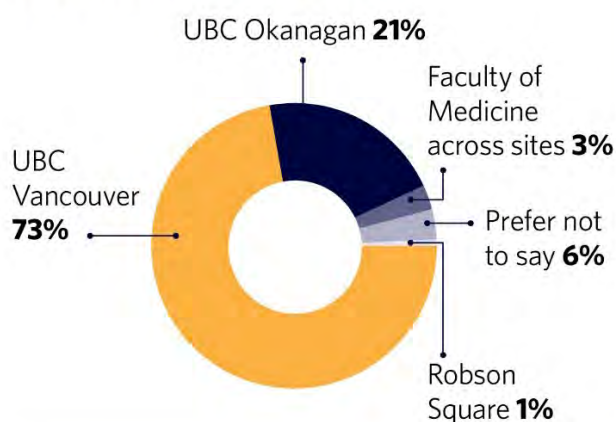
Gathered input from **1,009** participant



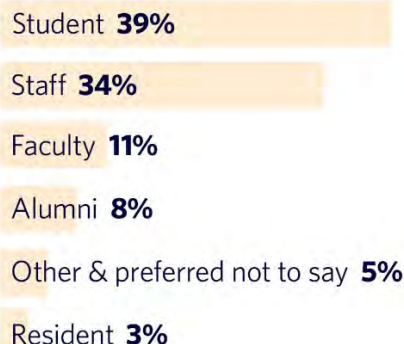
Community dialogues

7 In-person dialogues, attended by **199** participants
11 virtual dialogues, attended by **511** participants

UBC Campus and Sites



Connection to UBC



Note: Some participants may have more than one connection to UBC. This data was collected from the online survey and virtual dialogues.

Approximately **70%** of online survey participants provided their affiliated role with UBC (student, staff, faculty, resident).

UBC staff and faculty were both overrepresented in the online survey and community dialogues. Self-identified staff participation was **33%** (compared to around **13%** of the overall UBC population). However, as some respondents belong to multiple groups, a portion of participants may identify as being both a student and UBC staff member.

At the campus-wide form, about one-third were students (**31%**), nearly half were staff (**46%**), and faculty represented around **13%** of participants. The remaining **10%** were residents and alumni participants.

More than **1,300** participants registered to attend a community dialogue (virtual and in-person). Of those who registered, **710 (56%)** participated in providing input into **18** different topic areas. Of those who chose to self-identify, **52%** of the participants identified as women and a quarter belonged to a member of a racialized group. More than **70%** of participants were based out of the Vancouver campus.

Note: Counts do not align with the total number of participant responses and percentages may not precisely reflect overall respondent demographics. Due to the varied datasets collected from each engagement activity, data presented in this report is not exhaustive.

A note about participation

The resulting themes and findings are reflective of those UBC community members who elected to participate in the engagement process and opportunities from the end of February to the end of June 2020. Therefore the themes do not reflect the views of UBC's population as a whole.

The online survey and virtual community dialogue registration process posed more detailed demographic questions to understand the representativeness of input, and to help glean insights and unique needs among the different campus locations. As the demographic questions were elective, the sums and percentages will not equal the overall total number of participants. These questions included:

- Which UBC campus or site are you on?
- What is your connection to UBC?
- How old are you?
- Whether participants belonged to a specific UBC department or faculty, club, student residence, neighbourhood or other UBC group
- Whether participants self-identified among groups who have been historically, persistently, or systemically marginalized

Participants self-identifying as historically, persistently, or systemically marginalized

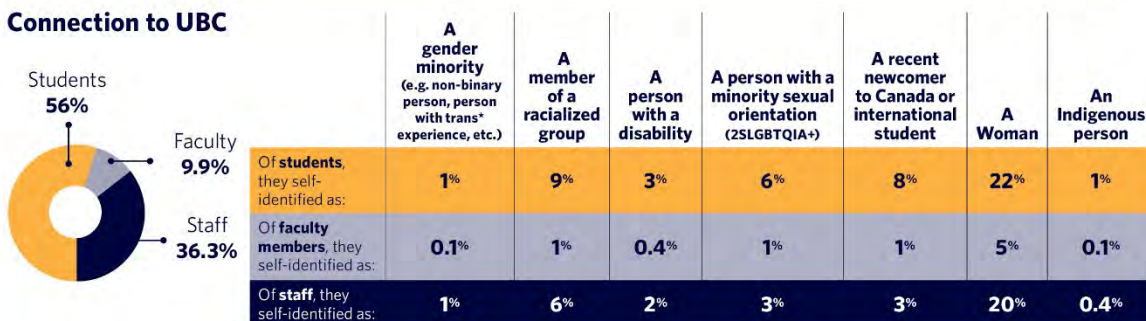
Approximately 60% of online engagement and community dialogue participants responded to the elective self-identification question. Respondents could select more than one option.

The data and charts below are based only on those who chose to self-identify.

Overall

A woman	53%	A recent newcomer to Canada or international student	12%
A member of a racialized group	18%	A gender minority	2%
A person with a disability	5%	An Indigenous person	1%
A person with a minority sexual orientation	11%		

Connection to UBC



Note: The numbers have been corrected and updated since the interim report. This is the overall breakdown of students, faculty, staff, alumni and residents who identify as belonging to a marginalized group. Due to the rounding of numbers, the total exceeds 100%. Intersectional identities listed as 0% range from 2-10 participants.

What we heard from the UBC community

This section puts forward the resulting findings and themes heard from the Climate Emergency engagement process.

Part 1 first defines the severity of the problem and the impacts of climate change on UBC community members. Part 2 then introduces specific areas for UBC action before broadening in Part 3 to the range of themes and ideas heard.

Part 1. Understanding our community's concerns

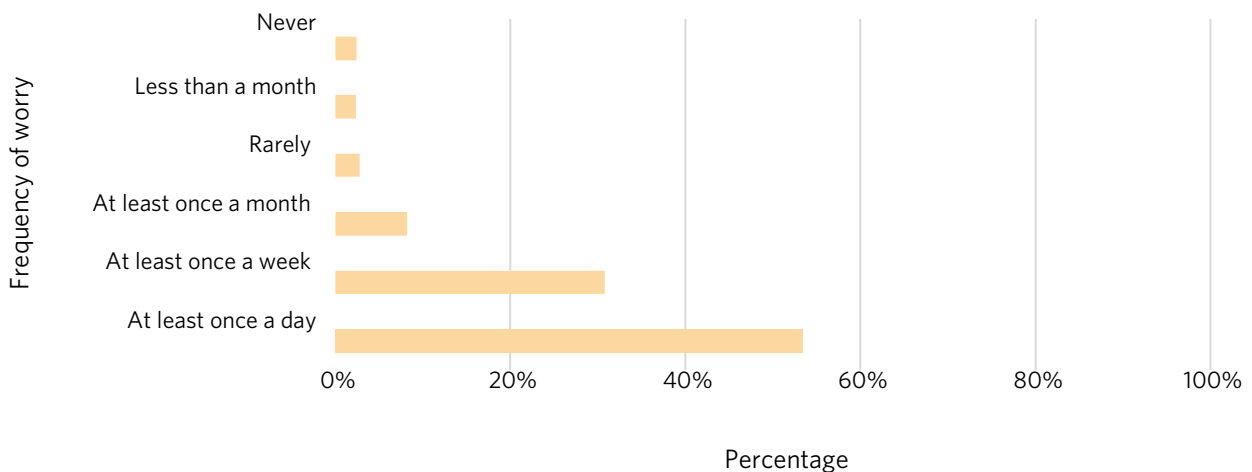
Through the online survey and pop-up events, we sought to acknowledge and understand the effects of climate change on community members.

Worry about potential climate change impacts

We heard the UBC community is grappling with a high average level of concern about climate change and its effects among UBC's population (see Figure 1). The majority of online survey and pop-up participants (53 per cent) shared that they worry about climate change at least once per day, and more than a third (31 per cent) said that they worry about it at least once per week. At 54 per cent and 52 per cent respectively, both UBCV and UBCO participants worried about climate change daily.

In contrast, we did hear from a margin of participants (about 3.6% of online survey comments) who flagged the 'alarmist' language used by UBC regarding the climate emergency and disputed the severity of concerns around and impacts of climate change.

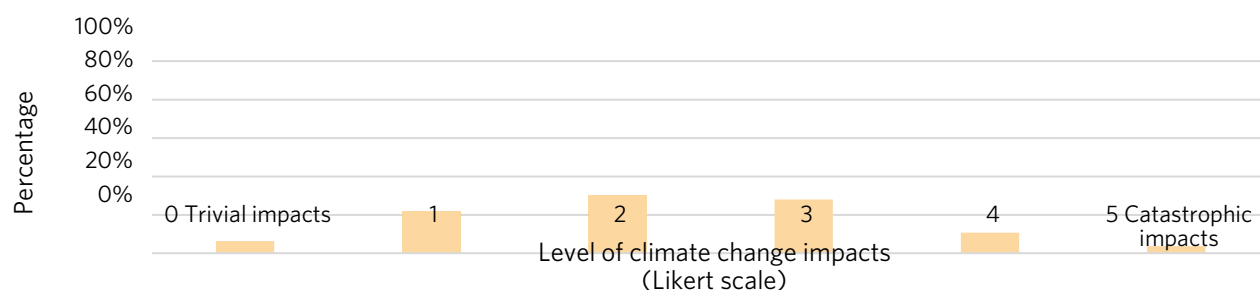
Figure 1: How often do you worry about the potential impacts of climate change? (Select which one best applies)



Severity of climate change impacts to date

The results in Figure 2 below speak to how the UBC community has felt relatively minor impacts of climate change to this point (average 2.3 out of five, where 0 is trivial and 5 is catastrophic). When comparing the two campuses, participants shared a similar average level of impact (2.4 for UBC Okanagan and 2.2 for UBC Vancouver). However, a greater percentage of UBCO participants selected a higher level of impact compared to UBC Vancouver respondents.

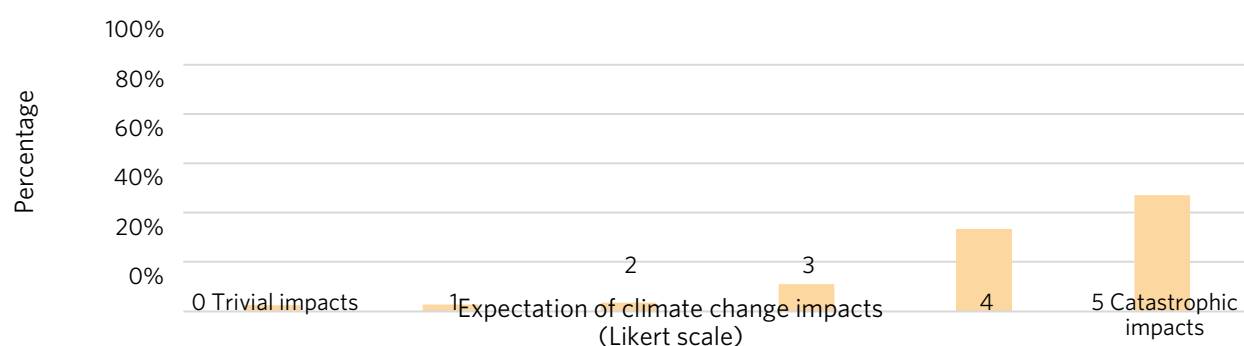
Figure 2: How severely have you felt the impacts of climate change to date?



Severity of climate change impacts over the next 50 years

While respondents have not experienced severe impacts of climate change to date, they believe they will become very significant within the next five decades (increasing from an average of 2.3 to 4.1 out of five, where 5 is catastrophic). Figure 3 shows nearly half of all respondents said that they expect to feel catastrophic impacts of climate change over the next 50 years.

Figure 3: How severely do you expect to feel the impacts of climate change over the next 50 years?



The average frequency with which UBC Okanagan and UBC Vancouver respondents worry about climate change were nearly identical. The data also reveals that participants from the Okanagan campus experienced climate change impacts that are closer to being catastrophic (median of 3) than those experiences of respondents from the Vancouver campus (median of 2). This could reflect the impacts the wildfires have had in the Okanagan area in recent years.



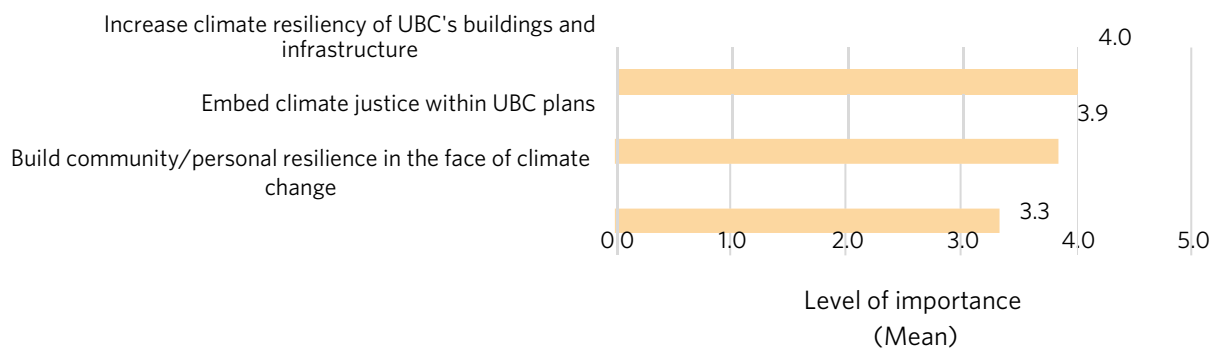
Part 2. Identifying immediate actions for UBC

The online survey also aimed to understand where community members wanted UBC to focus its immediate action within its planning, programming and projects. A scale where 1 denotes 'Not at all Important' and 5 indicates 'Extremely Important' was used for participant ratings for both questions.

Developing plans and requirements for climate action

Participants were asked to rate the level of importance for three options related to UBC's plans, shown in Figure 4. Respondents rated all three options as being of high to very high importance, with *Increasing the climate resiliency of UBC's buildings and infrastructure* as the highest average level of importance (mean of 4.0). Both UBC Vancouver and Okanagan respondents rated each category similarly, with the difference in level of importance being less than 5 per cent for each area.

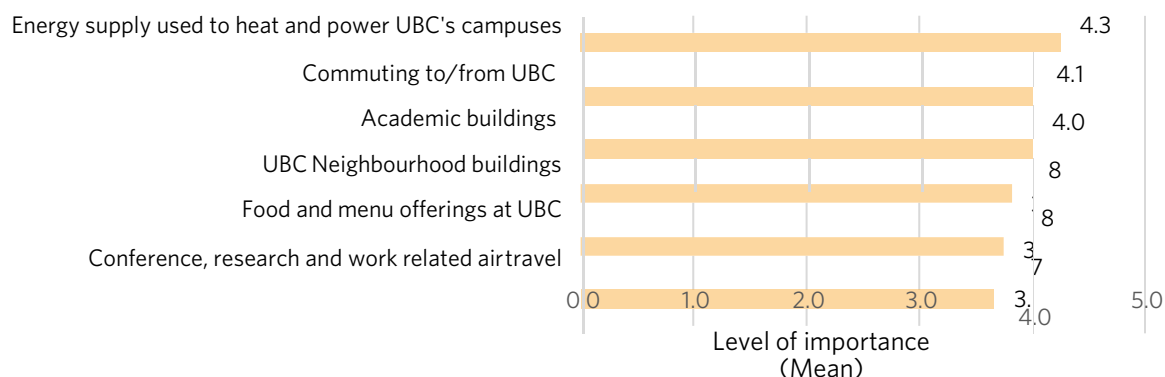
Figure 4: How important do you think it is for UBC to develop plans and requirements to:



Investing in programs and projects that accelerate greenhouse gas (GHG) reductions

Participants were also asked to rate different projects and program areas to reduce greenhouse gases, shown in Figure 5.

Figure 5: How important do you think it is for UBC to invest in programs and projects that accelerate GHG reductions associated with:



Actions related explicitly to reducing emissions associated with the *energy supply to heat and power UBC campuses* and *commuting to and from UBC* were among the highest levels of importance for participants (4.3 and 4.1, respectively). However, all options were deemed as important to respondents with fairly high ratings, with a difference of just over 15 per cent between the lowest and highest rated options. UBC Okanagan and Vancouver participants were again aligned in their responses, although *conference, research and work-related* air travel was slightly less important for the UBC Okanagan participants (more than a 5 per cent difference).



Part 3. Gathering ideas for UBC's climate action

The project team did a deeper dive through the online survey, Vancouver campus-wide forum, and in-person and virtual community dialogues to understand ways UBC could take climate action and support people and communities in taking their own action. The following two open-ended questions probed these conversations and input:

- **For UBC to lead:** What would you like to see UBC do to address the climate emergency? (Both on and off campus)
- **For UBC to enable/empower:** How can UBC support its community members in responding to the climate crisis? What barriers exist right now for UBC community members to take action?

This section reports back on the themes we have gleaned to date. The themes have been grouped within the following focus areas and are summarized in the following pages:



Teaching, learning and research:

Themes within UBC's strategic core and mandate areas



Campus operations: Themes related to UBC's buildings, infrastructure and services on campus



Administration and investment:

Themes relating to UBC's administrative processes and policies



Commuting: Themes relating to getting to and around UBC campus locations in sustainable ways



Community engagement and wellbeing:

Themes regarding UBC's role in supporting its community to take climate action



Leadership beyond campus: Themes speaking to UBC's partnerships, advocacy and engagement as a climate leader and in advancing climate justice

Please refer to Appendix A for a more detailed overview of these themes.

We received 2,038 online comments in the individual surveys, 219 comments through the Okanagan pop-ups, 294 comments through the Vancouver pop-ups, and two email submissions from the Department of Geography and individuals from the Institute for Resources Environment & Sustainability. We also gathered a total of 96 online feedback forms that summarize input gathered on the two open-ended questions above from the 710 participants who attended the in-person and virtual community dialogues. Please refer to Appendix B for the campus-wide and community dialogue summaries and for all verbatim and transcribed input from the online surveys.



This symbol represents themes from the engagement activities that took place in March that had a strong and recurring number of supporting individual comments, particularly from online survey participants.



This symbol represents themes that emerged or were emphasized during the community dialogues.

Focus area 1: Teaching, learning and research



UBC's core areas are primarily those within its mandate as a public university. A margin of comments (about 2% of total online survey comments received) expressed that climate action is not within UBC's jurisdiction, and that it should only focus on its mandate and not on issues where it has no power or control.

Participants across engagement activities reiterated strong and recurring support for integrating and requiring more climate-focused research and learning at UBC. There was particular interest for community-based and interdisciplinary approaches.

Theme: Climate-focused research



This was one of the strongest themes in the online survey. Comments supported climate research areas, from green technology to clean energy alternatives, and ways to incentivize this for students and faculty, from simplified approval processes, research partnerships, awards and credits. Comments from the virtual dialogues suggested more funding and research opportunities for studies led by or focused on supporting those disproportionately impacted by climate change, particularly BIPOC communities. Some also suggested proposals to include details on how the research itself will mitigate climate impacts or support climate solutions.

Theme: Interdisciplinary research and learning

We heard support for interdisciplinary research and teaching that incorporate technical, social, economic, and justice lenses. Participants also shared the desire for expanding opportunities to work across UBC campuses and externally with other public and non-profit organizations. We heard actions like removing administrative and funding silos between departments and registration restrictions could enable and remove barriers for students, researchers and faculty. This theme emerged during the March engagement and was strongly reiterated throughout the virtual dialogues.

Theme: Climate-related curriculum and learning

This theme also garnered strong support for embedding more content on the environment, sustainability, climate education, Indigenous history, rights and culture into existing curriculums and adding new courses like ecological economics. Many spoke to incentivizing and requiring students to take climate-related courses, and facilitating a process for faculty to incorporate climate content in curriculums. Participants suggested curriculum and professional development support to build climate literacy among students, staff and faculty to help with this shift.

Theme: Training and learning for a green economy

Many participants spoke to supporting job preparedness through climate-related curriculums and learning opportunities that are practical and solutions-focused. Many ideas suggested ways UBC could facilitate this, from promoting sustainable job and work placement opportunities through its Career Centre, providing credits and structural support for BIPOC students, to offering job transition programs or certifications for those shifting from the oil and gas industry.

Theme: Experiential and community-based learning and research

This theme emerged particularly in the virtual dialogues, where participants valued and wanted recognition for community-based and experiential learning in courses, certificates and credits. Some suggested UBC's natural spaces (beach, forests, farm) as underutilized and ideal places for learning, teaching, research and demonstration. Many expressed support for existing programs like Social Ecological Economic Development Studies (SEEDS), UBC's Sustainability Initiative's Sustainability Scholars and CityStudio as opportunities. We also heard suggestions for more applied learning and research opportunities grounded in the personal, local and regional community (e.g. flood and wildfire impacted communities in BC).

Focus area 2: Administration and investment



Emerging themes within this section speak to changes in UBC's structures, processes and strategic investment decisions that could enable and sustain short- and long-term action and progress on the climate emergency.

Theme: Air travel frequency and carbon emissions



Participants expressed many concerns of air travel being a significant carbon emitter for the University. We heard support for ways to discourage and disincentivize air travel. Ideas included separating faculty promotion from conference attendance to promoting local and remote conferences and knowledge sharing opportunities rather than our current focus on national and international travel. Participants also expressed a desire for UBC to rethink the culture and prestige around travelling to conferences. Participants identified that improving IT systems and access to video conferencing programs could reduce the need for travel.

Theme: Divestment and sustainable investment



This theme builds on the long-time and ongoing work of student-led initiatives like UBCC350. We heard wide support for divestment, ceasing financial support for companies associated with climate degradation (particularly at the Okanagan pop-ups). Participants expressed that funds should be used to offset carbon emissions or invest in local, long-term and impactful sustainable initiatives that are grounded in justice. We also heard strong support for UBC to demonstrate leadership transparency and accountability through measurable and widely recognized performance indicators. Participants also shared desires for transparency in disclosing investments and investing policies.

Theme: Long-term and tangible commitment on climate action



Participants at both campuses expressed concern and suggestions for UBC to truly 'walk the talk' through concrete actions to make long-term systemic change. Comments suggested prioritizing time, attention, financial and non-financial investment, staff resources and regularly and transparently reporting on progress updates as ways for UBC to demonstrate its commitment to the climate emergency. Participants also shared ideas to overcome bureaucratic challenges and the need for UBC to work with other higher education institutions to enact ambitious systemic change in academia.

Theme: Accountable and transparent governance

Participants spoke to holding UBC's leadership and governing bodies accountable in order to advance climate action. These ideas, which extend beyond the climate emergency alone, included involving the wider UBC community in shaping the institution's governance structure and creating climate justice and anti-racism mandates and policies.

Theme: Centralized and coordinated climate action

Participants shared examples of UBC's many climate change initiatives and opportunities. However, participants expressed challenges to identifying opportunities and connecting with others on the topic of climate change. Respondents shared their frustrations and experiences with inefficiencies. Particularly in the virtual dialogues, participants shared that there is a need for a centralized body to connect and unite the many efforts. Ideas included: investing resources and staff to coordinate climate efforts, creating a body to consolidate activities, programs, policies, initiatives, research, courses, clubs and knowledge sharing opportunities.

Focus area 3: Community engagement and wellbeing

Themes within this focus area speak to actions UBC can take around building awareness and promoting dialogue to support individual, institutional and systemic change, within and beyond the campus.

Theme: Climate education and engagement opportunities

There was strong participant support, particularly from the online survey, for inclusive, accessible, creative, multilingual ways to build shared understanding and dialogue on climate change impacts and sustainable practices among students, faculty and staff. Many spoke to the challenge of having climate-related conversations that can be polarizing and have negative repercussions professionally. Participants suggested education through art and communication campaigns as low-barrier ways to educate, and the importance of recognizing and inviting those with lived experiences, like Indigenous and guest speakers, to give lectures (not just academics). Education, as well as enabling student, staff, and faculty participation in climate advocacy, were among the top ways participants felt UBC could enable its community to take action and leadership roles in the climate emergency.

Theme: Student-led climate initiatives and involvement

We heard the importance of student involvement in leading climate action, particularly as they will experience greater

impacts within their lifetime. Key barriers and concerns for student action included balancing workload, and many asked for more student incentives, credits, flexibility and opportunities for climate courses, extracurricular activities and research. Some suggested funding, support and space for student-led organizations and initiatives, especially those that are BIPOC-led. This would help with concerns around lack of shared understanding and different levels of exposure to learning about climate issues and impacts among the student body.

Theme: Community wellbeing and resiliency



Participants expressed a desire for UBC to provide support to its community, particularly students and BIPOC members, to manage their mental health and climate anxiety. This emerged in particular at the virtual dialogues, with participants drawing parallels to COVID-19, and the need to increase mental health literacy and make climate anxiety relevant and recognized. Comments offered different types of supports that could help the UBC community, including mental health facilitators and counselling professionals (and those representative of UBC's BIPOC community members), peer supports, seminars, art and nature therapy. Other comments spoke to supporting community resilience more broadly through disaster contingency planning and investing in community mobilization and leadership for emergency response.

Focus area 4: Campus operations



Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to the UBC's Climate Action Plan 2020 for Vancouver and the Okanagan's first Climate Action Plan. This focus area garnered strong interest across all engagement activities, with a dedicated conversation on campus operations hosted at the campus-wide forum and virtual dialogues.

Theme: Community and campus growth



We heard many individuals requesting UBC manage, or even reduce, its overall campus footprint and maximizing existing space (which could be facilitated with more remote working in light of COVID-19). Suggestions included curbing construction and development, and leveraging land-use planning, engineering and climate impact analysis to assess and ensure climate resiliency in new projects. Participants also spoke to emergency management and adaptation plans for its campuses, some specifically referring to UBCO's opportunity with the new property in downtown Kelowna. Many spoke to managing UBC's land to encourage food security (such as the UBC Farm) and protecting campus biodiversity (with the Okanagan requesting for more gardens and trees).

Theme: Carbon neutrality

Participants spoke to UBC committing to and taking measures to become carbon neutral, including eliminating dependence on natural gas, and tracking and monitoring GHG emissions across UBC as a whole, across departments, or across its community. Ideas included engaging researchers to look at UBC's impact on climate through its investments and decisions.

Theme: UBC buildings and energy



As seen in Part 2, reducing building-related greenhouse gas emissions was, on average, one of the participants' most important actions for UBC's focus. Many comments spoke to managing, auditing, and reducing current building energy and resource use. Several other comments spoke to renovating and retrofitting old buildings before building new ones, transitioning to electricity for heat, and moving to passive and renewable energy sources, with particular interest in solar from the Okanagan campus. In light of COVID-19, participants also spoke to needing resilient buildings that can adapt to rare weather events and environmental and health emergencies (such as COVID-19). Some identified the opportunity to connect with UBC's community and beyond campus to learn and incorporate sustainable research findings and ideas into its buildings.

Theme: Waste management



This theme also garnered strong support, where many comments spoke to waste management as a way to empower individuals to make choices for their environment. Participants spoke to reducing single-use items, plastic, and free giveaways on campus, and instead, having incentives for reusable items and having digital over printed materials. We heard requests for promoting, auditing, educating on waste and recycling facilities, reducing food waste, and for the Okanagan, improving composting systems in residences. Virtual dialogue participants suggested promoting a circular food system and having policies and targets to reduce food and package waste.

Theme: Campus food accessibility



As seen in Part 2, this area was an emerging theme to inform UBC's climate action. Where the interim engagement spoke primarily to sustainable food offerings on campus, the community dialogues broadened the conversation around the importance of food security and affordable sustainable food options to support climate action. Participants requested more affordable healthy and plant-based campus and catering food offerings with limited meat options, and suggested locally sourced, grown or ethical vendors. Comments spoke to more education around the importance and impact of food in climate change, and ways to enable this through supporting the community food hub project, UBC rooftop gardens (like at the NEST) and on-campus farmers markets.

Focus area 5: Commuting



Recommendations within this focus area speak to more sustainable and less carbon-intensive ways of getting to and from campus, and within UBC campuses.



Theme: Active and public transportation

Reduced congestion was among the top transportation-related comments heard from participants. Participants spoke to active, rapid and public transportation options to, from, and around campus as a way for its community - particularly in the Okanagan - to reduce car dependency. Suggestions included U-pass subsidies, more pedestrian and bikeways, more bike sharing, parking and shower facilities.

We also heard strong support in Vancouver for rapid transit to UBC, particularly the Skytrain, and UBC's role in advocating and lobbying for this as a means of sustainable transportation.

Theme: Fossil-fuelled vehicles

Many participants raised ideas to disincentivize fossil-fuelled vehicle use through car bans, carpool, parking lot reductions and taxes. We also heard support for electric vehicles and charging facilities, as well as advocacy for electric bus fleets coming into and around campus.

Theme: Commuting to campus

As seen in Part 2, endorsing and promoting policies and tools to reduce emissions was rated second highest among the actions that UBC could take to reduce GHG emissions. To reduce commuting, we heard suggestions to enable flexible or remote work arrangements and schedules for staff and faculty, and more remote online learning and exam options for students, facilitated by advanced tools and technology. With COVID-19 demonstrating the ability for students, faculty and staff to work remotely, this became an increasingly popular suggestion to help reduce commuting-related emissions and support mental wellbeing. Participants also suggested offering more campus housing for students or more satellite campuses location for staff, students and faculty.

Focus area 6: Leadership beyond campus



Emerging themes within this focus area speak to the influence, leadership and external roles UBC could play in partnerships, advocacy and public engagement on local to global platforms.

Many themes within this focus area, emerging particularly from the virtual dialogues, speak to UBC's role in advancing

climate and overall social justice by enabling and showing solidarity with Indigenous and marginalized communities. Key themes also spoke to UBC's advocacy and knowledge sharing role among communities, non-profit organizations, corporations, and the varying levels of governing bodies (municipal, provincial, and federal).

Theme: Political advocacy



This theme reflects participants' desire for UBC to use its power and privilege to be a climate leader, and amplify leadership opportunities for communities and its staff, students and faculty. Participants also spoke to ways UBC could seek funding from, advocate and partner with local and international non-profit organizations, TransLink and BC Transit, and government levels on initiatives like a national Green New Deal or the City of Vancouver's Greenest City Action Plan. From the virtual dialogues, participants wanted to see UBC advocating at a political level, from making positional statements on projects that counter climate action to supporting climate strikes.

Theme: Indigenous solidarity



Many participants across engagement activities spoke to UBC's role and voice in supporting Indigenous self-determination and rights. This looked like acknowledging UBC is on unceded land and building relationship with neighbouring First Nations, building awareness and understanding of colonial history, and committing to meaningful reconciliation and Indigenous self-determination (like adopting UNDRIP).

Theme: Climate justice



Comments, particularly from the campus-wide forum and virtual dialogues, often spoke to how climate justice intersects with racial justice given the disproportionate impacts of climate change faced by BIPOC communities, and how these communities have been excluded from environmental action and movements.

Comments suggested including and ensuring Indigenous and marginalized voices have a strong and permanent voice on climate issues, hiring and fairly compensating BIPOC staff, faculty and research students who are working in climate research, education, mental health support, and building awareness around the importance of climate justice. Participants also examined how UBC's local and global research or operations may be oppressive locally and globally, and suggested weaving climate justice through all UBC plans to continue fueling change.

Theme: Indigenous-led climate solutions



Participant comments spoke to listening and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land, and looking to Indigenous governments, communities, and artists as leaders in the climate emergency. Some spoke to recognizing how Indigenous knowledge has been erased or excluded from climate solutions, and could be supported by UBC by offering more education on Indigenous rights to better and more respectfully

collaborate with Indigenous peoples on climate change, and supporting and investing in Indigenous-led climate initiatives, students and scholars.

Theme: Marginalized community support and empowerment

This theme spoke to inclusive and non-paternalistic ways to reach, hear from and that would benefit marginalized groups that are often left out of climate change conversations. Participants spoke to involving and learning from the lived experiences and expertise of individuals, like international students, that have or will be most impacted by climate change to create climate solutions. Comments also suggested collaborating with and sharing innovations to help local and global communities grow their economies and live sustainably.



Theme: External knowledge exchange and collaboration

Some participants suggested ways to share climate research, lessons learned and successes, and innovations beyond UBC's boundaries. Many spoke to UBC as a testing ground for new technologies from its own or other research, and partnering with organizations who would like to take advantage of the UBC's living lab approach. A recurring suggestion heard was sharing findings and experiences outside of academic circles, like with institutions, government, and through the media or centres like the UBC Knowledge Exchange and Public Scholars. Participants also suggested partnerships and grants with local businesses or non-profit organizations to pilot research findings or work together on climate-related projects.



Theme: Engagement and education beyond campus

Participants suggested targeting and educating the public, youth, and community members surrounding the campuses in accessible and creative ways on climate issues and action. Some suggested having a welcoming physical space, like the new downtown campus at UBCO, to connect and share UBC progress and learnings with non-university communities and that could be used by climate organizations.



Theme: Partnership alignment

Participants spoke to demonstrating UBC's commitment to climate action by partnering selectively and only with those who share values of climate action and justice. This could look like supporting local or global initiatives led by nonprofits, Indigenous and community groups and leaders, and small businesses. Many questioned UBC's existing partnerships, programs, and funding from organizations who underperform in areas of the environment and/or justice. Some also recognized UBC offices, and courses that have worked hard to develop meaningful partnerships, from the Indigenous Research Support Initiative, the X̱wi7x̱wa Library, to the Equity and Inclusion Office, and suggested

continued support for these programs.

Next steps

UBC continues to be a leading university committed to climate action through teaching and learning, research, engagement and operations. There are 80,000 within the UBC community who are its strength, particularly its students who pushed UBC to take a bold step further in this climate emergency.

Given the scale of the climate emergency, we are not expecting to find all the answers immediately. This is the beginning of a conversation with its community, drawing on your collective expertise, knowledge and lived experiences, to understand what UBC's role as a climate leader, locally and globally, should look like in action.

This engagement report is part of the final Climate Emergency Engagement report being presented in February 2021 to the Sustainability and Climate Action Committee, a subcommittee within the UBC Board of Governors. The findings from this report have been one input into shaping recommendations on how UBC can enact its declaration on the climate emergency, put forward within the final report. From there, UBC will be accountable in deciding and reporting back on how the recommendations will be resourced, implemented and monitored through the emerging and existing plans and processes.

You can stay in the loop about updates and engagement opportunities for the climate emergency engagement by signing up at climate.emergency@ubc.ca.



A group of students are sitting around a wooden table outdoors, engaged in a study session. In the center, a young man with dark hair and glasses, wearing a denim jacket, looks at a laptop. To his right, a young woman with blonde hair and glasses, wearing a blue top and a grey and white striped scarf, also looks at the laptop. To the left, another young man with glasses and a dark jacket is looking at a book. A fourth student, partially visible on the right, is wearing a light blue shirt. The laptop has a circular logo on the lid. The background shows trees with yellow autumn leaves and a building. The text "Final engagement report appendices" is overlaid in white at the bottom left.

Final engagement report appendices

Appendices

Appendix A. Detailed themes

This appendix provides more detailed summaries of the themes and ideas emerging from the Climate Emergency Engagement process, categorized within the six focus areas.

Focus area 1: Teaching, learning and research



UBC's core areas are primarily those within its mandate as a public university. A margin of comments

(about 2% of total online survey comments received) expressed that climate action is not within UBC's jurisdiction, and that it should only focus on its mandate and not on issues where it has no power or control.

Participants across engagement activities reiterated strong and recurring support for integrating and requiring more climate-focused research and learning at UBC. There was particular interest for community-based and interdisciplinary approaches.

Theme: Climate-focused research

This was one of the strongest emerging themes emerging from the online survey and UBC pop-ups in particular, where ideas included:

- Researching different climate-related areas, like: clean energy and alternatives, impactful solutions, climate change threats and issues, carbon capture and mitigation, climate adaptation, alternative materials, and transitioning to a green economy
- Researching advancements in green and renewable technology, with particular interest at the Vancouver pop-ups suggesting a wide spectrum from community-oriented learning to geo-engineering initiatives
- Piloting new practices or research findings, potentially through partnerships with small, local and tech businesses
- Mitigating research's impacts on climate, where proposals should include and be evaluated on how they're mitigating climate impacts or supporting climate solutions
- Shifting to more publicly funded research and remodeling the Intellectual Property (IP) approach to accomplish broader climate goals that aren't influenced or incentivized due to business or industry motives (like researching sustainable agriculture rather than higher and profitable agriculture yields)
- Allocating funding and supporting research for studies and technology through a justice lens, such as those that identify and help the disproportionate impacts of climate change born by Indigenous and marginalized communities

Participants provided suggestions for UBC to enable student-led, faculty and globally-oriented climate research along with research that supports authentic, systemic change, including:

- Increasing and broadening funding, incentives and awards
- For faculty, this could look like reducing approval lag times for climate-related proposals and research, reducing barriers to access climate research, and supporting administrative workload and complicated government funding processes

- For students, this could look like offering structural support like credits and research partnerships, and reallocating some funding for faculty travel to provide and engage students in climate and interdisciplinary research and learning, allowing for more current and diverse flow of ideas
- From the virtual dialogues, providing focused and dedicated support in the context of hierarchy, structural barriers and power dynamics within research and UBC, such as:
 - o Ensuring structural supports were provided to Indigenous and marginalized communities so they are more included and empowered to lead climate research, where participants noted academia currently does not adequately represent these communities
 - o Ensuring climate-oriented behaviours and leadership are encouraged at all scales and levels, where it can be difficult to persuade more senior researchers to take more environmental action

Theme: Interdisciplinary research and learning

Given the interdisciplinary nature of climate change and climate action, this theme emerged during the interim engagement and was strongly reiterated throughout various virtual dialogues. Ideas included:

- Ensuring climate action research is interdisciplinary so advancements and solutions are holistic and incorporate technical, social, economic, and justice lenses
- Shifting approaches to teaching to incorporate more climate and social justice, sociopolitical, ethics/morals, civic engagement lenses and critical thinking skills into science programs

Participants provided suggestions for UBC to enable more interdisciplinarity and integration, including:

- For students, removing barriers and facilitating ways to get involved in interdisciplinary learning, like offering credits, removing registration restrictions and offering more elective freedom for climate courses
- Making interdisciplinary climate research more accessible by addressing administrative challenges, like breaking down silos, empowering efforts between departments, advancing and facilitating interdisciplinary climate networks and encouraging research labs from different faculties within UBC and across all campuses
- Developing processes and structures to remove administrative barriers and streamline interdisciplinary teaching and accreditation (e.g. cross-listing courses, budget, teaching loads, team-teaching courses, linking two or more courses, and developing universal interdisciplinary course codes). This could allow for more teaching and learning with other departments, as currently departments are being pitted against each other for funding opportunities.
- Creating a minor in climate change studies or similar specialization that unites arts and sciences to address the many intersections of climate change including migration, energy transitions, labour, water, food security and Indigenous sovereignty
- Fostering a student community that extends beyond disciplines and facilitating peer-to-peer learning
- Building climate literacy among students, staff and faculty to build understanding why this interdisciplinary approach is important, including:
 - o Building sustainable financial literacy across disciplines and curriculums, including how financial decisions and transparency can impact communities and investors (as a capacity building exercise relating to sustainable investing and divesting)

- o Making climate science and its impacts accessible and relevant to all to by enhancing climate change literacy - particularly faculty members. This could look like dedicated professional development that is backed by funding

Theme: Climate-related curriculum and learning

This theme also garnered strong support across activities, where ideas included:

- Requiring students to take mandatory climate-related courses, by incorporating climate education, justice, environmental and sustainability components into curriculums across all departments. The design of these courses should also thoughtfully thread these courses and competencies throughout the degree pathway.
- Ensuring climate research is integrated into degree curriculums
- Creating and examining courses, curriculums and programs to include and expand climate knowledge, for example:
 - o Continually incorporate and educate on Indigenous rights, content, history and culture, learning from Indigenous scholars and communities, and involving equity-seeking and marginalized groups
 - o Expanding and recognizing definitions of 'research' and 'knowledge' beyond Western, colonial approaches to science, but to include Indigenous and community traditional knowledge and 'authorship'
 - o Partnering with global universities to expand non-Western and colonial-centric paradigms
 - o Building knowledge, awareness, and skills around the relationship between climate change and the food systems into curriculums so students are empowered to get involved with its impacts
 - o Adding new courses (such as ecological economics) and embedding climate in existing programs (such as climate-related mental health learning in UBC's medicine programs)
 - o Involving students in the curriculum building process
- Re-evaluating and updating existing programs to include intersections of climate change, like environmental studies programs
- Addressing sessional dependency that is causing loss of knowledge retention and transfer Participants provided suggestions for UBC to enable climate in teaching and learning, including:
- Offering grants and adjusting faculty policies and performance criteria to reward incorporating climate content in curriculums, with guidance from a UBC-wide set of Climate Learning Objectives
- Creating a support system (e.g. through Teaching and Learning Centre) to develop climate emergency themed curriculum, which is particularly needed at UBCO. This could be enabled by:
 - o Lowering barriers and providing recognition and incentives to reform, create or redesign courses
 - o Ensuring curriculum changes do not increase student and faculty workload
- Building climate literacy among students, staff and faculty
 - o For faculty, this could look like a dedicated professional development program or fund
 - o Hosting teach-ins with incentives for all departments and students to attend

Theme: Training and learning for a green economy

The virtual dialogues hosted a focused conversation on actions UBC can take to prepare students for a changing economy. From this dialogue, ideas for UBC's action included:

- Empowering and equipping students through career centres and other programs to find opportunities and careers that lead and create change (e.g. Accelerator X at UW in Seattle, specifically at the Okanagan campus E@UBCO and CDL).
- Offering curriculum content that is solutions-focused, offers practical student involvement, supports students' job preparedness and encourages a transition to a green economy
- Requiring students to incorporate climate education, justice, environmental and sustainability components into work placements
- Offering structural support like credits and opportunities for internship placements, community work, in particular for BIPOC students
- Adopting a holistic definition of 'green jobs' by acknowledging a range of skills and values that are required for a just transition, like aligning and supporting social justice
- Offering programs and certifications to workers who have lost jobs in the extractive industries as a part of the transition, and supporting those working in these industries by providing security and transition plans
- Increasing institutional support for BIPOC students, diverting funds (i.e. from reduced travel) and reporting on funding to support those interested in studying and working in the climate sector
- Offering support from the UBC career centre such as:
 - Identifying and promoting green jobs that offer financial security (acknowledging that resource jobs tend to have higher wages to pay off student debt), which could be supported and mitigated by offering financial assistance
 - Equipping the UBC career centre and staff to harness passions for green jobs
 - Requiring the career centre to learn more about green jobs and to be able to identify, centralize, and promote these opportunities (e.g. UBC Farm internships, Sustainability Scholars, Work Learn placements)
 - Further build on existing career and research partnerships with organizations such as MITACS and strengthening internal programs such as Engineering's CAPstone

Theme: Experiential and community-based learning and research

The theme of experiential and community-based involvement, learning and research was frequently identified and valued by virtual dialogue participants. This theme speaks to extending learning about climate change and its impacts outside of the classroom. Ideas included:

- Recognizing and valuing community initiatives and involvement in tenure and promotions for faculty members
- Enabling, recognizing and integrating out-of-classroom and experiential learning in coursework, certificates and credits.
- Leveraging UBC's natural spaces (beach, forests, farm) for learning, teaching, research and demonstration, which could include establishing a UBC green infrastructure network that identifies underutilized areas and open spaces

- Creating more experiential programs like Social Ecological Economic Development Studies (SEEDS)
- Learning from successes of First Nations University and rural colleges for different models of learning
- Involving, collaborating and building partnerships with local communities to conduct research and case studies to operationalize what climate action should look like from their lenses
- Having more applied learning opportunities grounded in the personal, local and regional community (e.g. flood and wildfire impacted communities in BC), which could look like:
 - o Grounding learning and research with and for communities (transdisciplinary)
 - o Bringing in non-academic expertise and people from diverse backgrounds and lived experiences to attend or speak at classes
 - o Inviting frontline communities to participate in developing teaching and learning resources (e.g. Community Engaged Learning)
 - o Expanding and publicizing existing programs and work like UBC's Sustainability Initiative's Sustainability Scholars and CityStudio to build relationships and research opportunities with government entities

Focus area 2: Administration and investment



Emerging themes within this section speak to changes in UBC's structures, processes and strategic

investment decisions that could enable and sustain short- and long-term action and progress on the climate emergency.

Theme: Air travel frequency and carbon emissions

Participants spoke to how air travel is built into the incentives of academia, research and promotions. Many shared ideas on how UBC's could be a global leader by shifting policies that currently enable and encourage air travel.

Suggestions included:

- Revisiting tenure, promotion and career progression criteria to not require or reward international conferences
- Reducing funding for air travel
- Rewarding and incentivizing the reduction of air travel which could include tying compensation to carbon reductions
- Considering air travel in recruitment and the international exchange program
- Incentivizing ways to share and disseminate research (for UBC faculty and visitors) with minimized or shared air travel among departments
- Recognizing and prioritizing local, regional and remote gatherings and conferences, enabling this through grants, funding and formal agreements with other leading universities. This opens up opportunities for those who typically cannot not attend these gatherings due to travel costs and further advances access for marginalized communities.
- Providing an in-house UBC or departmental aviation/carbon credit offsets bank for those who do need to travel by air. In addition to these systemic changes, participants also suggested ways for UBC to enable and empower its community to reduce air travel:
- Combating the culture, prestige and expectations regarding travelling for work and in-person attendance at events

and conferences

- Investing in sophisticated and free video conferencing facilities, leveraging IT and Communications teams at UBC to build capacity for hosting online events
- Reinforcing the limited need for air travel in the long term, leveraging COVID-19 barriers for air travel and encouraging other staff to commit to this behaviour

Theme: Divestment and sustainable investment

This theme builds upon the long-time and ongoing work of student-led initiatives like UBCC350, and dedicated sessions on this theme were held at the campus-wide forum and virtual dialogues. We heard wide support for divestment, speaking to UBC's fiduciary responsibility to consider climate change, with requested actions from UBC for accountability, leadership and transparency in this area. Ideas include:

- Identifying targets and expedited timelines for divestment
- Reallocating and/or increasing investments and carbon offsets through a dedicated UBC fund for climate action, where:
 - o This fund could be used to invest in technology and solutions, socially equitable programs, BIPOC-owned and - led enterprises and initiatives, local projects and non-profits, and marginalized groups who have been disproportionately impacted by climate change
 - o This could be a test model for effective and sustainable investing, where UBC community members could invest and have funds matched by UBC
 - o References and examples included the Hawaiian Feminist Recovery Plan and Vancity Community Investment Bank's CoPower
- Allocating to local and long-term initiatives that would have longer-term and innovative impacts, from net-zero buildings, to carbon offset programs, to transportation projects
- Thinking innovatively to make sustainable investment more powerful
- Being audited or certified by a financial third party that can demonstrate UBC is making progress and aligning with standards like the UN Principles on Responsible Investing (UNPRI)
- Being transparent about the decision-making processes and reasons behind investments and divestment commitments and policies:
 - o This could signal and create blueprints for others based on these criteria and considerations (i.e. fund managers' climate emergency and action statements, criteria on anti-racism or Indigenous rights)
 - o This should include the tradeoffs (i.e. possible lower returns) from divesting
 - o This could include engaging the UBC community in co-creating these investment policies to ensure they are values-driven
- Releasing holdings annually from UBC Investment Management Trust
- Disclosing the different kinds of investments held by UBC, from the UBC Properties and Trust to student scholarships, for transparency

Theme: Long-term and tangible commitment on climate action

Participants expressed recurring concern and suggestions for UBC to truly ‘walk the talk’ through concrete actions and accountability, and suggested UBC could do the following to demonstrate its commitment:

- Investing the time, attention and priority (beyond just financial) required to make long-term systemic progress on the climate emergency
- Demonstrating UBC’s committed investment and funding, even if it means losses in capital gains and corporate sponsorship, and/or steep upfront investment
- Monitoring and transparently sharing updates on climate action, including having mechanisms in place to measure change and progress on targets and having public-facing, visual dashboards to demonstrate progress
- Overcoming bureaucracy that may impact action, with some participants acknowledging that:
 - o Some metrics are also difficult to measure, like the success of programs equipping students to contribute to society and climate action.
 - o UBC’s goal-oriented approach is exclusive with competing key performance indicators and metrics
 - o Having bold targets means there is room to make mistakes, learn and adapt to keep moving forward
- Spearheading innovation and efforts that are sustainable and productive for long-term actions against climate change, which could include leading and signing on to more international coalitions and consortiums with other higher education institutions to hold each other accountable to ambitious climate-related goals
- Investing more in sustainability departments (i.e. UBCO is an eighth the size of UBC but carries the same workload in sustainability department)

Theme: Accountable and transparent governance

Participants, particularly from the virtual dialogues, spoke to keeping UBC’s leadership and governing bodies accountable to advance climate action at UBC. These ideas, which extend beyond the climate emergency alone, included:

- Seeking leadership from the Board of Governors and senior leaders to model sustainability, including creating climate justice and anti-racism mandates, priorities and key indicators
- Involving the UBC community in being part of and shaping UBC’s governance, including:
 - Having a democratized appointment process
 - Appointing a community advisory group for governing bodies
 - o Ensuring that students are part of governance, advisory and decision-making bodies or committees and can enact change, like the UBC Senate
 - o Ensuring Indigenous and marginalized voices have a strong and permanent voice in UBC’s decision-making bodies, which could include reviewing and reporting on UBC’s internal practices and progress towards equity and inclusion

Theme: Centralized and coordinated climate action

Participants spoke to UBC's many leaders, initiatives and opportunities that address climate change. With that, they spoke to the challenges of identifying and connecting with others, therefore limiting opportunities and creating inefficiencies.

Particularly in the virtual dialogues, participants expressed a need for a centralized space and function to connect and unite the many efforts. Ideas included:

- Investing in leadership roles to advance climate action that can coordinate efforts to maximize efficiencies
- Creating an overarching, UBC-wide and cross-campus umbrella to fit all climate programs, activities, clubs, initiatives and policies under.
 - o This should offer mechanisms and ways to map projects, activities and conversations on climate action for students, staff and faculty to connect and get involved
 - o This could also help inform and amplify within UBC what climate research, actions and solutions are progressing and emerging around campus
- Centralizing a body or function could help:
 - o Pitch and seek support on research initiatives to reduce duplicative, piecemeal or divorced initiatives, including finding ways to connect fragmented research and teams across departments
 - o Centralize green jobs and research opportunities for students, which exist but are often siloed and limited to certain departments
 - o Create and offer a repository of sustainability-related programs and research
 - o Facilitate and fund interdisciplinary climate partnerships externally with other public and non-profit agencies, universities and institutions locally and globally
 - o UBC and UBCO become better integrated to collaborate on initiatives and connect better with other community organizations
 - o Communicate and disseminate emerging climate news and information
- Hosting cross-faculty events like climate change-focused conferences to share, connect and collaborate on climate research, as faculty find it difficult on how to navigate and connect with others efficiently

Focus area 3: Community engagement and wellbeing



Themes within this focus area speak to actions UBC can take around building awareness and promoting dialogue to support individual, institutional and systemic change, within and beyond the campus.

Theme: Climate education and engagement opportunities

This theme garnered strong participant support for capacity building, engagement and education as one of the top

ways UBC can enable its community in taking climate action.

Participants raised the need for education to be done in an inclusive and daily way to build a more shared understanding among students, faculty and staff around climate change, local and global impacts, and sustainable practices. Virtual dialogue participants highlighted that UBCO as a region is more conservative, and as a result, engagement opportunities need to reflect regional differences. Ideas included:

- Enabling open dialogue, larger discussions and opportunities for engagement to discuss how people from different backgrounds and intersections (gender, race, social status, culture) are or could be affected by climate change and action
- Developing and using art and communications to lead their own or support other awareness campaigns that educate and promote engagement opportunities on campus sustainability and climate issues
- Offering simple and non-English resources on climate action and sustainable campus practices to build understanding and education, and ensuring these are easily findable and accessible
- Offering lectures and inviting guest speakers, particularly at the Okanagan campus
- Offering free, non-academic, non-partisan and centralized online information and courses for the UBC community and public
- Enabling student, staff and faculty participation and time in climate advocacy and activities, mitigating barriers such as workload and lengthy application processes for climate-related volunteer opportunities (like roof gardens)
- Hosting engagements where lived experiences are recognized and equal to academic knowledge
- Encouraging and tracking UBC campaigns that make its community more conscious of energy use (i.e. Cool Campus campaign)
- Engaging with alumni
- Bringing in low-barrier entry points of education to communities with tangible topics such as waste reduction and transportation mode shift
- At UBCO, there are opportunities to further engage with Kelowna's residents and the wider Okanagan region through initiatives and programs on climate change

Participants, particularly at the campus-wide forum and virtual dialogues, also spoke to ways UBC could target, enable and empower underrepresented communities to learn more and have their say. Ideas included:

- Understanding the diversity in histories and backgrounds of groups and individuals, and how these impacts how they engage
- Creating safe spaces for different groups and perspectives to engage and have challenging conversations that may be polarizing without negative professional repercussions
- Creating opportunities for community members to step into leadership roles

Theme: Student-led climate initiatives and involvement

We heard the successes of and continued importance of meaningfully listening to and involving students in leading climate action, particularly as they will experience greater impacts within their lifetime. Key barriers and concerns for

student action included balancing workload and the lack of shared understanding among the student body around climate education, issues, impacts and action. Many suggested more learning for those who have had less exposure and opportunity to climate education.

Ideas particularly heard at the campus-wide forum and virtual dialogues highlighted how UBC's support for students and student-led initiatives, particularly those who are Black, Indigenous and People of Colour, can enable them to become more involved in climate leadership and activism, including:

- Providing additional support and space for student- and BIPOC-led enterprises like clubs, organizations or other areas in need of monetary support
- Funding student-led initiatives that create opportunities for deeper dialogue, like Climate Hub, particularly needed at UBCO
- Providing credits or flexibility on coursework to students who take extra-curricular action on climate change
- Developing more resources for students like toolkits
- Better resourcing departments such as the Centre for Community Engaged Learning to support student and community involvement
- Better engaging and utilizing student representatives at the department level

Theme: Community wellbeing and resiliency

Participants expressed a desire for UBC to provide support to its community, particularly students and BIPOC members, to manage their mental health and climate anxiety. This was particularly illuminating with parallels to COVID-19, and the support and attention for mental wellbeing during this life- and routine-changing time. This included providing mental health and emotional support for anxiety, grief and trauma related to climate issues, including increasing access to these resources.

Ideas emerged particularly from the campus-wide forum and dedicated virtual dialogue on this topic, and included:

- Developing disaster contingency plans, funding and resource strategies, as well as trained disaster response groups (which could be led or supported by UBC Safety & Risk Services)
- Fostering community-based responses through being present in and investing in communities, their activists, funds and knowledge, sharing transparent communications, and encouraging staff and faculty involvement
- Funding and offering different types of mental health support, including:
 - o Mental health facilitators and professionals, including those representative of UBC's BIPOC community members, to help cope with climate anxiety, acknowledging the injustice of climate issues, movements and impacts on these communities
 - o Accessible, judgment-free, and traditional and alternative ways to support wellbeing, including community care and peer support groups, art therapy, forest therapy (i.e. at Pacific Spirit Regional Park), individual counselling, activities, wellbeing seminars, community gardens. Participants shared that many support resources are volunteer based

- Leading an approach to supporting wellbeing that accounts for: eco anxiety as a risk factor for mental health disorders; effects of other compounding socioeconomic challenges; and generational factors that can lead to differences in understanding and managing the climate crisis
- Expanding UBC's Sustainability Initiative's Sustainability Scholars program to include resilience
- Embedding climate grief in syllabuses so that resources and knowledge are readily available
- Sharing success stories and progress made on the climate emergency, which can help bring communities together and have a sense of some control
- Offering more teaching, learning and communication supports to increase mental health literacy and make climate anxiety relevant and recognized.
- Following this engagement, continue surveying UBC community members on how climate change is impacting their mental health, and what programs and services are needed to support

Focus area 4: Campus operations



Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to the UBC's Climate Action Plan 2020 for Vancouver and the Okanagan's first Climate Action Plan. This focus area garnered strong interest across all engagement activities, with a dedicated conversation on campus operations hosted at the campus-wide forum and virtual dialogues.

Theme: Community and campus growth

- We heard many individuals requesting UBC building its campus resiliency through managing (and for some participants, reducing) the growth of its overall footprint, with suggestions including:
- Curbing construction and condo development and maximizing existing space (which could be facilitated with more remote working in light of COVID-19)
- Providing more staff and student housing to enable less commuting
- Protecting and reallocating more land from spaces like parking lots to campus nature, its forestry and greenery and biodiversity, with several comments at the Okanagan requesting for more gardens and trees
- Leveraging practices like land-use planning processes, climate impact analysis and engineering assessments for new projects and climate adaptation
- Managing and using UBC land and its Farm, building roofs and existing gardens to encourage food security and grow food and pollinator gardens
- Ensuring UBCO's dramatic growth (including new property in downtown Kelowna) is being ambitious with sustainability, climate planning and adaptation
- Creating emergency management and adaptation plans and scenarios for how UBCO and UBCV campuses will function with onset of 1.5 degree temperature increase (e.g. climate refugees, capital planning, physical growth of campuses)
- Incorporating Indigenous knowledge systems into campus biodiversity and campus land use planning

Theme: Carbon neutrality

Participants spoke to UBC committing to and taking measures to become carbon neutral, including eliminating dependence on natural gas. Ideas included:

- Providing programs and mechanisms to calculate carbon emissions at varying levels, including UBC as a whole, across departments, or between individuals
- Understanding and sharing where GHG emissions were being produced by UBC
- Decreasing UBC's fuel-based fleet, switching to electricity and tracking carbon footprints so they could be monitored
- Inviting and sponsoring researchers to look at UBC's impact on climate through its investments and decisions

Theme: UBC buildings and energy

As seen in Part 2, reducing building-related greenhouse gas emissions was, on average, one of the participants' most important actions for UBC's focus. Key suggestions for UBC included:

- Advancing sustainable building policies to manage and reduce current building energy, water, and resource use. Ideas ranged from switching off lights, changeable thermostats, rainwater management, no auto-flushing toilets, to auditing buildings, to implementing metering to monitor water and energy use
- Continuing to advance passive energy, heating, ventilation (if air pollution rises) and keeping the grid as a backup
- Renovating and retrofitting old buildings before building new ones
- Designing buildings with hydrogen-fueled components and renewable energy sources, with particularly interest in solar from the Okanagan campus
- Designing resilient buildings that can adapt to rare weather events and environmental and health emergencies (in light of COVID-19)
- Generating on-site electricity (leveraging the Bioenergy Research Demonstration Facility) and transitioning to electricity for heat
- Providing storage for responsibly sourced biomass

Ways for UBC to enable and empower its community to support this theme included:

- Connecting with community to learn and incorporate sustainable research findings, ideas and priorities (i.e. to make assembling solar panels more accessible)
- Leveraging communications to create messaging and checklists to help promote individual actions (i.e. turn off computers and lights at end of day)

Theme: Waste management

This theme also garnered strong support across the online and in-person engagement, and was recurring for both Vancouver and Okanagan participants. Many comments spoke to waste management as a way to empower individuals

to make choices for their environment. Ideas included:

- Reducing single-use items available on campus, such as banning plastic single-use items and bottled beverages, incentivizing digital over printed materials, and reducing free giveaway 'swag' items
- Investing in better tap water infrastructure
- Providing waste management and special recycling options, where comments from UBCO pop-ups specifically spoke to promoting and improving recycling facilities or composting systems in residence
- Addressing organic and food waste through reduction, recovery and prevention, such as promoting a circular food system and economies
- Amending policies and targets to reduce food and packaging waste
- Incentivizing climate-friendly food practices for businesses on campus (i.e. financial benefit) and providing more dry goods storage
- Ensuring supplies for printing and other suppliers are more sustainable even if more expensive
- Educating and auditing how current waste and sorting facilities are being used
- Encouraging students, staff and faculty to bring their own dishes or mug-sharing initiatives

Theme: Campus food accessibility

As seen in Part 2, this area was an emerging theme to inform UBC's climate action. Where the interim engagement spoke primarily to sustainable food offerings on campus, the community dialogues broadened the conversation around the importance of food security and affordable sustainable food options to support climate action. Participants spoke to:

- Shifting campus food options to local, vegetarian, vegan and seasonal options and menus
- Limiting, disincentivizing or not serving red meat or animal product
- Campus-wide forum participants spoke to ensuring culturally diverse foods that are also plant-based
- Offering only plant-based catering options for university meetings and events
- Procuring locally sourced or grown campus food, including partnering with vendors that buy ethically and those with waste reduction measures
- Embedding targets to track and report on emissions related to UBC food services through existing plans and frameworks (like the Land Use Plan, UBC Food Services Food Values, etc.)
- Collaborating with Indigenous Elders to create a food forest
- Assessing beverage companies to leverage more fees for climate-related activities Ways for UBC to enable and empower community included:
- Providing more education around the importance of food in climate change, which could include providing estimates of carbon impacts on menus
- Creating a cross campus Food System Resilience Strategy and committing to a community-driven consultation process

- Making healthy and plant-based food choices more affordable through incentives or discounts
- Promoting a “pay-it-forward” program or meal gift cards to help students facing food insecurity
- Supporting the current build of the community food hub project
- Reducing bureaucratic barriers to managing UBC rooftop gardens, hosting on-campus farmers markets, and food basket subscription services

Focus area 5: Commuting



Recommendations within this focus area speak to more sustainable and less carbon-intensive ways of getting to and from campus, and within UBC campuses.

Theme: Active and public transportation

Participants saw UBC's role in promoting and advocating for active and public transportation as a way to reduce car dependency, where ideas included:

- Supporting and advocating for rapid transit to UBC Vancouver and transit options around or within the campus, including better night-time services
- For UBC Okanagan, advocating to improve the reach and infrastructure of BC Transit to increase access across Kelowna and reduce car dependency
- Facilitating active transportation on and around campus, through better walkability, bike parking, bikeways, e-bike sharing, and shower facilities
- Providing subsidized U-passes for students, staff and faculty or other ways
- Closing parking and roads to make the campus pedestrian-only, an idea raised at the campus-wide forum
- Reduced congestion was among the top transportation-related comments heard from participants. To enable this, participants expressed support for a Skytrain, train or rapid transit to UBC, and UBC's role in advocating and lobbying for this as a means of sustainable transportation.

Theme: Fossil-fueled vehicles

Many participants raised ideas to move away from fossil fuels and disincentivize vehicle use through car bans, promoting carpool, decreasing parking lots and implementing taxes. Participants instead encouraged:

- Incentivizing electric vehicles by lowering or offering free electricity, more charging stations, and advocating for electric bus fleets coming into and around UBC
- Incentivizing or subsidizing travel to ensure zero carbon emissions from vehicles

Theme: Commuting to campus

As seen in Part 2, endorsing and promoting policies and tools to reduce emissions was rated second highest among the actions that UBC could take to reduce greenhouse gas emissions. Participant ideas included:

- Implementing policies to enable flexible work arrangements, such as working remotely or adjusting working schedules off-peak hours.
 - With COVID-19 demonstrating the ability for students, faculty and staff to work remotely, this became an increasingly popular suggestion to keep these policy changes in place to help reduce commuting-related emissions and support mental wellbeing. To enable this, participants spoke to UBC leading a greater cultural

shift, greater trust, funding and support for transitioning to remote work options.

- Implementing more remote learning options for students, including allowing exams to be taken online, and providing learning resources online
- Partnering with media and tech firms to invest in classroom learning technology (such as holographic presence and videoconferencing)
- Reducing the need for faculty to be physically present for grant evaluations or external review process
- Quantifying the impact of telecommuting on emissions in strategic planning
- Offering more campus housing for students or more satellite campuses location for staff, students and faculty

Focus area 6: Leadership beyond campus



Emerging themes within this focus area speak to the influence, leadership and external roles UBC could play in partnerships, advocacy and public engagement on local to global platforms.

Many themes within this focus area, emerging particularly from the virtual dialogues, speak to UBC's role in advancing climate and overall social justice by enabling and showing solidarity with Indigenous and marginalized communities. Key themes also spoke to UBC's advocacy and knowledge sharing role among communities, non-profit organizations, corporations, and the varying levels of governing bodies (municipal, provincial, and federal).

Theme: Political advocacy

This theme reflects participants' desire for UBC to use its power and privilege to be a climate leader, and amplify leadership opportunities for communities and its staff, students and faculty. Participants also spoke to leading through action on structural change and progress, where ideas included:

- Proposing and advocating for governmental legislation policy changes, including moving away from a carbon economy as suggested in the campus-wide forum
- Advocating for greener cities and futures to other levels of government and agencies, from TransLink and BC Transit in the Okanagan, to encouraging the Green New Deal at the federal level to promoting and partnering with the City of Vancouver's Greenest City Action Plan
- Leveraging UBC's global reach and networks to create change on a wider scale, including partnering with international non-profit agencies
- Supporting climate-related strikes and protests, which could include cancelling classes
- Taking political positions and making statements related to projects that counter climate action (like the Trans Mountain Pipeline Expansion project)
- Advocating for federal and provincial funding to better accelerate development and efficiencies in climate research and work

Theme: Indigenous solidarity

Many participants across engagement activities spoke to UBC's role and voice in supporting Indigenous self-determination and rights, including:

- UBC acknowledging that as an institution it is on unceded land, and building awareness and understanding of colonial history
- Continue working on and emphasizing UBC's relationship with its neighbouring First Nations whose land UBC is on
- Committing to and being vocal about meaningful reconciliation, such as adopting and aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and recommendations from the Truth and Reconciliation Commission (TRC)

Theme: Climate justice

The campus-wide forum and virtual dialogues hosted focused conversations on how to support and empower vulnerable communities through a climate justice lens. Comments often spoke to how climate justice intersects with racial justice, given the disproportionate impacts of climate change on and systemic barriers faced by BIPOC communities. While many points from this dialogue are woven throughout other themes, overarching ideas for UBC's action included:

- Acknowledging that injustice exists in climate and environmental issues and movements, and working towards earning trust and building relationships with communities
- Including and ensuring Indigenous and marginalized voices have a strong and permanent voice on climate issues
- Examining, accounting and paying for UBC's externalities and impacts that disproportionately impact, cost or oppress Indigenous and marginalized communities locally and globally, from its buildings, operations and research (like extraction policies on Indigenous Peoples)
- Ensuring climate justice is woven through all UBC plans to continue fueling change (like having Indigenous engagement as a pillar in UBC's Strategic Plan)

Suggestions for UBC to reduce barriers for its BIPOC community members and enable its community in advancing climate justice included:

- Hiring and fairly compensating BIPOC staff, faculty and research students who are working in research, education, mental health support, and advocacy on climate and racial justice
- Being and creating a culture that is open, honest and vulnerable to learn, lead and be led
- Allocating resources needed to build awareness, support and capacity for students, staff and faculty on climate justice. This can enable them to better create spaces for complex and challenging conversations on injustice and reconciliation, and incorporate climate justice into teaching.

Theme: Indigenous-led climate solutions

Participant comments spoke to UBC recognizing and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land, and being an advocate and partner in creating climate solutions that are grounded in Indigenous empowerment and self-determination. While many points from this theme are woven throughout others, specific ideas included:

- Recognizing the erasure of Indigenous knowledge and equalizing it as expertise in climate solutions
- Looking to Indigenous governments, communities, and artists as leaders in the climate emergency to listen, exchange knowledge and share technologies
- Learning about resilience from Indigenous Communities as an institution
- Continually educating on Indigenous rights and the Truth and Reconciliation Commission to better and more respectfully collaborate with Indigenous peoples on climate change
- Learning from successes of First Nations University and rural colleges for different models of learning
- Increasing access and opportunity for Indigenous students through scholarships and resources
- Investing in Indigenous-led climate initiatives and scholars

Theme: Marginalized community support and empowerment

This theme spoke to involving individuals that will be most impacted by the effects of climate change. Many comments spoke to a need to create intersectional and equity-seeking approaches to reach, hear from and that would benefit marginalized groups that are often left out of climate change activism. Other thoughts spoke to:

- Sharing technologies and innovations with underrepresented communities (i.e. communities of color, rural, differently-abled communities) and working with them to grow economies and lives sustainably
- Ensuring marginalized communities are involved as partners in climate ideas and solutions, given their expertise and lived experiences (including in areas that have been already impacted by climate change)
- Targeting international students in climate conversations, research and solutions, which includes providing them support they need if they come from a jurisdiction more impacted by climate change

Theme: External knowledge exchange and collaboration

Some participants suggested ways to share climate research and information beyond its boundaries, including:

- Engaging with external UBC networks to innovate on climate solutions
- Building awareness of and amplifying UBC's climate research and findings outside of UBC's community and academic circles in the media or centres like UBC Knowledge Exchange and Public Scholars
- Using UBC as a testing ground for new technologies emerging from its own or other research from other organizations or countries (like UBC's bioenergy research facility), and ensuring it shares its findings and experiences with other institutions
- Using expertise and research (Clean Energy Research Centre) to advance sustainable energy generation, including

increasing scope for solar energy

- Ensuring climate research is shared, bridged and applied to address systemic change, like supporting industries to shift from adaptation plans to mitigation plan
- Leveraging UBC's global reach and networks to create change on a wider scale, including partnering with international non-profit agencies
- Share climate related knowledge with industries and government (e.g. green building advancements)
- Creating grants to allow students and local non-profit organizations partner to work together on climate-related projects (e.g. Chapman Grant)
- Establishing a UBC Food Policy Council Committee and a Food System Resilience Coalition & Research Hub with other campuses, municipalities and industries to co-develop research and collective actions (e.g. cool food pledge, local food distribution model)

Theme: Engagement and education beyond campus

The virtual dialogues hosted a focused conversation on UBC's climate action beyond campus to demonstrate leadership and engage and share knowledge in ways that are accessible and understandable. From this dialogue, participants spoke to:

- Supporting more interdisciplinary and youth-focused (Kindergarten to Grade 12) climate education using simpler language and art (like illustrating children's books, raised by Okanagan participants)
- Targeting engagement with non-university members who often less engaged in, have differing opinions regarding, and are impacted by climate change and these conversations (less 'preaching to the choir')
- Having an inclusive, non-hierarchical and welcoming physical space, like the new downtown campus at UBCO, to connect with and engage university and non-university communities on UBC progress and learnings (from initiatives like the new Bachelor of Sustainability at UBCO)
- Supporting climate-focused open education for the public
- Supporting climate organizations by offering physical gathering space, networking opportunities and funding
- At UBCO, there are opportunities to further engage with Kelowna's residents and the wider Okanagan region through initiatives and programs on climate change

Theme: Partnership alignment

Participants, particularly from the virtual dialogue, spoke to UBC's action in using its partnerships to build awareness for the climate emergency and demonstrate its commitment to climate action by selectively partnering only with those who share values of climate action and justice. Ideas for UBC's action include:

- Creating and vetting partnerships through a common values-based framework including metrics such as climate leadership, transparency, justice, reputation, and reconciliation, which includes:
 - o Reviewing and assessing UBC's existing partnerships with companies and organizations

- o Reviewing UBC curriculums, operations, buildings, or programs named after, linked, funded, or supported by resource companies or industry who underperform, lobby against, or have poor reputations in areas of sustainability, the environment and/or justice
- o UBC's Industry Liaison Office and other industry-facing departments should have formalized commitment to climate action stated in their policies
- Amplifying and supporting work (including funding) already being done by non-profits, community groups and leaders, and small and medium enterprises
- Focusing, strengthening and funding partnerships with the following:
 - o Smaller communities, especially those most affected by climate crisis, both locally and globally
 - o Indigenous initiatives, like the UBC School of Law with Indigenous clinics
 - o Innovation hubs such as Accelerate Okanagan and coLab with climate focus
 - o UBC programs, offices, and courses that have worked hard to develop meaningful partnerships (i.e. Indigenous community planning in SCARP, Indigenous Research Support Initiative - IRIS, Xw̓i7x̓w̓a Library, student groups, Equity and Inclusion Office)
 - o Organizations who would like to take advantage of campus as a living model approach
- Attracting innovative green technologies and holistic projects to partner with UBC
- Leverage big data to improve climate action partnerships and initiatives

Appendix B: Verbatim, transcribed and summarized input

Transcribed and summarized comments gathered from the UBC Vancouver campus-wide forum, virtual and in-person dialogues, pop-up events and online survey can be found at <https://climateemergency.ubc.ca/>.

Appendix D

Climate Justice Backgrounder

The following backgrounder document was prepared by the Task Force's Climate Justice sub-working group to support the other working groups in embedding a climate justice lens through their recommendation development.

Defining Climate Justice

Climate justice refers to the inequities associated with the causes, impacts and solutions to climate change.

The climate crisis is rooted in the long-standing and ongoing exploitation of the planet and the world's marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor. The degradation of our climate is a direct result of the systems of racism, colonialism and classism that neglect to value and care for these people.

Our economic system prioritizes profit over the wellbeing of people and the environment, allowing a small number of individuals to amass immense wealth at the expense of the many. By devaluing the lives of people of colour, racism has enabled corporations to inflict severe social and environmental damage because the impacts of natural resource extraction and extreme weather events primarily fall on Black and Brown communities. Colonialism has enabled climate catastrophe through the dispossession of Indigenous territories for extractive industries. In order to truly mitigate the climate crisis, we must work on undoing these systems of oppression that enable exploitation to occur.

Climate change has a "[multiplier effect](#)," meaning that its impacts, such as extreme weather, famine, forced migration and armed conflict, will exacerbate existing injustices and inequalities. The costs of climate change are unevenly distributed with already marginalized groups bearing the burdens while having contributed the least to the crisis. Climate justice must be considered within today's context of multiple intersecting crises - the pandemic, racial injustice and massive wealth inequality - which make certain populations increasingly vulnerable.

Climate solutions often threaten the same communities that are exploited by extractive industries and made vulnerable by climate impacts. Because of existing power imbalances, solutions will inevitably cause further harm to marginalized peoples if justice is not prioritized. Corporations seeking to profit from the climate crisis endanger these communities with "false solutions" and greenwashing. For example, carbon offset schemes often involve acquiring Indigenous land without consent so that companies can continue emitting carbon pollution. Another example of a climate solution with social consequences is carbon taxes. Without adjusting for inequities, carbon taxes disproportionately burden the poor because energy is a bigger proportion of their budget. Further, the extraction of minerals for renewable energy and battery production is often plagued with human rights issues, such as poor working conditions, health hazards, environmental degradation and violence towards local people opposing the extraction.

While the transition to new energy systems is already underway, justice is not guaranteed. Whether or not justice is prioritized will determine if climate action reduces or amplifies existing inequalities - a matter of life and death for more than a billion people.

Climate justice can be broken down into three components:

1. Distributive justice concerns the equitable distribution of the burdens and benefits of climate change and climate action. This includes:

- o Addressing the disproportionate impact of past and current fossil fuel extraction and climate change effects on marginalized groups, including climate migrants and refugees, Indigenous, Black and People of Colour (BIPOC) communities, low income people, [women](#), [LGBTQ+ people](#), people with disabilities and those on the frontline of environmental devastation.
 - o Mitigating the impacts of current and future climate action and the energy transition on affected groups, especially systemically marginalized groups, so as not to exacerbate inequalities. This includes ensuring that no one is left behind during the transition away from the fossil fuel economy and that climate action does not lead to further exploitation of communities during the development of new projects. Climate solutions must respect communities' rights to free, prior and informed consent and ensure human rights and working conditions are respected across the supply chain. The biggest impacts will naturally fall on those already most vulnerable; this must be avoided.
 - o Assigning costs of climate mitigation, adaptation and loss and damage to the countries and groups that have contributed to and profited most from the crisis, including Global North countries, corporations and the wealthy.
2. Procedural justice highlights the right to a fair process for stakeholders to take part equitably in the decision-making process. Those most impacted by climate change and climate action should participate in decision-making, especially around issues that affect them directly. Decision-making processes should be representative of marginalized communities.

Procedural justice also requires preventing interests that run counter to the community's interests from influencing decisions. Corporations should be removed from decision-making relating to the public interest.

It is important to recognize that representation can cause much harm if it is disingenuous. Procedural justice is not just about giving communities a seat at the table. The process must give communities actual power over decisions made. If done improperly, representation can be tokenizing, insulting and exclusive of critical voices and can create a false sense of legitimacy. Real procedural justice requires:

- o Willingness from the beginning to truly listen and make significant changes as needed.
- o Not sidelining perspectives that are contrary to the status quo or raise challenging questions and demands.
- o Accountability mechanisms to follow up on points raised and commitments made.
- o Adequately compensating people for their time and contributions.

We must understand that building reciprocal relationships built on trust with Indigenous communities will take time given the ongoing and violent history of colonialism. We need to be prepared to take the time to build trust and be open to engaging in complex and, at times, uncomfortable conversations. We must create space for the heterogeneity of Indigenous perspectives, which may in some cases conflict with one another. Part of the role of the Indigenous Engagement working group will be to provide guidance to UBC on how to appropriately engage Indigenous communities around climate change and climate action. Working Groups should consider how to incorporate opportunities for

Indigenous engagement into recommendations and allow flexibility in recommendations to ensure this engagement can be integrated.

Procedural justice will also need to be considered in the long-term implementation of the Climate Emergency recommendations.

3. Restorative justice aims to repair the harm done to individuals and groups by undoing existing inequalities and existing systems of oppression. Climate solutions can simultaneously reduce emissions and contribute to:
 - o Transferring power and autonomy to local communities over corporations, including respecting self-determination for Indigenous peoples and supporting community ownership of climate solutions.
 - o Ensuring peoples' basic needs are met, including food, water, housing, healthcare and education.
 - o Addressing existing wealth inequalities (e.g. redistributing wealth) and racial inequalities (e.g. reparations to BIPOC communities and the Global South).
 - o Addressing flaws in the dominant economic system by prioritizing the needs of people and planet over profit and moving towards a more democratic, regenerative and sustainable economy.
 - o Amplifying BIPOC leaders and communities.
 - o Respecting Indigenous knowledge systems and supporting Indigenous solutions.
 - o Contributing to collective health and wellbeing.
 - o Improving inclusion and accessibility for disadvantaged groups, such as immigrants and people with physical and mental disabilities.
 - o Creating opportunities for decent work with livable wages, including historically undervalued work such as care work.

Just climate solutions must also align with the science of a 1.5°C world. Keeping warming within 1.5°C is necessary to prevent tipping points that will lead to irreversible warming and mitigate widespread drought, flooding and resource depletion which would make many parts of the global South uninhabitable. This requires:

- o Drastic emissions reductions across all economic sectors: Globally, the 1.5°C pathway means we need a 45% reduction in net global emissions by 2030 and to achieve net-zero emissions by 2050; all relative to a 2010 baseline. Below 1.5°C is possible but requires radical action now to avoid reliance on risky technology. Staying below 1.5°C requires rapid and far-reaching transitions in energy, land, urban, infrastructure, and industrial systems. These transitions are unprecedented in terms of scale, but not necessarily speed, and imply deep emissions reductions in all sectors.
- o A transition to a fossil free economy: Current policies related to fossil fuel extraction and production place the world on a trajectory to [more than double](#) the allowable emissions that would be compatible with a 1.5°C scenario in 2030 (see the [Production Gap Report](#)). Climate leadership requires an end to the exploration and expansion of fossil fuel projects, a managed wind-down of fossil fuel production and a just transition that puts workers and marginalized communities first as we move towards alternative energy sources. [Research](#) shows that the carbon embedded in existing fossil fuel reserves will take us far beyond safe climate limits. Not only is new exploration and production incompatible with limiting warming to well below 2°C and 1.5°C, but much existing fossil fuel infrastructure will need to be phased-out long before the end of its lifespan. In order to allow a transition to a fossil free economy, fossil fuel companies must be stripped of their lobbying power and influence over policy decisions.

A note on complexity: We want to acknowledge that climate justice is more complex and multifaceted than can fit into any one document. The information we have presented above derives from a Western framework, and we must be open to other frameworks that challenge our thinking. In order to truly practice climate justice, we need to support peoples' capacity to understand and critically engage with its complexity. Throughout the process, we will need to preserve space to dive deeper into these complexities and paradoxes with integrity, so that the discussions do not settle in simplistic solutions.

Climate Justice at UBC

At UBC, climate justice cannot be limited to campus populations but must extend to all communities impacted by our activities. UBC is not isolated from the world around us; what we do on campus has far-reaching impacts on broader society. Some examples of this include the way in which UBC's public communications influence societal discourse, the sourcing of materials and products used on campus, UBC's approach towards engagement with external communities and partners, the University's investments and donor relationships and the application of research findings.

Climate justice needs to be integrated across all aspects of the university, from how decisions are made to how research and teaching is conducted and how students, staff and faculty are treated, as well as how the University presents itself to the world and its external partners. Climate justice must be embedded within operations, integrated across academic disciplines and championed by community members with diverse roles and backgrounds.

Support for climate justice must go beyond education, towards personal understanding and action. It requires equipping people with the capacity to recognize their own complicity and to engage in difficult conversations that challenge existing structures, as well as learning how to enact change and shift power dynamics within society.

Climate justice cannot be limited to supporting new projects but must also involve phasing out harmful initiatives. This will involve uncomfortable conversations and decisions around ending relationships with exploitative institutions such as fossil fuel and mining companies.

UBC can advance climate justice by supporting students, staff and faculty already working on climate justice; encouraging and supporting more people to understand and work on climate justice; mandating climate justice to be considered in relevant policies and processes; and building relationships with climate justice experts and organizations beyond campus.

All Climate Emergency Working Groups should incorporate into their recommendations as many of the following strategies as possible:

- o Giving license to student, staff, faculty and departments to work on climate justice projects, activism, advocacy and community engagement. This requires ensuring community members are supported rather than silenced for speaking out about controversial issues and creating space for difficult conversations about UBC's complicity in climate injustice.
- o Adequately compensating students, staff and faculty working on climate justice - especially BIPOC individuals - through appropriate compensation, such as honoraria, course credit, reductions in other duties and consideration

in tenure and promotion processes.

- o Resourcing climate justice research, education and engagement projects through funding opportunities and awards with a focus on projects that have BIPOC leadership.
- o Providing resources for students, staff and faculty to develop the capacity to apply a climate justice lens through training resources and learning modules.
- o Embedding requirements to use a climate justice lens into existing structures and processes such as applications for research and teaching grants, curriculum approvals, performance reviews, partnership agreements and decision-making frameworks.
- o Hiring climate justice experts, with expertise being understood to include traditional knowledge, lived experience and community engaged scholarship; priority to BIPOC folks.
- o Listening to Indigenous, Black, racialized and other marginalized communities, both on and off campus, and responding to their demands and requests for support. This includes making space for these communities to be heard even when the topic may be controversial or uncomfortable.

Guiding Questions for Working Groups

Research

- o How can our research with BIPOC communities be reciprocal rather than extractive of their knowledge and labour?
- o What resources or training can be developed to support faculty in applying a climate justice lens to their research?
- o How can a climate justice lens be integrated into applications for research funding?
- o How can we increase funding and support for climate justice research projects?
- o How can we prioritize climate justice research in tenure, promotion and hiring processes?
- o How should we approach existing research projects that are counter to climate justice? (e.g. projects in partnership with fossil fuel companies and other extractive industries)
- o How can we better support research based on traditional knowledge and community engaged scholarship?

Teaching and Learning

- o How can we integrate climate justice into the curriculum across all disciplines? How can we better prepare students for careers that contribute towards a just and sustainable future?
- o What resources or training can be developed to support faculty in teaching students about climate justice and civic engagement?
- o How can a climate justice lens be integrated into applications for educational grants and curriculum proposals?
- o How can we increase funding and support for climate justice education projects?
- o How can we prioritize climate justice education in tenure, promotion and hiring processes?
- o How should we approach courses and programs that are counter to climate justice? (e.g. mining and geological engineering programs)
- o How can we incorporate traditional knowledge and lived experiences into education as a valid form of knowledge? (e.g. hosting guest lectures)
- o How can we give students course credit for community engagement and climate justice activism?

Community Engagement and Wellbeing

- o How can our community engagement move towards reciprocity and relationshipbuilding?
- o How can we work towards an understanding of wellbeing that is grounded in a decolonial and intersectional approach to health? How can we support culturally appropriate forms of healing?
- o How can we shift our focus from the individual towards collective health and wellbeing?
- o How can we amplify the leadership of communities we are engaging with in ways that aren't tokenizing?
- o How can we ensure students, faculty and staff - especially BIPOC individuals - are adequately compensated for climate justice work?
- o What type of resources can be developed to support students, staff, faculty and departments in understanding climate justice (including its complexities) and being empowered to take action? How can we hire or partner with climate justice experts to develop these resources?
- o How can we support civic engagement and activism?
- o How can UBC support community members impacted by climate events?
- o How can we empower community members to engage in climate justice? How can we create incentives and give license for students, faculty and staff to engage in climate justice?
- o How can we create space for community members to engage in conversation with one another to process climate grief, reconcile with UBC's and their own complicity in climate injustice, and explore ways to take action?
- o How can we support grassroots climate solutions and community involvement in decision-making?

Beyond Campus

- o How can we ensure UBC's partnerships beyond campus align with climate justice?
- o Do UBC's current partnerships embody the principles we need to enact for a climate just future? What partnerships do we need to end?
- o What partnerships can we build to move us quickly towards a just and sustainable fossil fuel free economy? How can we work with Indigenous communities, non-profit organizations and community organizing groups?
- o How can we mobilize our community to take action on advocacy issues related to climate and justice beyond our campus? How can we support the translation of climate justice research to policy?
- o How can UBC influence social and political discourse around climate justice through its external communications?
- o How can UBC advocate for policy change to support climate justice?
- o How can UBC share its research and teaching materials (and other resources) with communities beyond campus?

Operations (Climate Action Plan)

- o How can we ensure construction and building materials are ethically sourced? (e.g. respecting human rights, good working conditions and community consent)
- o How can we ensure any carbon offsets respect local/Indigenous communities' consent?
- o How can we procure alternative energy from community- and Indigenous-owned sources?
- o How can we support affordable housing at/near UBC as a strategy for low carbon transportation?
- o How can we move towards a 100% fossil free campus?

How Does the Climate Emergency Declaration relate to Climate Justice?

- o Aligning with the science: “The need for drastic emissions reductions and a decisive shift away from fossil fuels toward alternative energy sources, as laid out by the science of the Intergovernmental Panel on Climate Change (IPCC), the UN Production Gap Report and the Paris Agreement, to be achieved via rapid and far-reaching transformations across all economic sectors.”
- o Indigenous rights: “That meaningful climate action must take active steps to support and amplify Indigenous Peoples’ human rights. This includes respecting Indigenous self-determination and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). British Columbia has become the first province to adopt and commit to implementing UNDRIP, which outlines the minimum standards for the survival, dignity, and well-being of Indigenous Peoples. As an institution located within BC on the traditional, ancestral, and unceded territory of the xwməθkwəy’ əm (Musqueam) and Syilx (Okanagan) Peoples, the University has a responsibility to align its policies, actions, and investments with UNDRIP and the BC Declaration on the Rights of Indigenous Peoples Act.”
- o Disproportionate impacts on marginalized communities: “That Indigenous and marginalized communities bear the harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis.”
- o Ongoing and far-reaching impacts: “Therefore, we join with other universities and communities in declaring a climate emergency, while recognizing that this emergency has been experienced for decades by communities around the world, in particular by Indigenous Peoples. UBC acknowledges the urgency of the climate crisis and will directly face its challenges. At this pivotal moment, the decisions and actions we take today will reverberate beyond our own borders and lifetimes.”
- o Scope of the consultation: “The purpose of this consultation will be to provide the UBC community with opportunities to come together to consider the full scope of our impact and align UBC’s emissions reductions plans with 1.5oC; to embrace the need for a managed decline of fossil fuel use and a rapid and just transition to a sustainable economy that also aligns with UNDRIP; to infuse climate justice throughout our activities, priorities, and decision-making frameworks; and to support community coping and adaptation in the face of climate crisis.”
- o Procedural justice: “The process must exemplify dignity, justice, and equity. In doing so, we will create intentional spaces for UBC’s marginalized communities on campus and centre their voices in the development of recommendations.”
- o Integration into policies: “Embedding climate justice into other UBC wide policies and plans that have not previously used a climate justice lens, such as policies related to health and wellbeing and investments.”
- o Restorative justice: “Enacting climate solutions that reflect our commitment to UNDRIP and the human rights of Indigenous Peoples,” and “Building just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities.”

Additional Resources

- o <https://ubccclimatehub.ca/project/climate-justice-101/>
- o <https://climatejusticealliance.org>
- o <https://www.peoplesdemands.org/>
- o <https://decolonialfutures.net/>

<https://justrecoveryforall.ca/>

Appendix E

Indigenous Engagement Working Group Themes and Recommendations

Introduction

The UBC's Climate Emergency Report recognizes that Indigenous peoples are stewards and knowledge keepers of the lands, territories, and waters, however; they remain disproportionately affected by the climate crisis. Responses from Indigenous people to the UBC's Climate Emergency Survey indicated that out of 35 participants, 48.57% worry about the potential impact of climate change on a daily basis. In order to embed Indigenous perspectives in UBC's response to the climate emergency, leveraging UBC's Indigenous Strategic Plan (ISP) and Inclusion Action Plan (IAP) in the development and implementation of UBC's Climate Emergency Response recommendations can only serve as initial steps.

It is the collective responsibility of the University and each of its members to play an active role in supporting the process of reconciliation with Indigenous communities, and the Indigenization of our institution. Robust, ongoing engagement and consultation is crucial for UBC to fulfill its stated commitments to uphold its responsibilities to Indigenous peoples. Going forward, it is important for the university to identify Indigenous engagement opportunities and to approach these engagements in alignment with its commitment to support the Calls to Action of the Truth and Reconciliation Commission (TRC), and to uphold the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Further, these efforts must occur in the context of ongoing relationships with Indigenous communities that are premised on trust, respect, reciprocity, accountability, and consent.

Long-term, sustainable relationships and partnerships with IBPOC communities must be central to UBC's climate emergency response, and adequately resourced in consideration of both staffing and funding needs. At the micro-level, faculties and departments must also shape a response to further support UBC's plan to uphold both UNDRIP and the TRC Calls to Action, which are both supported by the implementation of institutional plans, like the ISP.

This need for these considerations are further complemented by themes that emerged during the Virtual Community Dialogue (VCD) responses, as discussed in Part C of the appendix. These responses indicated the importance of five major themes related to UBC's responsibilities to Indigenous communities: funding and research, meaningful consultation, diversifying the climate justice lens, shifting the narrative to focus on support, and addressing institutional barriers. In order to create effective change in these areas, traditional Indigenous knowledge must be incorporated to restore the stewardship, community, and bonding that these nations have with their land and the relationships that have been severed for many years.

Gaps

UBC's Climate Emergency Report (page 3) acknowledges that UBC's initial engagement process did not reach all of UBC's community members, particularly IBPOC members, to further shape the direction of the recommendations and their implementation. It has been observed that from the beginning of the formation of the UBC Climate Emergency Task Force, both Indigenous and non-Indigenous members of the task force and participants in UBC community consultations expressed concern about the lack of attention and care dedicated to the question of Indigenous community involvement and accountability throughout the consultation and development process. Although the persistence of these critiques ultimately resulted in some elements of the report gesturing toward consideration of Indigenous, Black, and people of colour (IBPOC) communities and their concerns, as well as the establishment of the Indigenous Engagement Working Group (IEWG) that produced this analysis, overall a more fulsome engagement approach is recommended in order to align with the guiding elements of UNDRIP shaping UBC's commitments to Indigenous communities. This will allow for consultation in meaningful ways with Indigenous communities to garner input on decisions that affect them and their traditional, ancestral lands and territories. Various responses from the ISP engagement sessions also highlighted the need for institutional climate action to prioritize Indigenous community partnerships and partnerships with environmental organizations that work with Indigenous groups. For UBC to remain deeply committed to the principles of equity, diversity, inclusion, and maintaining a respectful environment, the considerations to champion IBPOC voices at all levels must exist.

Appendix Background

The following appendix includes two types of analyses that aim to diversify UBC's climate emergency response. Diversifying the climate justice lens was an area of strong importance to respondents in various climate emergency engagement sessions, including the UBC Climate Hub's VCD. These sessions revealed a need to focus on the cross-cultural competencies of healing and climate injustice for IBPOC communities, and the consideration of how gender, race, social status, and culture intersect to identify how the climate emergency disproportionately affects these underrepresented groups. The first analysis draws attention to areas where UBC's Climate Emergency report has implications for the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). This work examines each recommendation from the report separately, and assesses how various UNDRIP Articles can be applied to honour and uphold the rights of Indigenous Peoples. It further provides recommendations to close the gaps and enhance UBC's position as a leader in both climate justice and fostering partnerships with Musqueam, Squamish, Tsleil-Waututh, and Sylix First Nations.

The second analysis includes a general literature review and an environmental scan of existing climate action plans and practices among post-secondary institutions with regards to IBPOC considerations, specifically Indigenous communities. As there is an unequal divide between Indigenous communities and institutions globally, this analysis highlights the need for constant learning at all levels to reduce this divide through meaningful engagement. Approximately 32 post-secondary institutions from four countries (Canada, Australia, New Zealand, USA) were studied. The main focus was to assess whether these institutions have implemented programs or policies to consult Indigenous groups in relation to the climate crisis. Of the institutions scanned, only 4 had independent strategies or TRC Action Plans that included climate justice. The research also looked at several Indigenous communities with Climate Action Plans, including the Yukon First Nations, Blackfoot Nation, and Te Tāruke-ā-Tāwhiri: (Maori-Auckland's Climate Plan) in New Zealand. Finally, data from various UBC engagement sessions like the Climate Hub's VCD, ISP engagement sessions, and UBC Climate Emergency Engagement Consultation Interim Report were analyzed to establish common themes and further inform the draft report's recommendations.

Both of these analyses provide information that support UBC's commitment, as indicated on page 12 of the draft Emergency Engagement Final Report, to advance "just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities".

APPENDIX

PART A: UNDRIP Analysis of the UBC Climate Emergency Task Force Draft Final Report and Recommendations

The following analysis of the Draft Final Report and Recommendations from the UBC Climate Emergency Task Force seeks to draw attention to areas where the report has implications for the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). The Province of British Columbia has passed legislation to implement UNDRIP, and in its recently launched Indigenous Strategic Plan, as well as in the Draft Final Report itself, UBC has expressed its commitment to UNDRIP and its intention to comply with the responsibilities implied therein. In his opening message in the UBC Indigenous Strategic Plan, UBC President Santa Ono writes, "With this Plan, we are responding to this mandate [from the province to implement UNDRIP] and want to set a positive example for other universities across Canada, and the world, on how to continue to uphold our responsibilities to Indigenous peoples."

If UBC seeks to align its actions with its stated commitments to Indigenous communities, and to truly serve as a leader amongst its institutional peers, then it is important to identify areas where the current Draft Report has implications for UNDRIP, including areas where priorities and recommendations might need to be reframed or supplemented in order to better align with both the spirit and the letter of UNDRIP.

A primary guiding element of UNDRIP is the imperative to consult and confer in good faith with Indigenous communities about decisions that affect them and their traditional, ancestral lands and territories. If such consultation is not to be selective or

tokenistic but rather substantive, such that Indigenous perspectives and concerns have a tangible impact on the actual outcomes of the processes and proposals at hand, then it must happen in the context of long-term, sustainable relationships with Indigenous communities. In other words, Indigenous consultation can only happen in a meaningful way if it is undertaken in the context of an ongoing commitment to building and sustaining relationships premised that are premised on trust, respect, reciprocity, consent, and accountability (Whyte, 2020).

This analysis identifies several areas where the university's commitments to uphold UNDRIP could be included or amplified among the report and its recommendations, based on an initial draft of the report. Developing respectful relationships with and deepening accountabilities to Indigenous communities cannot be mere 'add-ons' to the university's response to the climate emergency; it rather must be a central pillar and guiding orientation of its response. The process of drafting the UBC Climate Emergency Engagement Report and Recommendations has demonstrated that significant learning still needs to happen among UBC staff, faculty, students, and leadership in order to ensure that UBC is meeting its commitments to uphold not only UNDRIP but also the TRC Calls to Action, and its own Indigenous Strategic Plan. The following analysis can support this learning, along with other analyses and elements created and submitted by the IEWG. However, proof of UBC's commitment will only be made clear in the actions it takes moving forward regarding the difficult but vital task of building and sustaining relationships.

Finally, it is important to note that many issues raised below are not specific to UBC but rather exemplify common patterns in university-Indigenous engagement, or lack of engagement, at institutions across what is currently known as Canada. These patterns are rooted in the ongoing, uneven relationships between universities and Indigenous communities. These uneven patterns of relationship are historically conditioned, but are either reproduced or reimagined in ongoing ways. Any genuine effort by UBC to interrupt these patterns and remake relationships must therefore be intentional, continuous, and financially supported.

Strategic Priorities	Recommendations
Operationalize UBC's Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black, and People of Colour	<ol style="list-style-type: none"> 1. Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives 2. Support Off-Campus IBPOC-led Climate Initiatives 3. Engage Further with Indigenous Communities 4. Engage Further with Black and POC Communities

The introductory text of this strategic priority area of the report explicitly names a commitment to align and commit to UNDRIP in UBC's climate emergency response.

It also commits "to centre long-term engagement with Indigenous communities," which would need to be adequately funded in order to ensure that there is support and resources for developing and sustaining relationships between the university and Indigenous communities, grounded in "respect, reciprocity, trust and consent." For instance, UBC might need to hire or dedicate the time of an existing staff person to work with Indigenous communities on the issue of climate change. The university would also need to clarify how, and by what means, these engagements with Indigenous communities would ultimately inform institutional decisions and practices related to climate change and the climate emergency. UBC would also need to consider what constitutes reciprocity with the communities in relation to the issue of climate change (for more on this, see below).

This priority also commits "to accountability structures that embed Indigenous perspectives into the Climate Emergency recommendations." As currently written, the plan arguably does not embed these perspectives in each of its recommendations, and these perspectives were not adequately consulted or considered during the Climate Emergency process, despite repeated concerns around this matter. Some of this can be remedied by including the perspectives that emerged during general consultation sessions, but further consultation is required (see above).

Article 18 of UNDRIP indicates "Indigenous peoples have the right to participate in decision-making in matters that would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions." Article 19 indicates, "States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them." One way of meaningfully translating these articles to a higher education context in relation to the climate emergency would be for UBC to establish a standing Indigenous climate advisory committee made up of representatives of both local and relevant international Indigenous communities. Such a committee would need to provide compensation for its members, and would need to be clear about where and how the recommendations of the committee would be received and operationalized by the university so that this does not become a tokenistic exercise but rather ensures substantive participation and decision-making power.

This priority also indicates commitments to "Extend resources to IBPOC communities off-campus to advance climate change and climate justice. Support grassroots initiatives and amplify their work; formalize more partnerships with IBPOC-led climate organizations; expand research capacity for IBPOC communities off-campus." Returning to the issue of long-term engagement, these partnerships, support, and capacity building would need to be collaboratively developed through thoughtful conversation with communities, rooted in substantive, long-term relationships. This kind of work indicates the imperative to have UBC staff dedicated to fulfilling this commitment as part of their regular, ongoing duties; and a standing budget line for supporting the financial dimensions of this work. This commitment can be understood as related to several articles in UNDRIP. For instance, Article 39 indicates, "Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration." As Article 3 of UNDRIP indicates, "Indigenous peoples have the right to self-determination," including in relation to determining their responses to climate change. However, it can be difficult to realize climate responses without adequate resources. UBC's support for Indigenous community-led *and* community-based climate change/climate justice efforts can be understood as part of the university's commitment to reciprocity, redress, and to supporting the rights of Indigenous people in general. In other words, UBC's commitment to support Indigenous communities should extend beyond what happens within its own walls, and its own agendas. UNDRIP in fact enshrines Indigenous peoples' "right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions" (Article 23).

Finally, UNDRIP also supports in spirit and principle the element of this strategic priority area not directly related to Indigenous communities, "Engage Further with Black and POC Communities," including the stated commitment to "supporting structures of accountability that embed Black and POC perspectives into the Climate Emergency recommendations." This support can be found in the introductory text of UNDRIP, which indicates a recognition of "the right of peoples to be different, to be different, to consider themselves different, and to be respected as such..."

Demonstrate Institutional Leadership on Climate Justice	<ol style="list-style-type: none">1. Establish Climate Justice Standards for the University's Activities2. Demonstrate and Advocate for Justice-Based Climate Action3. Enact Commitments to Divestment and Sustainable Investment
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If it follows through on its stated commitments to align with UNDRIP and substantively engage and consult with Indigenous communities in relation to their perspectives, needs, and desired outcomes related to the climate emergency, UBC would be positioned as not just a national but also a global leader in the area of climate justice, specifically with relation to Indigenous concerns. Conversely, if it fails to follow through with these commitments in practice, UBC will be treated as a case study in failed, tokenistic institutional commitments to climate justice.

This priority area emphasizes that climate crises are rooted in the “long-standing and ongoing exploitation of the planet and the world’s marginalized communities, including but not limited to people in the Global South, Black, Indigenous and racialized communities and the poor.” Further, it explicitly acknowledges UBC’s own role in contributing to the climate crisis; in turn, this requires not only that UBC lead efforts toward social and ecological change, but also that UBC identify, interrupt, and enact redress for its own institutional complicity in harm. This harm includes historical and ongoing engagements with Indigenous communities that are extractive and paternalistic, as well as the production of knowledge that rationalizes the ongoing occupation of and extraction in Indigenous lands, the ongoing political colonization of Indigenous communities, and the ongoing assimilation of Indigenous youth.

The introductory “Annex” of UNDRIP is deeply connected to the climate justice framework recommendation of this priority area, indicating concern “that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests.”

UNDRIP Article 11, part 2, emphasizes the importance of redress for these historical and ongoing injustices. The text refers to States, but we can apply this to higher education institutions: “States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.” This includes but is not limited to the question of mechanisms for redress related to UBC’s occupation of unceded xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō, Səl̓íl̓wəṭəʔ/Selilwitulh (Tsleil- Waututh), and Syilx (Okanagan) lands in its various physical locations.

The recommendation to establish a framework for Climate Justice Standards to guide university decisions is an important opportunity for embedding UNDRIP into university climate activities. If the principles of UNDRIP, especially those that are relevant to the higher education context, are incorporated into such a framework, this would be an important initial step toward actualizing UBC’s stated commitment to climate justice. Further, these standards should be developed in consultation with Indigenous as well as Black and other racialized communities. This is again where creating a standing Indigenous advisory committee on the climate emergency would be important.

In relation to demonstrating and advocating for justice-based climate action, UBC has an opportunity to develop deepened relational rigour with regard to the issue of accountability to Indigenous and other marginalized communities, and to set an example for other institutions contemplating or already engaged in efforts to address the climate emergency. Climate justice relates to many dimensions of UNDRIP, including Indigenous peoples’ “right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources” (Article 29, part 1), and the right to Indigenous health (Article 29, part 3).

In relation to the recommendation to divest from fossil fuels, and invest in sustainable investments: in order to be aligned with UNDRIP, UBC must consider that not all sustainable investments are necessarily aligned with the principles of climate justice, and indeed several Indigenous scholars and Indigenous community activists have noted that green/“sustainable” projects, such as carbon trading (e.g. UN REDD) and geoengineering, often further entrench colonial relationships and dispossess Indigenous peoples of their lands (see e.g. Whyte, 2018). Thus, to align with UNDRIP, UBC’s investment strategy should not narrowly focus on divesting from fossil fuels and investing in sustainable investments, but also consider whether and how its investments might be contributing to forms of ongoing colonial violence. This is rooted in various imperatives of UNDRIP, including the need to prevent and provide redress for “Any action which has the aim or effect of dispossessing [Indigenous peoples] of their lands, territories or resources” (Article 8, part 2b), and the general imperative that “Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied, or otherwise used or acquired” (Article 26)

Expand, Strengthen and Coordinate Climate Research at UBC	<ol style="list-style-type: none"> 1. Establish a Body for Climate Research 2. Start a Climate Emergency Fellows Program 3. Conduct Climate Focused Faculty Hiring 4. Recognize and Reward Community Engaged Scholarship
<p>Any newly developed institute or centre dedicated to facilitating climate research, supporting climate literacy, and facilitating climate advocacy, especially one that seeks to involve off-campus partners, should from the beginning have developed a thoughtful framework and strategy for ensuring that it is founded on the principles of climate justice, UNDRIP, and in particular, Indigenous perspectives on climate change. The creation of a new institute or centre offers a clear opportunity for the priorities and perspectives of Indigenous communities to be woven into the fabric of the institute or centre from the beginning, rather than treated as an add-on consideration. In addition to being integrated into the overall plan of the institute or centre, there might be opportunities to dedicate specific financial resources or hiring lines in this institute or centre to supporting Indigenous research, literacy about Indigenous perspectives on climate change, and Indigenous community engagement around climate change.</p> <p>Development of a Climate Emergency Fellows program should include specific recognition of the validity and value of research/researchers committed to engagements with Indigenous knowledges, experiences, and community engagements. This commitment is already indicated in the draft report, and this focus should be sustained with implementation. As UNDRIP Article 15 notes, "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information." Further, such a program should emphasize the recruitment of Indigenous PhD students and postdoctoral researchers who are engaged in climate research. Indeed, it is important (per UNDRIP Article 23), that Indigenous peoples be actively involved in developing and determining the priorities and programs that affect them, including through research – rather than have these developed and determined by non-Indigenous peoples in their name. The draft report already emphasizes a commitment to granting "priority to IBPOC individuals". An additional possibility to consider would be opening up the fellowship program to community members who are knowledge holders in their own traditions, but not otherwise affiliated with UBC as students or researchers.</p> <p>The recommendation for climate focused faculty hiring already indicates the prioritized hiring of IBPOC individuals. It will be important to hire IBPOC individuals <i>across all disciplines</i> of the institution, and to commit to expansive notions of what constitutes "climate-focused" research. Much as is the case with the proposed Climate Emergency Fellows Program, faculty hiring strategies should include specific recognition of the importance of hiring researchers with lived experiences of traditional Indigenous knowledges and practices, those that work closely with Indigenous communities. This is closely related to the next recommendation, to recognize and reward community engaged scholarship in student admissions, tenure, promotion, and hiring. Support for community engaged scholarship is crucial to any effort to uphold institutional responsibilities to Indigenous communities. To implement this recommendation will require thoughtful, thorough engagement and education across every faculty in the university so as to affect a reconsideration and reframing of existing standards for admissions, tenure, promotion, and hiring.</p> <p>Development of both the hiring strategy and the commitment to reward community engaged scholarship in alignment with the spirit of UNDRIP might be fruitfully informed by the Canadian Association of University Teachers' (CAUT) document, "Bargaining for Indigenization of the Academy" (2020), which offers specific recommendations for how to expand and Indigenize existing, euro-centric notions of scholarly value, validity, rigour, and impact in hiring, tenure, and promotion processes, among other things (available at: https://www.caut.ca/sites/default/files/caut-bargaining-advisory-bargaining-for-indigenization-of-the-academy_2020-01.pdf)</p>	
Foster a Culture of Engagement and Advocacy on Climate Action	<ol style="list-style-type: none"> 1. Encourage Civic Engagement 2. Increase Capacity and Resources for Engagement

Of particular relevance for UNDRIP in relation to this strategic priority is the notion that the fostering a culture of engagement “must also come with the recognition that particular emphasis, time and resources must be allocated to engaging systemically marginalized communities, with commitments to uphold space for difficult conversations, investing in rebuilding relationships that are already damaged, and creating spaces for the University to receive critical feedback.” This priority recognizes, in other words, that engagement is not happening with a “blank slate” or in the context of equal power relations, but rather must be negotiated with reference to both histories of harm and ongoing systemic inequalities. This means that systemically marginalized communities, in particular Indigenous communities, must be engaged with the appropriate “time and resources”.

Further, this engagement must be undertaken in ways that recognize that some of what emerges from these engagements might be critical and uncomfortable for (non-Indigenous) members of the university community to hear – and that, in some cases, (non-Indigenous) members of the university community might be in some ways “unable” to hear because they are coming from perspectives they have not previously considered or to which they had not previously granted legitimacy. This means that the university community as a whole, but especially those who will be most closely engaged with Indigenous communities, will require carefully developed and delivered “tools, resources and support” in order to be able to engage in more generative and generous ways, so that these engagements lead to “rebuilding” damaged relationships, rather than further damaging them.

The university must also consider that some modes of empowerment, global citizenship, and activism – for students, staff, and faculty alike – can actually reproduce rather than interrupt colonial patterns of engagement, especially when these take on paternalistic, celebratory, extractive, or self-promoting qualities. Rather than simply advocate for empowerment, global citizenship education, and activism, the university should also commit to robust forms of education and preparation so as to equip people with the critical literacies and self-reflexivity that can support them to undertake action in more socially and ecologically accountable ways that do not reproduce further harm. In fact, incorporating commitments like UNDRIP more thoroughly into documents like the Climate Emergency Report offers one possible means through which to make the UBC campus community more aware of these accountabilities.

It may ultimately be that while the question of Indigenous engagement is related to this priority area, and should be more clearly articulated within it, what is also needed is a separate, clearly articulated priority area that identifies and outlines the particular considerations and commitments that will be necessary in order to ensure that engagement with Indigenous communities is respectful, reciprocal, accountable, and sustainable.

Support Community Wellbeing in the Face of the Climate Crisis

1. Build Capacity for Mental Health, Resilience and Community Care Strategies
2. Update Emergency Preparedness and Response Plans
3. Collaborate to Expand Public Discourse Around Climate Change and Public Health Impacts

Currently, the report notes that commitments to build capacity for mental health, resilience, and community care strategies should be implemented “through a lens of climate and racial justice.” While this is an important statement, its implications could be further developed and articulated. For instance, it is important to recognize that the negative health impacts of climate change disproportionately affect Indigenous as well as racialized and other marginalized populations. Although UNDRIP Article 24, part 2 indicates “Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health,” Indigenous peoples’ health outcomes are consistently poorer than those of non-Indigenous people. Thus, any intervention that seeks to improve wellbeing must take into consideration the ways that peoples’ experiences of climate change are affected by systemic inequalities and harms that long predate the present climate emergency. Efforts to address Indigenous peoples’ well-being in the current moment should not only be informed by the impacts of ongoing colonial legacies, but they should also attend to the fact that Indigenous communities often have their own strategies, practices, and traditions for supporting wellbeing and healing from individual and systemic harm.

Most Canadian universities approach mental health and wellbeing within the frame of mainstream Western psychology, which may or not be experienced as culturally relevant by Indigenous staff, students, and faculty. As UNDRIP Article 24 notes, “Indigenous peoples have the right to their traditional medicines and to maintain their health practices...Indigenous individuals also have the right to access, without any discrimination, to all social and health services.” UBC must take into thoughtful consideration the cultural origins and relevance of different interventions related to well-being in order to provide more culturally appropriate support to Indigenous students, staff, and faculty, as well as to the Indigenous communities with whom it is in relation. This may very well require the allocation of further financial resources, for instance, more funding for Indigenous counselors as well as for Indigenous elders to provide support for Indigenous well-being on campus situated in their own knowledge systems. Further, if UBC seeks to integrate certain Indigenous forms of well-being into its general approach to well-being, it must ensure that this is done through appropriate consultation and respectful ways so as not to be extractive or appropriative. As UNDRIP notes, in Article 31, “Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

As it follows the recommendation to update its Emergency Preparedness and Response Plans, UBC might consider what its obligations are to provide shelter, refuge, and other forms of support to local Indigenous communities in instances of acute emergencies. Such considerations can be part of the consultation with Indigenous communities.

Finally, in following the recommendation to expand public discourse around climate change and public health to include considerations of climate justice, especially impacts on systemically marginalized communities, UBC should also look internally to determine to what extent its own health services as well as curriculum/coursework and training in this area are attentive to these considerations. UBC can hardly become a leader in the area of expanding public discourse around climate change and public health if it has not done its own internal work in this area. Again, seeking respectful, authentic consultation with Indigenous communities could be a means through which UBC can continue self-examining and learning about its own shortcomings as well as successes in this area.

Expand Climate Education Opportunities and Resources for the UBC Community and Broader Public	<ol style="list-style-type: none"> 1. Advance Climate Education Opportunities Across Disciplines 2. Support Climate Education Pedagogy and Curriculum Development 3. Expand Climate Education and Professional Development for UBC Community Members and UBC Partners
<p>The priority of expanding climate education opportunities relates to UNDRIP through the imperative to include questions of how both climate change itself as well as responses to climate change affect Indigenous communities in specific ways. This should entail both engagements with Indigenous perspectives on climate change, as well as deepened education about the ways that colonization is deeply entangled with climate change and thus the ways that climate change disproportionately affects Indigenous communities. This priority must balance the imperative to better integrate, curate, and expand existing educational offerings about climate change while ensuring that students are exposed to a range of different perspectives on these matters – some of which might be contradictory – and are equipped to make their own critically informed, socially and ecologically accountable decisions. Regardless, students should be made aware that both the province of BC and the university are committed to upholding UNDRIP, and be invited to consider how this commitment shapes their individual and collective responsibilities as UBC students.</p> <p>Related to the specific recommendation to advance climate education opportunities across disciplines, it is particularly important that climate justice principles and questions of how climate change specifically affects Indigenous communities be carefully integrated into the educational offerings of disciplines that have not traditionally engaged deeply with these questions, and which might not see the immediate relevance to their work.</p> <p>Related to the above recommendation, the recommendation to support climate education pedagogy and curriculum development specifically notes the need to build “collective capacity to have challenging conversations about complex climate-related topics.” Given research about the non-cognitive dimensions of learning, capacity should not be merely understood as intellectual capacity, but also affective capacities (the capacity to observe, understand, and accept responsibility for the impact of one’s emotional responses) and relational capacities (the capacity to consider how one’s choices as well as one’s systemic position affects both other humans and other-than-human beings in direct and indirect ways). In relation to accountabilities to Indigenous communities this means, for instance, developing the capacity to have conversations about the ways that one’s own discipline and/or one’s own lifestyle has contributed to climate change, and the ways that this has disproportionately impacted Indigenous communities.</p>	
Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency	<ol style="list-style-type: none"> 1. Coordinate a Climate Knowledge to Action Central Contact 2. Scale Up Living Lab Research Collaborations with Diverse Partners Beyond Campus 3. Community Councils - Expand and Deepen External Engagements 4. Develop a Strategic Partnership Framework

This strategic priority area is extremely relevant for Indigenous communities and for fulfilling UBC's commitments to UNDRIP. It specifically recognizes "the importance of active, ethical partnerships with Indigenous, Black, POC and marginalized communities." The first recommendation about coordinating a climate knowledge to action central contact also notes the need to "build resilient partnerships with First Nations..."

To build and sustain ethical and sustainable partnerships with Indigenous communities – rather than extractive, transactional, and conditional partnerships – requires respect, reciprocity, consent, trust, and accountability. Those engaged in this partnership work must be well-trained and well-versed in the specific needs, sensibilities, and range of orientations held by and within Indigenous communities. This is yet another point in favor of appointing staff dedicated to supporting UBC's consultations and engagements with Indigenous communities around these issues.

Importantly, in order align with UNDRIP, partnerships cannot merely be in the service of UBC and its agendas, but must also ensure that the partnership equally serves the needs of Indigenous communities. Signatories of UNDRIP have agreed to be "Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur," and to affirm that Indigenous peoples should have control "over developments affecting them and their lands, territories and resources." In other words, partnerships that UBC develops with Indigenous communities must simultaneously be oriented by a commitment to consider and be accountable to how UBC's actions affect those communities, but also by a commitment to ask the communities how and in what ways the partnership can be beneficial to their own internally driven community agendas and priorities. UBC should not only not assume that its concerns and priorities align or overlap with those of its Indigenous community partners, but it should also consider that in some cases these priorities might even be in tension with one another. UBC should also recognize and respect that Indigenous communities are heterogenous, and might hold diverse views about what is needed and desirable.

It is also worthwhile to consider that, as UBC considers other potential (non-Indigenous) partners, it asks whether or how those partners' agendas might relate to UBC's Indigenous community partners. For instance, should UBC develop partnerships with corporations who are known for their violations of the UNDRIP articles related to securing the "free, prior, and informed consent" of Indigenous peoples when a project affects them and their lands?

Not just to ensure it is upholding UNDRIP, but also in general, UBC might seek to develop a set of overarching principles that guides their decisions about whether and how to establish partnerships, what commitments will guide those partnerships, and how the responsibilities related to partners might differ depending on the partner type.

Regarding the recommendation of community councils, this could be where UBC establishes a specific council or advisory committee made up of Indigenous community partners and focused on their needs and priorities. Participants in these councils must be adequately compensated, and their recommendations should be taken seriously by university decision-makers, rather than engaged in tokenistic ways that fit a predetermined UBC agenda. In addition to a specific council made up of Indigenous peoples, Indigenous peoples should have a presence in any general community councils to ensure that Indigenous perspectives are present in all relevant discussions.

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030	1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C.
<p>Given that UBC's campuses are located on Indigenous lands, in general campus planning decisions should be done with appropriate consideration of, and consultation with, relevant Indigenous communities in order to align with UNDRIP commitments related to free, prior, and informed consent with Indigenous peoples about decisions that affect their territories. This holds true for campus planning related to carbon emissions. It should also be noted that not all low or zero carbon emissions energy sources are secured through practices and processes that are attentive to Indigenous rights and sovereignty. In other words, emissions reductions strategies can negatively impact Indigenous communities as much or more than carbon-intensive energy sources. Thus, UBC should be thoughtful about considering how Indigenous communities might be affected by its emissions reduction plans, and engage in consultation with affected communities as it moves forward in developing and carrying out these plans.</p> <p>Further, the notion of reducing travel in order to reduce emissions should take into consideration that many Indigenous people are located far from their home territories and communities. For UBC's Indigenous staff, faculty, and students, work and community obligations require them to visit those territories and communities regularly, as well as other Indigenous communities they might be working with. Thus, policies or recommendations about reductions in travel should take into consideration not only the uneven contribution of different communities to the creation of the climate crisis, but also the differential impact of reduced travel on different communities.</p>	

PART B: General Literature Review

This section of the analysis includes comments made under each strategic priority and recommendations of the UBC Climate Engagement Draft Report. These comments reflect some of the literature findings and draw attention to existing practices enacted by First Nations communities. These comments can be intersected with other institutional strategic plans, such as UBC's Strategic Plan, ISP, Wellbeing Strategic Framework (WSF), Climate Action Plan (CAP), and IAP.

Connection to UBC's ISP

The ISP, formerly known as the Aboriginal Strategic Plan (ASP) in 2008, acts as a guiding framework for faculties, units, and portfolios to develop their own plans and distinguish UBC as a leading university in the implementation of Indigenous peoples' human rights. The plan specifically outlines eight goals and 43 actions that the university will collectively take to enhance Indigenous engagement at UBC Vancouver, while also providing an overarching UBC-wide plan to be implemented across both campuses. This provides important context to UBC's Climate Emergency report, as it outlines engagement strategies that can benefit the implementation of climate justice.

The former ASP was a result of a series of events, including a video titled "*What I Learned in Class Today: Aboriginal Issues in the Classroom*". This video was a part of a research project that explored difficult discussions of Aboriginal issues that took place in classrooms at UBC. It was initially developed by students in the First Nations Studies Program at UBC as a way to document their experiences using digital video; to make these problems visible, better understand how difficulties arise, and to find ways to have more professional and productive classroom discussions. The ASP emerged as a way to address the challenges and educational barriers of troubling discussions related to cross-cultural issues at the classroom level listed through the research project. This was primarily done by creating ten areas in which meaningful actions addressing Indigenous concerns can occur.

The renewal of the ASP began in 2017 due to the changing landscape in Canada with regards to the Truth and Reconciliation Commission, Missing and Murdered Indigenous Women and Girls Inquiry Report, and UN Declaration on the Rights of Indigenous Peoples. This also included changing the name from 'Aboriginal' ASP to 'Indigenous' ISP. UBC was the first

university in North America, and possibly the world, to endorse the UN Declaration through the creation of this plan. This very research project, video, and TRC's call to educational institutions at all levels to build student capacity for intercultural leadership led to the ASP's development in 2008, its implementation process, update, and current non-prescriptive nature as the ISP now helps guide faculties and units with their Indigenization goals and actions.

Engagement with Indigenous communities no longer means developing new programs. Specifically, Action 37 in the ISP highlights the establishment of an 'International Indigenous Higher Education Advocacy Group' in consultation with Indigenous knowledge-experts, to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

During the ISP engagement process, approximately 71 comments from the data points collected were related to the keywords: 'fuel', 'climate', 'environment', or 'environmental'. Specifically, 21 comments were related to climate issues and were made by non-Indigenous participants. Perhaps this is due to Indigenous cultures inherently value environmentalism as a part of their everyday culture, whereas the comments in engagement sessions were focused on the goals and actions reflected solely in the ISP.

Research

Indigenous Peoples manage 11% of the world's forest lands and customarily own, occupy or use 22% of the world's land surface. Within these lands and territories, they maintain approximately 80% of the planet's biodiversity and are located in or adjacent to 85% of the world's protected areas. A meaningful consultation phase must place traditional knowledge of communities as the central focus of engagement, as they have passed this knowledge down for generations through word of mouth and storytelling. Traditional knowledge is also accurate in reporting records as it observes changes in distribution, abundance, and diversity of the land. Unfortunately, the climate crisis also affects cultural sites and jeopardizes traditional knowledge; compromised traditional knowledge threatens First Nations' livelihood and safety.

Among other ways, the climate crisis disproportionately and specifically affects First Nations in with regards to: ^[4]

1. Access and transportation
2. Water quality and quantity
3. Energy cost and usage
4. Community infrastructure
5. Landscapes
6. Species
7. Cultural and social aspects: loss of language, changing diets, changing activities
8. Traditional Knowledge
9. Land Use
10. Health and Safety

Strategic Priorities	Recommendations
Operationalize UBC's Commitments to Climate Justice: Support Climate Leadership and Initiatives Led by Indigenous, Black, and People of Colour (IBPOC)	<ol style="list-style-type: none"> 1. Support Fair Compensation and Representation for UBC's IBPOC Community Leading Climate Initiatives 2. Support Off-Campus IBPOC-led Climate Initiatives 3. Engage Further with Indigenous Communities 4. Engage Further with Black and POC Communities
Free, prior, and informed consent should be obtained for any climate change project brought into Indigenous communities. By supporting IBPOC-led climate initiatives, the burdens of adapting to the adverse impacts of climate change on their	

communities can begin to be alleviated.^[1] The draft report discusses leveraging “UBC’s Indigenous Strategic Plan and Inclusion Action Plan to centre long-term engagement with all Indigenous communities in the ongoing development and implementation of UBC’s Climate Emergency Response”^[2] and commits to producing accountability metrics that include Indigenous perspectives, but does not outline how this will be achieved. A governance model that includes Indigenous community perspectives and an adequate funding model to support these communities must be precisely described.

Engaging further with IBPOC communities ensures that before designing, implementing, monitoring, and evaluating climate change mitigation and adaptation policies, programs, and activities, IBPOC communities must learn more profoundly what the risks and opportunities are for them, and be subsequently supported.

A Global Conference on Indigenous women, climate change, and REDD in the Philippines suggested the use of:

1. Awareness Raising/Skills training workshops to disseminate information: for basic knowledge sharing on climate change and policies and programs on climate change adaptation and mitigation. This takes the form of a human-rights based approach and knowledge-based framework to better inform policies.
2. Increase Political Participation and Policy Advocacy: Ensuring full and effective participation of Indigenous Elders/Knowledge Keepers/Community members in political and decision-making bodies and processes and in the formulation, implementation, and evaluation of climate change adaptation and mitigation policies by the institution

Institutions in Canada like the University of Calgary have created special event and support funds for student clubs like the Student for Direct Action, Indigenous Students’ Council, and Energy and Environment’s Engineering Students’ Association which are all IBPOC run clubs that have focused on sustainability and addressing the climate emergency. Beginning at a micro-level with student-focused climate initiatives can be an initial step to operationalizing the institution’s commitment to climate justice.

^[1] Mandaluyong Declaration of the Global Conference on Indigenous women, climate change, and REDD plus (2010).

^[2] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 12

Demonstrate Institutional Leadership on Climate Justice

1. Establish Climate Justice Standards for the University’s Activities
2. Demonstrate and Advocate for Justice-Based Climate Action
3. Enact Commitments to Divestment and Sustainable Investment

This area aims to address the inequities associated with the causes, impacts and solutions to climate change, and commits UBC to demonstrate consistent institutional leadership on climate justice. It also acknowledges UBC’s role in contributing to the climate crisis, “while leveraging its intellectual and moral authority as well as its social and financial procurement power to advance climate justice in other organizations”.^[1] Specifically, there must be a focus placed on institutional impacts on transgenerational loss. This loss is described as a “loss of the soul and of the spirit, and when that is combined with the loss of connection to the land and the loss of the ability to find oneself within that”^[2] Sustainability must include the ability to maintain and sustain the health and language of the most vulnerable groups.^[3]

Some recommendations outlined from the Climate Emergency Survey’s Indigenous Community Engagement Feedback suggest:

- UBC championing and challenging public policy processes to advocate for policies in-line with the 1.5 °C and UNDRIP, and
- Lobbying politicians to increase support for climate justice, including resources for climate research and teaching at universities

Establishing climate standards for the university’s activities must also ask for the free, prior, and informed consent of the

Musqueam, Squamish, Tsleil- Waututh, and Syilx (Okanagan) nations over UBC decisions. Through consultation and the incorporation of UNDRIP and the TRC Calls to Action, Indigenous human rights will be supported, and partnerships will strengthen justice-based climate action. The institution should also run consultation sessions with Indigenous community leaders to consider their perspectives before making sustainable investments.

With regards to climate adaptation, support and accommodation must be provided to community members who are directly impacted by the climate crisis (as indicated in the report as Global South, Black, Indigenous, and racialized communities among others), and a fund for underprivileged communities should exist while ensuring these communities have some ownership over how the funding is used.

Article 18 in the Final Resolutions Union of B.C. Indian Chiefs Council indicates that “Indigenous peoples have the right to participate in decision-making in matters which affect their rights, through representatives chosen by themselves in accordance with their own procedures”, as well as to maintain and develop their own indigenous decision-making institutions. Furthermore, Article 29 also highlights the right to conversation, protection, and engagement of Indigenous peoples; both must be emphasized and supported in the final report.

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 13

^[2] Armstrong, J. (Interviewee) & Hall, D. E. (Interviewer). (2007). *Native Perspectives on Sustainability*

^[3] Ibid

Expand, Strengthen and Coordinate Climate Research at UBC

1. Establish a Body for Climate Research
2. Start a Climate Emergency Fellows Program
3. Conduct Climate Focused Faculty Hiring
4. Recognize and Reward Community-Engaged Scholarship

Establishing a body for climate research includes creating a “comprehensive, cross-campus, interdisciplinary body to facilitate climate research, support climate literacy, and facilitate climate advocacy”, ^[1] and should include Indigenous knowledge and research as it has been effective in developing measures to cope with climate hazards. From the development stage, a framework must be developed to confirm that Indigenous principles of climate justice, UNDRIP, TRC Calls to Action, and Indigenous perspectives are intertwined with research priorities, instead of being considered an “after-thought”. Funding specifically dedicated to hiring Indigenous scholars must be coupled with championing Indigenous research further, as Indigenous science offers both key insights and philosophical frameworks for problem-solving that includes human values, which are much needed as we face challenges such as climate change, sustainable resource management, health disparities and the need for healing the ecological damage we have done. ^[2] For example, Inca traditions of crop diversification to strengthen knowledge of genetic diversity and the use of water-harvesting strategies and weather forecasting have been important contributors to shaping a climate emergency response in Nicaragua. ^[3] The creation of a “Pawanka Fund—which is an *Indigenous Ways of Knowing and Learning Initiative*—is committed to the concept of intercultural research, based on ancestral practices of solidarity and reciprocity of Indigenous Peoples” ^[4] and can be used as a baseline for an institutional funding model.

Ensuring that hiring practices include IBPOC faculty ensures that new ecological insights will be generated through the sharing of Indigenous science and other traditional knowledge. It also intersects with forming partnerships with local communities, as Indigenous science is based on building deep, long-term connections with the natural world. ^[5]

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 14

^[2] Indigenous Science Statement for the March for Science.

^[3] Climate Justice Resilience Fund. “Indigenous Communities Are at the Forefront of Climate Resilience.” 2019.

^[4] Ibid

^[5] Ibid

Foster a Culture of Engagement and Advocacy on Climate Action	<ol style="list-style-type: none"> 1. Encourage Civic Engagement 2. Increase Capacity and Resources for Engagement
<p>As briefly highlighted in the report, a culture of engagement begins with institutional, community, and national interactions with IBPOC communities. This is further fostered through making institutional traditional governance structures more inclusive to include IBPOC members, in order to provide representation for those undertaking the engagement process.</p> <p>Various Yukon First Nations have declared a climate emergency, and have encouraged engagement and increased resources through “harmonizing their systems of governance and economy” with the Crown and other institutions to protect, conserve and regenerate their lands, waters, and wildlife. The Yukon First Nations call on governments, corporations, and individuals to carry out responsibilities and obligations to act in their best interests as they have maintained some of the closest ties to the land. ^[1]</p> <p>Encouraging civic engagement does not mean appeasing communities to pursue corporate interests, as some governments have done in Brazil. ^[2] Rather, both individually and collectively, the systemic problems faced by Indigenous members require societal change. A recommendation includes forming a working group with Indigenous Elders, Traditional Knowledge Keepers, Hereditary Chiefs, and members of Indigenous government to discuss an action plan and identify strategies to contribute to the current recommendations. This reinforces the promotion of reconciliation through climate action and resolves impacts affecting First Nation spiritual relationships with the land and higher-education while engaging and empowering them. ^[3]</p> <p>^[1] Yukon First Nation Climate Change Emergency Declaration, 2019. ^[2] Brazilian Indigenous Leader: Carbon Trading Scheme “REDD” a False Solution to Climate Change, 2018. ^[3] Ibid</p>	

Support Community Wellbeing in the Face of the Climate Crisis	<ol style="list-style-type: none"> 1. Build Capacity for Mental Health, Resilience and Community Care Strategies 2. Update Emergency Preparedness and Response Plans 3. Collaborate to Expand Public Discourse Around Climate Change and Public Health Impacts
<p>The social impacts of the climate crisis and climate injustice on BIPOC has severe effects on resiliency. The current report draft discusses building a capacity and updating emergency preparedness through a “lens of climate and racial justice” as a baseline but does not further specify in detail any indicators or metrics to achieve this. Community care is linked to the work that so many Indigenous people are engaged in now to restore some of their lost practices, to incorporate their knowledge, and to recover the knowledge and philosophy and the ethics in a contemporary life-way that makes sense and restores the stewardship, restores the community, and restores the severed bond with their land. ^[1] Adequate consultation takes into account their perspectives in shaping successful care strategies.</p> <p>The Final Resolutions Union of B.C. Indian Chiefs Council includes Article 32, stating: Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources, this includes perspectives in UBC’s Emergency Preparedness and Response Plans and ways to expand public discourse. Reconciliation is an important tool in resolving impacts that affect First Nations’ holistic relationships with the environment and the land. In the face of this crisis, First Nations have been active leaders, both domestically and internationally, drawing on the science, knowledge, and way -of -life shared by Elders, knowledge keepers, women, youth, and leadership. Many mental health strategies, particularly in North America do not consider traditional ways of knowing, being, and living, reaffirming the <i>need</i> for a culturally sensitive lens to provide community care services. A strong intersection exists between this area and UBC’s Indigenous Strategic Plan, which included several rounds of Indigenous engagement to discuss Indigenous support services and community resilience.</p> <p>Giving adequate care to mental health and community care ensures that UBC does not reproduce common colonial tendencies in climate action efforts, including simplistic, tokenistic engagements with marginalized communities, and narrow imaginaries of social responsibility and social change. ^[2] Deep ties between climate change and colonial violence continue to exist, particularly in higher-education institutions. In order to resolve the highest costs of ecological destruction faced by</p>	

these communities, funding must be established with direction from Indigenous communities on how to spend it. Collaborating to expand the public discourse on climate change and public health would enable a more just, peaceful, and sustainable planetary existence for current and future generations, but must include intersectional elements for the benefit of IBPOC communities.

^[1] Armstrong, J. (Interviewee) & Hall, D. E. (Interviewer). (2007). Native Perspectives on Sustainability

^[2] Open Letter: Colonialism Must Be Part of the Conversation about the Climate Emergency, *UBC Blogs*, 2019.

Expand Climate Education Opportunities and Resources for the UBC Community and Broader Public

1. Advance Climate Education Opportunities Across Disciplines
2. Support Climate Education Pedagogy and Curriculum Development
3. Expand Climate Education and Professional Development for UBC Community Members and UBC Partners

The move towards a sustainable future is incomplete without traditional practices and knowledge of Indigenous peoples and the informed feedback of BPOC communities. These recommendations can be further supported by acknowledging that adaptation should follow a strong, gender-responsive, participatory, and fully transparent approach. It should also take into consideration vulnerable groups, communities, and ecosystems, and should be based on and guided by the best available science and, as appropriate, traditional knowledge, knowledge of Indigenous peoples and local knowledge systems. ^[1] Agencies must become more responsive to local communities; this would include educational programs across disciplines like training programs helping Aboriginal communities to become more directly involved in monitoring and assessment activities. Additionally, educating UBC community members and partners on studies and monitoring the social impacts on Indigenous communities are helpful tools in acknowledging one's own role in the climate emergency. Emphasizing a micro, faculty-level approach to review curriculum development through consulting Indigenous communities from the beginning will ensure a meaningful increase in climate education opportunities.

^[1] Mantyka-Pringle, C., Westman, C., Kythreotis, A. *et al.* Honouring indigenous treaty rights for climate justice. *Nature Clim Change* 5, 2015 and References to Indigenous Peoples in the Paris Agreement Summary

Develop New and Strengthen Existing Partnerships to Tackle the Climate Emergency

1. Coordinate a Climate Knowledge to Action Central Contact
2. Scale Up Living Lab Research Collaborations with Diverse Partners Beyond Campus
3. Community Councils - Expand and Deepen External Engagements
4. Develop a Strategic Partnership Framework

The report indicates that "external engagements and partnerships are a critical component of its capacity to accelerate the global shift towards a 1.5°C-aligned future" ^[1] through facilitating knowledge translation and disseminating climate research. These partnerships must include restored trust and mutuality and must include a framework designed by both administration and Indigenous communities as a strategy to collaborate. Reconciliation is not only about resolving impacts that affect First Nations' holistic relationships with the environment and the land, but this also includes relationship-building and honorable partnerships. Fostering community councils with Indigenous voices encourages an inclusive and substantive role in the development, implementation, and management of the framework for combating climate change in Canada. ^[2] This relationship must be based on the recognition and respect for inherent Title and Rights and Treaty rights and include the implementation of UNDRIP.

As Indigenous communities have thousands of years of traditional knowledge about their territories and relevant and unique perspectives on how the environment is changing, the causes of this change, and solutions for addressing impacts and restoring habitat, a partnership framework must complement the actionable steps taken by UBC. This partnership framework

should encourage advocacy to call on local, national, and international communities, governments, organizations, and movements to respect Indigenous knowledge, and uphold Treaties and other constructive arrangements between First Nations and the Institutions in Canada. It also helps ensure Indigenous people's right to free, prior, informed consent and the right to say no to projects that affect their communities. A partnership framework should not simply mean governments or institutions paying Indigenous communities to 'win them over, but instead, building resilience by promoting and supporting the participation of Indigenous peoples in public policies, strategies, and other decision-making spaces.

However, it is important to note that many Indigenous communities are already overburdened with requests for engagement and contribution to various projects. Therefore, institutions need to understand that each Indigenous community can choose their level of engagement – whether light or heavy; long-term or short-term; or choose not to engage, based on their capacity.

^[1] UBC Climate Emergency Engagement Final Report and Recommendations. Vancouver. *The University of British Columbia*. 2020. Page 17

^[2] Assembly of First Nations. (2019). Declaring a climate emergency. & UBCIC First Nations Leadership Council. *Indigenous Peoples Must be Partners In Canada's Climate Change Discussions*

Accelerate Emissions Reductions at UBCV and UBCO in Response to the Climate Emergency: Climate Action Plan 2030

1. Support the forthcoming recommendations and new interim emission targets emerging from the Climate Action Plan 2030 process, which establish specific emissions targets responding to UBC's alignment with 1.5°C.

The institution should be thinking of climate change as part of a much longer series of ecological catastrophes caused by colonialism and an accumulation-based society."^[1] Solutions require critical thinking about our economic and political systems and how climate change exacerbates the difficulties already faced by vulnerable Indigenous communities, including political and economic marginalization and the loss of land and resources. The VCD "Campus Operations" focus group did not include much information on how the institution should consult with Indigenous communities and BPOC members, highlighting a gap in the process. Considering Indigenous strategies to reduce emissions should be at the forefront of this plan, as Indigenous peoples interpret and react to the impacts of climate change in creative ways, drawing on traditional knowledge and other technologies to find solutions. Further incorporating their perspectives related to institutional-specific emission targets will better inform the climate emergency response as they have great traditional knowledge related to disaster preparation, land-use planning, environmental conservation, and national plans for sustainable development.

For instance, certain agricultural initiatives may reduce greenhouse gas emissions but may lead to an increase in monoculture crops and plantations and an associated decline in biodiversity and food security. The full and effective participation of Indigenous communities is crucial to the elaboration of mitigation measures to ensure that they do not affect vulnerable communities in return. In New Zealand, The Ministry of Environment, Consultation with Maori on Climate Change conducted consultations with Maori communities to discuss the climate change issues and options proposed in the discussion documents. The Treaty of Waitangi obliges the Crown to protect Maori people in the use of their resources to the fullest extent practicable and to protect them especially from the consequences of the settlement and development of the land. ^[2]

^[1] Simpson, L. (2019). Indigenous knowledge has been warning us about climate change for centuries. *Pacific Standard*.

^[2] Galloway McLean, Kirsty (2010) Advance Guard: Climate Change Impacts, Adaptation, Mitigation and Indigenous Peoples

Notable Examples: Indigenous Climate Action Plans

Blackfeet Climate Change Adaptation Plan

The Blackfeet Nation climate adaptation planning process began in 2016, and is a result of the holistic Blackfeet Nation planning process that includes all parts of tribal government, while respectfully considering traditional values and a collective community vision. Underlying the plan is the Blackfeet understanding that people and nature are 'one' and that community health goes hand in hand with the health of the environment. In addition to the planning work being carried out by sectors within the Blackfeet Nation, planning participants attended a variety of regional and national conferences addressing climate adaptation to better inform the plan's implementation. The plan's climate impact predictions were presented with eight different resource management sectors: agriculture, culture, forestry, fish, wildlife, land and range, water, and human health.

Te Tāruke-ā-Tāwhiri: Auckland's Climate Plan

Though this climate plan has been implemented by the municipal government, it was the result of a collaborative process with various local New Zealand Maori communities. It includes an overarching unique 'Tāmaki' response, a focus on clear greenhouse gas (GHG) emissions reduction targets, and the need to embed issues like equity, te ao Māori and a strong rangatahi voice. In New Zealand, the Government continuously worked closely with iwi and Māori representative organizations for the consideration of traditional knowledge, as well as recognition of the Treaty of Waitangi—an agreement signed in 1840 between the Crown and Māori chiefs that establishes and guides the Crown-Māori relationship. The government's emissions reduction plans include a strategy to recognize and mitigate the impacts of emissions reduction actions on iwi and Māori as well as ensuring that they have been adequately consulted on the plan. The plan has been translated into traditional Maori languages and continues to be implemented throughout Indigenous communities.

Notable Examples: Indigenous Engagement in Higher Education Climate Plans

New Zealand

The University of Otago prioritizes setting and pursuing ambitious goals around embedding mātauranga Māori (Maori knowledge) within the University's core functions to address the climate emergency. Their primary Treaty relationship with Ngāi Tahu (the principal Māori tribe of the South Island) has been the central foundation for any partnerships and engagements conducted with Indigenous. As they move past what they label the 'development' phase of a climate emergency plan, they are able to incorporate increased expectations for the institution to support some of the requests made by Indigenous communities. All of the reports and plans from higher education in New Zealand were based on The Treaty of Waitangi, which outlines the importance of relationship building with Māori and Pasifika communities. Similar to Australian institutions, universities in New Zealand focus on higher-level recommendations and content like increasing community partnerships and integrating and respecting Maori cultures in all institutional decisions.

Australia

Australian institutions tend to emphasize higher-level focus areas like climate-related cultural competency, upholding respectful relationships with Aboriginal and Torres Strait Islander peoples, and including Indigenous peoples in governance and leadership related to sustainability or climate justice. However, Australian institutions provide extremely specific recommendations following the consultation of different units on campus, with an "all-on-board" approach to ensure progress. For example, the University of Melbourne conducted specific focus groups with every department and faculty to ensure that goals could be completed at the micro-level, and to foster relationships with Indigenous communities at a faculty-level.

Other examples in Australia like the University of Sydney: only the Faculty of Law has declared a climate emergency, and legal scholars in that faculty are working to form partnerships with Indigenous communities. The justification for this is as legal academics, they "have a moral duty to stand up, speak out and express their concern, from a justice perspective, and for all people, ecosystems, and species across the world.

The U.S.A.

Only two institutions in the U.S.A. (The University of Hawaii and The University of Southern California) were scanned. This was due to the lack of publicly available data about Indigenization in climate plans in American post-secondary institutions. Specific to the University of Hawaii, the focus areas of their reports were quite broad: Indigenous leadership development, community engagement, and cultural parity. In particular, the University of Hawaii announced a vision grounded in Native Hawaiian values, including the creation, preservation, and transmission of knowledge related to climate change in a multicultural environment.^[2] The institution's strategic direction to focus on community reinforces the commitment to anchor their responsibility for collaborative partnerships. They also developed and facilitated "Piko Hawai'i" courses/workshops/seminars, which focus on introducing the sacred environment and geography of Hawaii as a way to demonstrate the connection to their land and the effects of the climate crisis.^[3] Finally, fostering the connections between the University and the broader community is based on the premise that collaborative partnerships in education and research will help to improve the health and wellbeing of current and future generations of residents of Hawaii.

Other Examples

1. The University of Saskatchewan's Indigenous Advisory Circle includes representation from Elders and Traditional Knowledge Keepers, and was consulted as a step towards achieving community engagement for climate justice. To further engage Indigenous communities, a forum was hosted with members of First Nations communities, Indigenous

scholars, and the wider community to discuss UNDRIP, the TRC Calls to Action, and Climate Injustice as it disproportionately affects Indigenous communities.

2. The University of South Australia hosts an annual state-wide, Elders-led Aboriginal community to build partnerships, discuss Indigenous ways of life, and (recently) discuss the impacts of climate change on local communities. An ethical framework for respectful engagement with Aboriginal Peoples and communities was also developed in partnership with Aboriginal communities. Within this framework exist protocols that provide practical guidance to staff engagement, consultation, and partnership with Aboriginal Peoples and communities, with particular focus on two-way learning and research.
3. Monash University (New Zealand) is moving towards a commitment to creating a culture focused on Maori-informed climate change research, centres and faculties where Indigenous peoples are full participants in research projects that concern them, share ownership and accountability in the aims, methods, and results of this work. At every stage, research with and about Indigenous peoples is founded on a process of meaningful engagement and reciprocity between the researcher and Indigenous people, underpinned by national and international best practices and guidelines.

PART C: Engagement Sessions Data

Virtual Community Dialogues' Responses

The virtual community dialogues took place in May-June 2020 virtually (via Zoom) due to the COVID-19 pandemic. Ten specific sessions took place, related to the following topics:

- Community Wellbeing and Resilience
- Campus Operations
- Climate Resiliency of UBC's Campus
- Teaching and Learning
- Research
- Climate Justice in UBC's Plans & Programs
- Advocacy: Advancing a Just and Sustainable Society
- Community Engagement
- Divestment and Sustainable Investment
- Partnerships

During these sessions, two specific questions were posed:

1. For UBC to lead: What would you like to see UBC do to address the climate emergency? (Both on and off-campus)
2. For UBC to enable/empower: How can UBC support its community members in responding to the climate crisis? What barriers exist right now for UBC community members to take action?

For each question, between four to five breakout rooms existed to cover different sub-themes. Groups included representation from both UBC Vancouver and UBC Okanagan.

Demographics

- The VCD brought together 79 attendees
- 68.4% of the representation came from UBCV, 11.4% from UBCO
- 1.9% of participants (2) identified as Indigenous, 8.4% of participants (9) identified as members of racialized groups
- 6.5% of participants (7) identified as persons with a minority sexual orientation
- 58.7% of participants were students, approximately 10% faculty, and approximately 10% staff
- The Session with the highest attendance was the "Climate justice in UBC Plans and Programs" dialogue

These sessions welcomed diverse audiences, but a stronger emphasis on incorporating BIPOC feedback would be enhanced through further engagement, particularly with Indigenous communities. 40 out of over 450 comments related to fostering Indigeneity, reconciliation, or general Indigenous affairs (around 8.8% of responses).

Common Themes

Based on discussions in the break-out groups, the following themes were prevalent under the following focus areas:

FOCUS AREA 1: COMMUNITY WELLBEING AND RESILIENCE

Participants in this session emphasized the need for UBC to support community wellbeing and resilience through incorporating an understanding of the compounding effects of socio-economic challenges. They also referenced the intersectionality between climate change, health, sustainability, equity, and the intergenerational impacts of climate change. UBCO participants specifically stated the need for increased institutional funding for wellbeing and resiliency work.

Theme: Advocacy as a Key in the Ripple Effect of Community Wellbeing

- UBC should focus on greater accessibility in terms of labour and personal needs
- UBC should further support mental health efforts. Advocate for surveys, questionnaires, somehow tracking how big of an issue mental health & its relationship to climate change is and in what ways, so that programs and services are needed can be identified.
- UBC should come up with a way for various stakeholders to sit around a table, participate in the climate solutions process, and communicate that information clearly back to their respective constituencies/ groups.

Theme: Complementing Individual Changes with Institutional Changes

- Some participants indicated that the onus of action currently falls on individual behaviour change. This must be accompanied by UBC's structural change.
- Suggestion for a staff and faculty onboarding process on climate change: a starting point to get them to think about how to respond to the climate emergency.

Theme: Representation of Marginalized Communities

- Participants indicated that the voices of marginalized communities need to be at the forefront of all climate justice work, including representation at all levels.
- With regards to stakeholder liaising, those from marginalized communities need to be given the space and resources to share their perspectives.

FOCUS AREA 2: CAMPUS OPERATIONS

Participants in this session discussed the possibility to provide incentives for new construction projects to be energy efficient, instead of only offering retrofit incentives. Additionally, this session talked about food, built environment, energy supply and emissions, and air travel. Participants expressed the importance of supporting local producers on campus and integrating racial justice by producing BIPOC producers and companies.

Theme: Built Environment

- More efficient use of water and a reduction in waste production. New buildings should be constructed with more efficient use of natural lighting and heating.
 - UBC could move towards more local renewable energy systems (solar panels, wind).
- We must amplify the voice of Indigenous peoples by bringing Indigenous knowledge systems into campus planning initiatives. For example, find alternative uses for land development that can be used to support Indigenous knowledge systems related to animal, plant life, and biodiversity.
- Create partnerships with non-profits to help campaigns that need support fighting climate change off-campus.

Theme: Food

- Focus on spreading awareness about the impact of meat consumption on climate change.
- Focus on affordability. Students are forced to choose between healthier food options and cheaper food options. Create a plan to reduce meat consumption.
- Utilize more resources from the UBC Farm for the UBC community.
 - Create a student onboarding program related to sustainability and how UBC is committed to becoming 100% sustainable by 2050.

Theme: Energy Supply and Emissions

- The main goal is to eliminate fossil fuel dependence for campus operations.
- Participants suggested solutions like implementing alternatives to natural gas equipment, eliminating boilers, etc.
 - Climate should be considered at every stage of institutional planning (e.g., procurement, budgeting, etc.)

Theme: Air Travel

- Provide substitutions to air travel by leveraging tools and incentives
- Identify Essential vs. Non-Essential Travel: For instance: Travel for conferences and meetings vs. the necessary components of fieldwork.
- Due to conferences currently being hosted online (particularly internationally due to COVID-19), there is an immediate opportunity to make conscious policy decisions to ensure that these temporary changes in travel expectations are adapted in the long term.
- UBC can leverage Communications/IT teams to build capacity within existing structures for the university to host online conferences/events.

FOCUS AREA 3: CLIMATE RESILIENCY OF UBC'S CAMPUS

Participants in this session discussed the need to support more 'green jobs' from a systemic change perspective. Additionally, several comments highlighted the importance of supporting marginalized communities, specifically through a 'UBC special fund' for marginalized groups, as they are more likely to be affected by climate change.

Theme: Specific UBCO feedback

- Participants indicated that UBCO can improve the promotion of programs that incorporate green jobs across all disciplines.
- Furthermore, UBCO can enhance the awareness brought to all students about climate-change related projects and initiatives on campus, and how climate change is being addressed at an institutional level.
- UBCO initiatives need improved communication and increased transparency to create an inclusive and accessible culture of shared knowledge.

Theme: Built Environment

- UBC should place a focus on creating opportunities for individuals to build a variety of social connections to overcome uncertain times. This may be presented through social spaces, greenery, or public art.
- Begin to evaluate the synergies between climate change adaptation and mitigation strategies, and prioritize those that achieve both.
- Place a larger emphasis on adapting Indigenous ways of knowing, and listening to communities who have lived here for countless generations.

Theme: Green Jobs

- UBC can lead by adopting a holistic definition of 'green jobs' (not just those in the renewable energy sector)
- The understanding of 'green jobs' needs to:
- Acknowledge a range of jobs required to transition the economy to a just and decarbonized future.
- Align environmental jobs with social justice.
- Additionally, a dominant theme was continuing remote work after the COVID-19 crisis. This would help 'green' many aspects of campus life.

Theme: Academics

- Courses need more content in curriculums that may not currently have a climate and social justice lens.
- Participants flagged being able to take courses outside the traditional 'box' as critical to empowering them to be able to prepare for 'green jobs'
- Participants would like to see an open/accessible repository for sustainability programs/research. This resource should highlight opportunities by faculties and possibly student organizations, clubs, etc.
- Having the option to work/study remotely for 1-2 days per week could have impacts on space usage, sustainability, and personal wellness (work-life balance, spending time with family, spending time in varying environments, etc.).

FOCUS AREA 4: TEACHING AND LEARNING

Participants in this session talked about the importance of discussing the qualitative impacts of climate change, not just quantitative data, graphs, and charts. We must address the socioeconomic and cultural impacts.

Theme: Interdisciplinary Projects

- Participants indicated the need to create interdisciplinary learning projects focused on innovative climate change solutions. This would encourage application-based, practical learning, so knowledge from the classroom is bridged to the local, regional, and broader community.
- Recruit staff based on their commitment to addressing climate change, use online survey tools instead of paper, etc.
- Develop processes for interdisciplinary teaching: cross-listing courses (budget, teaching loads, etc.), linking two or more courses virtually via learning technologies, etc.

Theme: Academics

- Include more modules in all courses that incorporate climate change and emergency, sustainability, and justice aspects both in theory and community projects
- Participants suggested a minor or specialization in Climate Change Studies to provide students with more coordinated opportunities to organize their studies with a climate change/climate resiliency/sustainable development focus
- Ensure that climate justice is a core component of courses. In senior courses, there would be more critical and nuanced engagement with core classes

Theme: Supporting Faculty

- Offer transdisciplinary research where staff/faculty can partner with community organizations on a topic that will solve a climate-related community problem
- Support climate literacy by developing resources to make it easier for faculty to build climate literacy
- Provide a platform where students can share research and its contribution to everyone in the close community.
- Provide financial support for frontline communities to participate in developing teaching and learning resources.
- Build a broader support system for all faculty to create a climate emergency themed curriculum, especially at UBC Okanagan.

FOCUS AREA 5: RESEARCH

Participants in this session highlighted that actions must move beyond empowering the individual and placing the onus on the institution itself, as well as state and corporate actors. Key themes in this session outlined how education should be solutions-focused and provide opportunities for practical student involvement. Additionally, all departments should integrate some sort of environmental, sustainability, or climate education component to their curriculum.

Theme: Interdisciplinary Research

- Include diverse voices as to how to best contribute to climate emergencies/change.
- Prioritize both adaptation and mitigation plans.
- Provide funding for research that is relevant to those goals, rather than just demonstrating tokenism in grant proposals.

Theme: UBC as a Leader

- UBC is setting a model for other institutions and should share experiences with other institutions to follow
- Foster partnerships between other post-secondary institutions; open up opportunities for undergraduate students to contribute.
- Prioritize Indigenous voices and education on Indigenous rights, UNDRIP, and the Truth & Reconciliation Calls to Action with an emphasis on how to address climate change respectfully through collaboration
- Build on intersectionality and department-specific change: Place consideration for how gender, race, social status, and culture can disproportionately impact individuals.

Theme: Funding

- Participants indicated that general research support targeted at those disproportionately affected by climate change and scholarships for Indigenous students need to be prioritized.
- Build upon existing UBC research initiatives and partnerships targeted at Indigenous sustainability and social justice
- Create a UBC fund that invests in renewable energies and support UBC departments that are working on partnerships with BIPOC communities

FOCUS AREA 6: CLIMATE JUSTICE IN UBC'S PLANS AND PROGRAMS

Participants in this session expressed the need for increased interdisciplinary programs that place a focus on community organization and development for racial and climate justice. Additionally, there is a need to work with activists, thought leaders, researchers, and BIPOC who advocate for non-traditional solutions to the emergency. This helps steer UBC away from performative allyship and builds on its work to address racist ideologies and assumptions, while working to dismantle them.

Theme: Development Beyond Space

- Participants suggested placing a larger emphasis on honouring Indigenous Land and making UBC an inclusive institution that welcomes close collaboration with local community organizations, non-profits, and Indigenous communities.
- Additionally, UBC should incorporate UNDRIP and address their role regarding climate change (and beyond) with the Truth and Reconciliation with Indigenous peoples of Canada.
- Ensure adequate representation: encourage POC leadership that reinforces the importance of underrepresented voices.

Theme: Justice-Based Solutions

- For UBC to lead, when it comes to addressing the climate emergency and climate justice, participants recommended that the institution make efforts to internally consult affected groups on diversity, inclusion, and equity matters.
- Additionally, UBC should also inquire how they can effectively support Black, Indigenous, and People of Colour. This may look like the University adequately compensating students for doing the work of researching, educating, and advocating for racial justice and climate justice.
- To not only include the voices of Indigenous peoples in decision making at all levels within the university, but also to listen to their knowledge and ways of knowing while presenting them with decision-making abilities.
- Specific to UBCO: There is a need to create a fund for those disproportionately affected by climate change and racial injustice, those who are underserved.
- Encourage the administration to utilize its influential platform to support social justice and pave the way for other universities.

FOCUS AREA 7: ADVOCACY: ADVANCING A JUST AND SUSTAINABLE SOCIETY

Participants in this session discussed the need for advocacy to create concrete and meaningful changes, and the importance of institutional accountability. Additionally, some comments stated that UBC's definition of 'research' can be expanded to include traditional Indigenous knowledge, and 'authorship' to include knowledge holders and developers.

Theme: Advocating for Financial Transparency and Local Support

- Participants commented on Improving information disclosure, as it could help advocate for divestment more accurately.
- Examining the opportunity for UBC to have a considerable effect on matters that affect Indigenous community members (e.g., Trans Mountain Pipeline Expansion Project).
- Local solutions that prioritize Indigenous Knowledge should be promoted.
- A consistent approach to decarbonization needs to be embedded throughout all UBC activities and reflected in all operations (buildings construction, energy, social justice).

Theme: Barriers

- Participants pointed to financial barriers as the biggest disruptor.
- Altering actions without the sole intention of meeting metrics, but to also make UBC campuses a better place.
 - Support students through increased tuition subsidies to give them more capacity to reallocate their time towards climate-justice initiatives.
- A just transition to Indigenous communities, allocating more ownership and decision-making power for the long-run

Theme: Education

Focus on implementing education for faculty, staff, and students through:

Formal Avenues

- Provide more training and support for faculty and staff members to integrate this topic into their work
- Provide more opportunities and support for climate change-related internships, co-ops, sabbaticals, etc.
- Introduce an interdisciplinary Climate Journal to showcase student and faculty research

Informal Avenues

- Organize regularly scheduled gatherings to discuss climate news
- Prioritize news that centers BIPOC voices.
- Host educational events open to all that introduce relevant climate science and legislation.

FOCUS AREA 8: COMMUNITY ENGAGEMENT

Participants in this session discussed how UBC can support and amplify the work already being done by non-profits and community groups working on climate justice issues. Sentiments included partnering, collaborating, and giving them access to university resources to further their goals. This also included public engagement to build broad social mandates, particularly through working with less engaged groups: those employed in oil and gas, faith groups, businesses, etc.

Theme: Building a Sustainable Future

- Today's youth will experience the greatest effects of climate change and should be empowered by institutions like UBC to take the lead on implementing sustainable initiatives, from the bottom-up.
- Participants saw opportunities for UBC to provide support through funding, mentorship, wisdom, emotional support, venues, and access to the decision-making table.
- Each of the different communities should be thought about and engaged with differently to prioritize their unique needs and spaces can be created where community members feel free in their relationship to learn.
- Keep working on and emphasizing UBC's primary relationship with the Musqueam, Squamish, Tsleil-Waututh, and Sylix Okanagan Nations.
- Deepen students' knowledge of climate change by incorporating community service into academics.

Theme: Connections and Partnerships:

- Formalize institution-level connections with off-campus communities, beginning with the Indigenous communities through a consultation process.
- Build commitments with other universities and other cities to address the climate emergency.
- Participants also highlighted the importance of UBC to take a stance in the face of any political climate injustices that disproportionately impact BIPOC communities.
- Engage staff more robustly with climate action through initiating discussions about climate at the department and faculty level, and workshops by scientists.

ACTION AREA 9: DIVESTMENT AND SUSTAINABLE INVESTMENT

Participants in this session discussed the co-ordination and support needed for units to their role in divestment clear. Some suggestions included getting feedback from the campus community to co-create investment policies to make sure that they are value-driven. Responses also indicated that divestment is not the only action needed, but so is the investment in new and innovative projects.

Theme: Institutional Influence and Accountability

- Participants would like to see a required fiduciary responsibility to consider climate change impact.
- Distinguish between Engagement versus Divestments - strategies commit to targets but do not transform nor set strategies to reduce extractive practices.
- More emphasis should come from UBC on the social theory of divestment; this would involve acknowledging the public pressure and student activism that brought about the divestment decision, and acknowledging how the goal of divestment is to denounce and stigmatize the fossil fuels industry.

Theme: Transparency

- Participants would like to see an effort of institutional transparency for all investments
- This includes the investment process, decision-making process, specific funds, etc.
- There needs to be improved communication in simple and easy language so the community at large can understand the financial budgets and expenditures.

Theme: Duty to Consult

- Participants indicated that there seems to be a lot of activity around exclusion criteria but not enough on UNDRIP criteria.
- For example, free, prior, and informed consent (FPIC) needs to be a continuous standard for climate justice, not a veto.
- UBC could use the investor coalition of Universities they joined to form such criteria (FPIC, UNDRIP criteria, or exclusion list).

FOCUS AREA 10: PARTNERSHIPS

Participants in this session discussed UBC's influence and partnerships with local government, health authorities, communities, and the private sector to meet emissions targets. Key themes in this session included partnership frameworks, justice, and future opportunities.

Theme: Local and International Community Group Partnerships

- UBC can take advantage of the financial and human resource capacity that the cities have dedicated to climate work. (E.g., Hire graduate research assistants).
- Participants noted the need for action-based projects.
- Leveraging opportunities for partnership with BC Hydro and other utility facilities to share funding with local jurisdictions to facilitate research.

Theme: Justice

- Partnerships need to begin with consultation and be rooted in justice, reconciliation, and meaningful engagement.
- UBC must take into account how its interactions with partners perpetuate climate injustices, to remain proactive.
- Student engagement and advocacy is invaluable- engagement must include respect for their lived experiences and community involvement.

Theme: Existing Partnerships

- UBC should continue financially supporting the programs, offices, and courses that worked to develop meaningful partnerships (E.g., Indigenous community planning in SCARP, IRIS – Indigenous Research Support Initiative, etc.)

Participants recommended implementing a university-wide, intentional framework to approach varying academic and non-academic partnerships.

Theme: Private Partnerships

- Consider redirecting some of the overhead funding or indirect costs factored into projects towards green initiatives.
- Ensure the community is open to partnerships in a more proactive manner, in particular, to attract greener and more inclusive projects.
- UBC needs to increase openness and transparency according to public mandate and fiduciary responsibility with regards to partnerships.

UBC Climate Emergency Engagement Consultation Interim Report

Demographics

These engagement sessions in early 2020 brought together a total of 3,244 participants from various UBC communities:

- Online survey: 1,985 participants
- Pop-ups at UBCO: 1,009 participants
- Campus-wide forum- group discussions: 70 people, panel discussions: 180 people
- 36% were students, 27% staff, 9% faculty, and 8% alumni. Overall, 70% of participants were affiliated with UBC

Key Insights:

- UBCO participants particularly expressed their anticipation of heavy climate change impacts over the next five decades
- UBCV and UBCO were both aligned in their concern about climate change and focus on divestment, facilitating interdisciplinary and climate research, and greening campus operations
- A high level of concern exists about the effects of climate change among UBC's population (53% of respondents think about the impact of climate change daily)
- Respondents rated increasing climate resiliency of UBC's buildings and infrastructure as the highest level of importance to them, UBCO and UBCV were similar in each area.

Engagement sessions covered the following themes:

1. Teaching, learning, and research
2. Administration and investment
3. Community support and engagement
4. Campus operations
5. Commuting
6. Advocacy and Partnerships

The following general comments and themes are intended to address specific comments that were not clearly mentioned in the May-June Virtual Community Dialogue responses.

Focus Area 1: Teaching, Learning, and Research

A margin of the comments expressed that not all types of climate action are within UBC's jurisdiction and that the institution should only focus on what it is capable of accomplishing, not on issues where it has power or control.

Theme: Climate-focused Research

From green technology to clean energy initiatives, participants highlighted the importance of an interdisciplinary approach and from Indigenous guidance, history, and culture.

Focus Area 2: Administration and Investment

Some of the comments in this section spoke to processes and strategic investment decisions that could enable short-and long-term action and progress on the climate emergency at every administrative level in the institution.

Theme: Air Travel Frequency

Participants expressed concerns of air travel being a significant carbon emitter for the university, and that other virtual alternatives must be presented.

Focus Area 3: Community Support and Engagement

Comments included actions that UBC can take around building awareness and promoting dialogue to support individual and institutional education and systemic change.

Theme: Community Well-being and Resiliency

Participants urged UBC to provide mental health and emotional support and resources for anxiety, grief, and trauma related to climate issues, including increasing access to these resources.

Theme: Involvement of Marginalized Groups

Comments specifically looked at ways to reach and hear from marginalized groups that are often left out of climate change conversations. We need to acknowledge, involve, and learn from the lived experiences of individuals that are most or will be most impacted by climate change. Comments also included working on disaster contingency planning and investing in community leadership for emergency responses.

Focus Area 4: Campus Operations

Emerging themes within this focus area speak to more sustainable campus practices, building upon the existing priorities and upcoming update to UBC's Climate Action Plan for 2020 Vancouver, and the first Okanagan Climate Action Plan.

Theme: Carbon Neutrality

Participants spoke about UBC committing to and taking measures to become carbon neutral, like eliminating natural gas dependence, and tracking and monitoring GHG emissions across the community

Theme: UBC Buildings and Energy

Comments included managing, auditing, and reducing current building energy and resource use. Also, renovating and retrofitting old buildings to more renewable energy sources

Focus Area 5: Commuting

Comments focused on sustainable and less carbon-intensive ways of getting to and from campus

Theme: Commuting to Campus

Endorsing and promoting policies and tools to reduce emissions was rated second-highest among the actions that UBC could take to reduce GHG emissions. Also, focusing on remote work arrangements (this worked out great for COVID), also offering more campus housing for students or more satellite campuses location for staff, students, and faculty. U-Pass subsidies, more pedestrian and bikeways, rapid transit to UBC (through SkyTrain)

Focus Area 6: Advocacy and Partnerships

Participants indicated the external roles that UBC can play as a climate leader, locally and globally

Theme: Indigenous Partnerships & Learning

Comments included recognizing, listening, and learning from Indigenous peoples as knowledge keepers and long-time stewards of the land. They also included providing a climate-based curriculum, committing to Indigenous reconciliation and self-determination (through adopting UNDRIP), exchanging knowledge and technologies, and examining UBC's local research operations

Recommendations

All of the findings from engagement sessions and surveys reinforce the idea that long-term, sustainable relationships and partnerships with BIPOC communities must remain central to UBC's climate emergency response. The following recommendations serve as future incorporations to the pre-existing recommendations in the Climate Emergency Engagement Report.

1. Understand the requests and needs of various Indigenous communities through adequate consultation
 - Climate and economic diversification activities may affect some nations differently than others. This calls for the

need for foundational consultation that includes all stakeholders to promote self-sufficiency, diverse perspectives, and local knowledge exchange.

- Implement an annual review process of these measures

2. Implement a BIPOC decision-making framework through consultation

- Consultation can be completed through community meetings, voting processes on specific issues, committees, and working groups with Indigenous elders and Traditional Knowledge Keeper to achieve climate justice.
- Annual General Meetings and Annual General Assemblies, cultural and language-specific forums were also all identified as methods in the literature to consult and include Indigenous communities at the foundation of any climate-based projects.

Some recommendations from the “Climate Emergency Survey’s Indigenous Community Engagement Feedback” also suggest:

1. UBC should champion and challenge public policy processes to advocate for policies in-line with the 1.5 °C and UNDRIP, and
2. UBC should lobby politicians to increase support for climate justice, including resources for traditional climate research and teaching at universities

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UBCIC First Nations Leadership Council. *Indigenous Peoples Must be Partners In Canada's Climate Change Discussions*. https://www.ubcic.bc.ca/ip_fmm_climatechange

UN Permanent Forum on Indigenous Issues. *Climate change and Indigenous peoples*. Available at: http://media.wix.com/ugd/75b7f5_e80b868e39764cd3840754df2b6df3cf.pdf

"University of Sydney Law School Climate Emergency Declaration." *The University of Sydney*, www.sydney.edu.au/law/news-and-events/news/2019/12/11/university-of-sydney-law-school-emergency-declaration.html. climate-

Yukon First Nation Climate Change Emergency Declaration:
<http://afnyukon.ca/wp-content/uploads/2020/02/Yukon-First-Nations-Climate-Change-Emergency-Declaration.pdf>

Proposal to the Joint Board and Senate Chairs for the Implementation of the Inclusion Action Plan Goal2A

UBC Strategic Plan – Strategy 4: Inclusive Excellence

‘We are reviewing and revising policies, practices and services to reflect our commitment to diversity, equity and inclusion.’

Inclusion Action Plan – Goal 2.0: Systems Change

Action A: EDI Decision-Making Principles

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity, and inclusion principles.

Executive Leads to appoint subject matter experts:

- *All Vice Presidents*
 - *Board of Governors*
 - *Senates*
-

Many of the policies and processes of the Board of Governors and the Senates interact with matters of equity, diversity, and inclusion (EDI); however, the principles and values of EDI have not been clearly stated or integrated and weighed in the decision-making processes for our governance bodies. Other Canadian institutions including Carletonⁱ, McGillⁱⁱ, Queen’sⁱⁱⁱ, and the University of Toronto^{iv} have statements that consider the values and principles of EDI in their governance processes.

The Inclusion Action Plan operationalizes the strategic commitment to inclusive excellence through the creation of ‘Action Teams’ that are to be formed around each of the prioritized Actions from the plan. Action Teams are responsible to develop project plans and accountability measures to ensure the implementation of each of the priority actions is contributing to the achievement of the overarching goal.

To address Action 2A, we propose an Action Team comprised of the following:

- A member appointed by the Board of Governors
- A faculty member appointed by and from the Vancouver Senate
- A faculty member appointed by and from the Okanagan Senate
- A faculty member from each campus with academic expertise and/or lived experience (selected through the normal Action Team process that is under development to ensure their service is appropriately recognized)
- A student from each campus with academic expertise and/or lived experience (selected through the normal Action Team process that is under development to ensure their service is appropriately compensated)
- Representatives from the Provosts’ Offices on both campuses (appointed by the Provosts)
- A representative from the Senior Advisors to the President and Deputy Vice-Chancellor on Indigenous Affairs (appointed by the Senior Advisors)
- A representative from Human Resources from both campuses (appointed by the Vice President, Human Resources)
- The Ombudsperson (or designate)
- A representative from the Equity & Inclusion Office (EIO)

The work of the Action Team will be supported by a Project Manager from the EIO and administration and coordination will be provided by the EIO. As with the other Action Teams, a chair will be selected from the members and will participate in the Inclusion Action Plan Steering Committee.

Proposed Timeline

By February 28, 2021	Formation of the Action Team for Priority Action 2A
By June 30, 2021	Draft of the Action Plan is shared with the Senates and the Board of Governors
By October 31, 2021	<p>Extensive consultation process to include faculty, staff and students on both campuses with lived experience as well as pre-existing organizations and individuals such as:</p> <ul style="list-style-type: none"> • The Centre for Accessibility, • First Nations & Indigenous Studies, • IBPOC Connections, • The Black Caucus, • The Disability Resource Group for Faculty & Staff, • The AMS, GSS, and associated resource groups, • The Senior Advisors to the Provost on Racialized Faculty and on Women and Gender Diverse Faculty, and, • The Senior Advisors to the President on Race & Inclusive Excellence and Indigenous Affairs.
By December 31, 2021	Draft of the Statement of values and principles is shared with the Senates and the Board of Governors.
By March 31, 2022	Statement of values and principles is endorsed by both Senates and the Board of Governors.

ⁱ Carleton University – [Board of Governors Board Equity, Diversity and Inclusion Statement](#)

ⁱⁱ McGill – [Joint Board-Senate Committee on Equity](#)

ⁱⁱⁱ Queen's University – [Board of Trustees Equity, Inclusion, and Indigenization Action Plan](#)

^{iv} University of Toronto – [Statement on Equity, Diversity and Excellence](#)



25 February 2021

To: Okanagan Senate Academic Policy Committee

From: Senate Academic Policy Committee

Re: Automation of Extended Withdrawal

At its November 26, 2020 meeting, Senate passed a motion extending the deadline to withdraw from classes during the Winter 2020 Session. The motion requires Faculties to approve requests for withdrawal from students between the original withdrawal deadline and the extended deadline. In the result, the submission of the requests by students and the approval and processing of the requests within each Faculty or Department must be done manually.

The Senate Academic Policy Committee received a request from Student Academic Success Committee to consider automating this process by allowing students to withdraw from courses up to the approved extended deadline through Student Service Centre system.

To facilitate this automation, a change to the withdrawal date in the Student Information System is required.

The Committee has considered the request and makes the following recommendation:

Motion: *That Policy O-125 section 6 notwithstanding, Senate direct the Registrar to amend the Okanagan Winter Term 2 Formal Withdrawal (W) date in the Student Information System to April 14, 2021.*

Respectfully submitted,

Jan Cioe, Chair
Senate Academic Policy Committee



25 February 2021

To: Okanagan Senate

From: Okanagan Academic Policy Committee

Re: Policy O-131.2: *Digital Assessment Tools*

At its 23 July 2020 meeting, the Okanagan Senate approved Policy O-131: *Digital Assessment Tools*. There was no formal consultation on the policy as it was crafted on an emergency basis to provide adequate time for faculty to make appropriate arrangements to comply with the policy for 2020 Winter Term 1. The policy was drafted with a sunset clause limiting its application to 2020 Winter Term 1.

At its 29 October 2020 meeting, Senate approved an extension to Policy O-131 to 31 August 2021 to allow the Academic Policy Committee to undertake formal consultation with the goal of creating a permanent Digital Assessment Tools policy.

The Committee's consultation process is now complete. The consultation request was sent out on December 21, 2020 to 437 addresses - all faculty; Deans; CTL; bookstore and library - with a 29-day reply period.

Twenty-six (26) responses were received.

Five (5) responses were positive with a straightforward "I support the policy."

Twenty-one (21) responses provided detailed commentary, some positive, some negative.

The Committee considered the feedback received in preparing the proposed Policy O-131.2 and recommends the following:

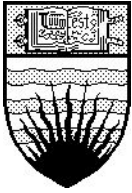
Motion:

"That Senate approve Policy O-131.2: Digital Assessment Tools, as attached."

Respectfully submitted,

Dr. Jan Cioe, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:
O-131.2****OKANAGAN SENATE**
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1**Number & Title**O-131.2: *Digital Assessment Tools***Effective Date:**

September 1, 2021

Approval Date:

February 2021 (anticipated)

Review Date:

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

Responsible Committee:

Okanagan Senate Academic Policy

Authority:*University Act, S. 37(1)*

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

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

Purpose and Goals:

This policy is designed to:

- 1) Ensure that all student assessment is included in the cost of tuition.
- 2) Provide a degree of financial protection for students.

Applicability:

- 1) This policy is applicable to all compulsory, non-tuition, non-textbook *Digital Assessment Tools*, for which the student purchases access to said *Digital Assessment Tool*.
- 2) This policy is applicable to all UBC Okanagan undergraduate and graduate courses, consecutive courses, and full-year courses.

Exclusions:

This policy does not apply to:

- 1) Non-fee-based *Digital Assessment Tools* that are either freely available or centrally funded by UBC;
- 2) Textbooks in any format;
- 3) Computer hardware and other technological costs, including internet access;
- 4) Non-digital costs, including laboratory materials and off-campus learning opportunities; and
- 5) Exemptions as granted by the relevant Dean as outlined in Sections 3 and 4 below.

Definitions:

For the purposes of this policy:

- *Centrally-funded* means paid by UBC or Units/Departments therein, where students have access to the resource without paying an additional non-tuitionary fee.
- *Digital* means non-physical; including electronic, web-based, online, and similar terminology.
- *Digital Assessment Tool* means web-based platforms used to assess students using modalities including, but not limited to, questions, assignment submissions, quizzes, exams, and similar activities intended to assess students.

- *Bundled Resources* are products sold for one price that includes access to a *Digital Assessment Tool* in addition to one or more additional resource(s), typically textbooks or e-textbooks.

Policy:

- 1) No student shall be required to purchase access to a fee-based *Digital Assessment Tool*, including those sold as a *Bundled Resource*, for any UBC Okanagan course.
- 2) *Digital Assessment Tools* may not be used for practice/mock questions, quizzes, or similar activities, including cases in which the activity does not directly count towards a student's grade.
- 3) The relevant Dean may grant an exemption to Sections 1-2 above on a case-by-case basis for a course upon appeal by the instructor for pedagogical reasons. Such exemptions must be reported to the Senate Academic Policy Committee on an annual basis by the responsible Dean.
 - a) Instructors requesting such an exemption must normally do so no later than two (2) months before the start of the term in which the *Digital Assessment Tool* is to be used.
 - b) When an exemption is granted, the cost of the *Digital Assessment Tool* may not exceed 12% of the domestic tuition for a 3-credit course and the weighting of assessment performed via the *Digital Assessment Tool* may not exceed 15% of the students' overall course grade.
- 4) The relevant Dean may grant an exemption to Sections 1-2 above on a case-by-case basis for a program upon appeal by the program Head or Coordinator for pedagogical reasons. Such exemptions must be reported to the Senate Academic Policy Committee on an annual basis by the responsible Dean.
 - a) Programs requesting such an exemption must normally do so no later than two (2) months before the start of the term in which the *Digital Assessment Tool* is to be used. When an exemption is granted, the program may use the *Digital Assessment Tool* for four (4) years before reapplying for an exemption.

Calendar Statement:

There will be a calendar statement under this policy.

Consultations

The following groups were invited to provide comments during the development of this policy:

All Faculty; Bookstore; Library; Centre for Teaching and Learning.

History:

This is the second version of this policy.

Version 1 – in effect September 1, 2020 to August 31, 2021.

Related Policies:

There are no related policies.

Appendix:

There is no appendix to this policy.

Procedures:

There are no procedures for this policy.

Memo: O-131 Digital Assessment Tools

Prepared by

Ms. Kristen Morgan
Senator At-Large
Student Senate Caucus Chair

Prepared for

UBC Senate of the Okanagan
Revised 17 December 2020

Background

This policy is rooted in the core belief that all assessment should be included in the cost of tuition. While UBC centrally-funds several technologies that can be used to assess students (Canvas, iClicker Cloud, TurnItIn, etc), some instructors have historically opted-in to using Digital Assessment Tools (DAT) largely created and owned by textbook publishing companies. It's important to acknowledge there exists a wide variety of reasons instructors may choose to use DATs- foremost among them being the challenge of handling marking traditional assignments for large classes, especially with limited access to TA resources. These DAT are frequently referred to as 'online homework systems' or simply by their brand name (Mastering, Sapling, Wiley Plus, etc).

While DAT may provide a simple solution to a common problem, they are not without their financial hardship to students. Digital Assessment tools frequently cost \$50-\$120 and are non-transferable/resaleable between students, kneecapping their ability to recoup a portion of the cost as might be done with traditional learning materials like physical textbooks. DATs are most frequently used in 100-level courses, causing situations in which students must access for up to five Digital Assessment Tools per semester.

Passing this policy protects the financial interest of students while supporting the stated position of UBC's administration, faculty members, and support staff regarding equitable access to all forms of digital learning technologies.

Policy History

An initial version of this policy was passed by Senate at the July 2020 meeting, originally effective until 31 December 2020 (now extended to 31 August 2021). In summary, the initial policy capped the price of each DAT to \$65 and 15% of a student's overall grade. Largely due to the urgency associated with the shift to remote reaching for the 2020W session, this policy was passed on an expedited basis and without formal consultation, with the understanding that it would be revised and expanded at a later date.

Non-Tuition Expenses

The UBC Okanagan Students' Union conducted a *2019W Student Experience Survey* to collect data on students' non-tuition academic costs. While these numbers include textbooks, we would like to highlight that 48% of students reported being assessed 'frequently' via [DAT] requiring paid access codes. Additionally, a majority of students reported 'frequently' or 'sometimes' illegally accessing course resources from online sources (27.76% and 24.79%, respectively).

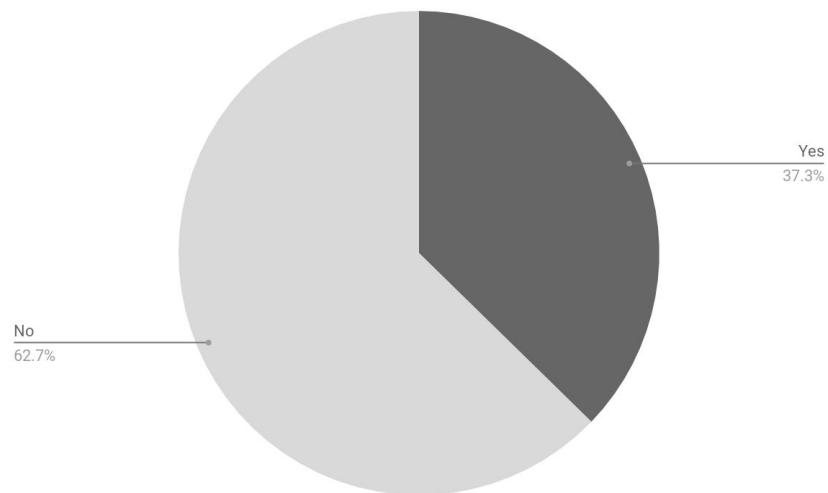


Figure 1: Would you say your financial situation ever hindered your education? n=829

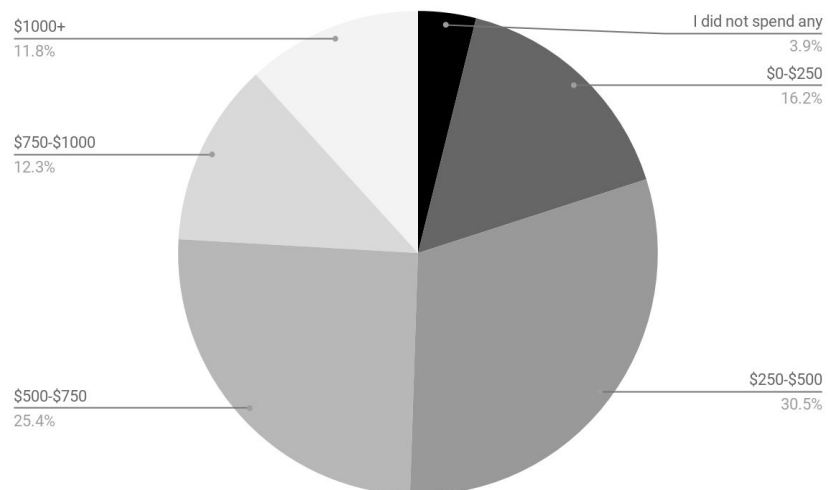


Figure 2: Based on your best estimate, how much in total have you spent on textbooks and other course resources (excluding tuition) during the 2019-2020 academic year? n=847

Breakdown of Proposed Policy

The proposed updates expand the initial policy's reach, while further clarifying inclusions and exclusions. If approved, all fee-based Digital Assessment Tools would be disallowed from use at UBCO, except for cases in which an exemption is granted (see below). This policy also does not impact technological costs (hardware, internet access, etc), nor does it apply to physical expenses (lab coats, field trip fees, etc). As UBC began centrally-funding iClicker Cloud in September 2020, it is also not impacted by this proposal. Further discussion would be required if, in the future, UBC decides to stop centrally-funding iClicker technologies and shifts the direct cost burden back to students.

Requesting an Exemption

Instructors may request an exemption to this policy by appealing to the Dean of their Faculty no less than two months before the start of the term in which the Digital Assessment Tool is requesting to be used. In such a case that an exemption is granted, two conditions apply,

- a) The DAT may not exceed \$65 and 15% of a student's overall grade,
- b) Instructors must offer a secondary grading scheme in which students may chose to 'opt-out' of purchasing the DAT and have that portion of their overall grade shifted to a different component or replaced by an alternative assessment option.

Such exemptions are discouraged and Deans must submit a summary report of granted exemptions to the Senate Academic Policy Committee, for information.

In Summary

Fundamentally, we believe that all assessments should be included in tuition. By approving these proposed updates to *O-131 Digital Assessment Tools*, the UBC Senate of the Okanagan signifies its intention to provide a degree of financial protection to students while still offering reasonable exemptions for appropriate situations.

We eagerly await a fulsome discussion on this topic and welcome any questions that may arise during this process of consultation.



25 February 2021

To: Okanagan Senate Academic Policy Committee

From: Senate Academic Policy Committee

Re: Winter Term 1 Mid-term Break including amendments to Policy O-125 *Term and Formal Examination Scheduling* and Policy J-102 *Examination Hardship and Clashes*

The Okanagan campus has been considering a week-long Term 1 mid-term break for several years.

Having recognized there is considerable support among both students and Faculty for a week-long Term 1 break, the Senate Academic Policy Committee has undertaken a comprehensive examination of various options that would facilitate such a break. By early January 2021, the Committee had agreed upon a proposal that was ready for broad consultation.

The Committee's consultation process is now complete. The consultation email was sent out on January 12, 2021 to approximately 439 addresses – all Faculty; Deans; CTL; Students' Union Okanagan; AVP Students; Bookstore and Library – with a 22-day reply period.

Twenty-one (21) responses were received.

Ten (10) responses were positive with a straightforward "I support the policy."

Eleven (11) responses provided detailed commentary, some positive, some negative (5 were firm NOs).

The Committee considered the feedback received in preparing the proposed Policy O-102 and amendments to Policy O-125 and recommends the following:

Motion: **That Senate rescind its approval of Policy J-102 *Examination Hardship and Clashes* and approve new Policy O-102 *Examination Hardship and Clashes* as attached, and that Senate approve the amended section 10 of Policy O-125.2 *Term and Formal Examination Scheduling* as attached.**

(Note: O-102 mirrors the substantive language of J-102 except for the proposed amendments and Okanagan-specific language.)

Respectfully submitted,

Dr. Jan Cioe, Chair
Senate Academic Policy Committee

Term One Midterm Break Policy Proposal

O-125, O-102

Prepared by

Ms. Kristen Morgan
Student Senate Caucus Chair

Prepared for

UBC Senate of the Okanagan
Revised 8 January 2021

Summary

This is a multi-part proposal to implement a week-long break in November that mirrors the current Term 2 Midterm Break (Reading Week). We propose the composition of the break be formed by altering the exam schedule to gain two additional days, counting Create as an instructional day, and making use of the Remembrance Day Statutory Holiday and current one-day break. As a result of changes to the Exam Schedule, we also propose changes to the definition of an Exam Hardship. Taken together, and with Senate's guidance to the Registrar's Office, a Term 1 Midterm Break is fully achievable for the 2021 Academic Year.

Motivation

The need for a full-week break in the first Winter term is well-identified and well-known by UBCO's students, staff, and faculty. Increasing levels of stress are present among all members of our campus community, and we have an opportunity to address these concerns in a robust and responsible way. The overwhelming general consensus is in strong support of a Term 1 Midterm Break, and the Academic Policy Committee is pleased to present this comprehensive proposal for your consideration.

Students use the current Term 2 Midterm Break in myriad ways. Some students sleep, some book medical appointments, some travel home to see friends and family, and almost all students use the opportunity to study. Many students work extra hours and pick up casual jobs to make ends meet for the rest of the term.

Faculty and staff benefit from the break as well, with many catching up on marking and course prep. Breaks also allow groups such as the Centre for Teaching and Learning, the Library, and individual Faculties to run programming, workshops, and consultations that might otherwise be impossible to schedule.

Okanagan Academic Year Working Group

A Working Group was formed in March 2019 to ‘evaluate the addition of a [Midterm Break] to the first term of the Winter Session, [review] the start date of the winter terms, and [review] the timing and length of the examination periods’. The OAYWG was composed of the following members,

- Patricia Lasserre, Associate Provost and Working Group Chair
- Jassim Naqvi, Student Senator
- Jan Cioe, Academic Policy Committee Chair and Faculty Senator
- Peter Arthur, Faculty Senator
- Ian Cull, AVP Students
- Fred Vogt, Deputy Registrar
- Stephanie Oldford, Senate Secretariat Resource

Appendix 1 of this document contains a summary of their work, including an environmental scan of scheduling practices from BC, Canadian, American, and Australian Post-Secondary Institutions. The wide-reaching research and consultation undertaken by the OAYWG directed the Academic Policy Committee’s decisions for this comprehensive Term 1 Midterm Break proposal.

Note: for reasons of brevity, Appendix 1 is not included.

Additional Considerations

The Policy Committee and OAYWG considered many additional options to achieve the Term 1 Midterm Break, such as Sunday exams, starting classes before Labour Day, scheduling classes on Saturdays, running some exams later into December, and using off-campus locations to run exams to further condense the schedule.

Considerations have also been made regarding transit availability, UTA/GTA contracts, residence life and rental contracts, impact on the Disability Resource Centre, and implications for UBC outsourced contracts such as Security and Custodial Services.

Ultimately, it was decided that the combination of a condensed Exam Schedule and updates to Exam Hardships was the most balanced and forward-looking solution with minimal possible disruption and hardship on our campus community.

November vs October

Two placements for the break were seriously considered- Thanksgiving Week and Remembrance Week. Not only did a majority of respondents prefer Remembrance Week (55% across students, faculty and staff polled in early 2020), but Remembrance Week is also better aligned with the direction being taken by other Canadian institutions. Such synchronization is to our benefit, as it better allows faculty members to participate in conferences and professional development opportunities. Additionally, the current midterm break is traditionally attached to the Remembrance Day Statutory Holiday. Discussions were held regarding different weeks (without Statutory Holidays) but were decided against as it would have a larger impact on courses with a weekly component (such as Labs and Seminars), which are frequently cancelled on weeks with Statutory Holidays. Ultimately, the Term 1 Midterm Break is proposed aligned with the Remembrance Day Statutory holiday.

60 Instructional Days

UBCO is required to schedule a minimum of 60 instructional days per winter term by several external bodies. This has a constraining effect on W1, as Labour Day and Christmas serve as strict bookends to schedule within. In no order whatsoever, the composition of the five days necessary for a Term 1 Midterm Break is,

Remembrance Day or In-Lieu Statutory Holiday	Existing day of break	Compressing Final Exam schedule	Compressing Final Exam schedule	Create counting as an instructional day
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Create Becomes an Instructional Day

Create is a day-long orientation event for new-to-UBCO students to learn about people, places, services, and resources. The Academic Policy Committee has been informed that we are able to count Create as an Instructional Day. While classes across all year levels have been traditionally cancelled, changes to how Create is offered will allow regular classes to run and for the term to make use of this day towards the Term 1 Midterm Break. We anticipate shifts such as programming on weekends, drop-in and a-la-carte events, and greater use of virtual connectivity.

Exam Length, Scheduling, and Hardships

Currently, the standard Final Exam period lasts 14 days, with three 3-hour sittings each day. To facilitate the Term 1 Midterm Break, the following operational changes are needed,

1. Increase the number of exam sitting per day from three to four,
2. Decrease the standard length of each exam sitting from 3 hours (180 minutes) to 2.5 hours (150 minutes).

This allows us to reduce the overall length of the standard exam period to 12 days, and to use the ‘found’ two days towards the Term 1 Midterm Break. This proposal will not cause exams to ever run past December 22, the current last day of exams. Slots will be made available, upon request and for pedagogical reasons, for 3 hour (180 minute) exams. Such positions will be in either the first or last exam sitting of the day.

Compressing the Final Exam schedule in such a way is likely to increase the number of Exam Hardships faced by students. It’s vital that in an effort to achieve the Term 1 Midterm Break, we are not transferring additional stress to the exam period. As such, we additionally propose changing the definition of an Exam Hardship as situations in which students are faced with three exams within a 27-hour inclusive period (currently, Exam Hardships are present when three exams are scheduled within 23 hours and 59 minutes). As the Exam Hardship policy is currently a Joint policy with the Vancouver Senate, this involves splitting the policy into an Okanagan-specific policy to be known as *O-102 Examination Hardships and Clashes*.

FAQ

February's Reading Week doesn't require these changes- will the Exam Hardship and Scheduling changes apply to W2 and S terms as well?

Yes, these proposed changes would be in effect for all terms. The W2 term is less constrained than W1, as we can run exams later in April than we can in December. The changes to Exam Scheduling will increase the flexibility of W2- options such as a later start in January, an earlier finish in April, and regularly scheduling 63 instructional days are all possibilities. The Registrar's Office will continue to judge and balance the best W2 schedule as usual, with increased flexibility.

Will the shortening of exams impact accreditation?

The shortening of exams to 2.5 hours will not impact any accreditation of programs currently offered on our campus.



THE UNIVERSITY OF BRITISH COLUMBIA

SENATE
POLICY:
O-102

OKANAGAN SENATE

3333 University Way
Kelowna, BC V1V 1V

Number & Title:

O-102 *Examination Hardships and Clashes*

Effective Date:

1 September 2021 (anticipated)

Approval Date:

28 February 2021 (anticipated)

Review Date:

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

Responsible Committees:

Okanagan Senate Academic Policy Committee

Authority:

University Act, S. 37(1)

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

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

...(s) to make rules respecting the conduct and financing of examinations referred to in paragraph (r) and other examinations conducted by the senate under any other Act;” ...

Purpose and Goals:

The goal of this policy is to provide for consistent, fair, and equitable treatment of *examination candidates*, as well as to clarify the definition of *examination hardships* and *examination clashes* and the steps to take when they occur.

Applicability:

This policy is applicable to all *formal examinations* associated with academic *courses* at the University.

Exclusions:

None

Definitions:

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

- *Course* shall mean course of instruction.
- *Examination Candidate* shall mean a student undertaking a *formal examination* for a course in which he or she is enrolled.
- *Examination Clash* shall mean the occurrence of multiple *formal examinations* scheduled on the same day and at the same time, or for which the allotted times overlap.
- *Examination Hardship* shall mean the occurrence of an *examination candidate* being faced with three (3) or more *formal examinations* being scheduled within a ~~24-hour~~ **27-hour (inclusive)** period
- *Formal Examination* shall mean an oral, written or practical assessment that contributes toward the determination of an *examination candidate's* final grade or standing in the respective course, and that is scheduled by the Registrar and time-limited, with invigilation provided.
- *Formal Examination Periods* shall mean the periods when *formal examinations* are scheduled (normally, in December, April, June, and August) as delineated in the Academic Year by the Registrar.

Policy:

- 1) An *examination candidate* facing an *examination hardship* shall be given a new examination date and time for the second *formal examination* by the respective instructor or department/faculty. The student must notify the instructor of the second *formal examination* no later than one (1) month prior to the examination date for courses in the Winter Session (whether in Term 1 or Term 2), or no later than two (2) weeks prior to the examination date for courses in the

Summer Session. If the *examination hardship* involves more than three (3) *formal examinations*, this process is to be repeated.

- 2) Where an *examination clash* occurs, *examination candidates* are to contact their instructor(s) as soon as possible to determine if an alternate writing time is available; if the instructor(s) is unable to resolve the *examination clash*, then the department head or dean/director is to be consulted.
- 3) If an alternate writing time is not available at the faculty level, *examination candidates* must contact Enrolment Services, to make alternate arrangements.

Academic Calendar Statement:

This policy is applicable to all formal examinations associated with academic courses at the University.

An examination hardship is defined as the occurrence of an examination candidate being faced with three or more formal examinations scheduled within a ~~24-hour~~ **27-hour (inclusive)** period (~~e.g., from 8:00 a.m. to 7:59 a.m. the following day~~).

An examination candidate facing an examination hardship shall be given a new examination date and time for the second formal examination by the respective instructor or department/faculty.

The student must notify the instructor of the second formal examination no later than one month prior to the examination date for courses in the Winter Session (whether in December for Term 1 or April for Term 2), and no later than two weeks prior to the examination date for courses in the Summer Session. If the examination hardship concerns more than three (3) formal examinations, this process is to be repeated.

An examination clash is when a student has multiple formal examinations scheduled on the same day and at the same time, or where the allotted times for scheduled formal examinations overlap. In these cases, alternate arrangements should be made as soon as possible. The student should first contact his or her instructor(s) to determine if an alternate time to write the exam is available; if the instructor(s) is unable to resolve the examination clash, then the department head or dean/director is to be consulted.

If an alternate writing time is not available at the faculty level, examination candidates must contact Enrolment Services, to make alternate arrangements.

Consultations:

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

O-102: all Faculty; Deans; CTL; Students' Union Okanagan; AVP Students; Bookstore and Library.

J-102: Enrolment Services; Deans; Access & Diversity; Office of the Ombudsperson for Students; Office of the Vice-President, Academic; Legal Counsel

History:

The first rules around examination hardships were approved by Senate in April 1998 and has been subject to amendments from time to time as exhibited in the archive of Academic Calendars. This policy codifies these historical developments.

Related Policies:

Academic Accommodation for Students with Disabilities

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

Academic Concession

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

Exam Scheduling Policies and Procedures

<http://www.students.ubc.ca/classroomservices/course-and-exam-scheduling/exam-scheduling/policies-and-procedures>

Sudden Examination Disruption Policy

<http://www.senate.ubc.ca/vancouver/policies.cfm?ID=15>

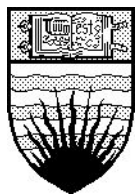
Rules Governing Formal Examinations

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0>

Appendix:

There is no appendix to this policy.

THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:
O-125.2****OKANAGAN SENATE**
3333 University Way
Kelowna, BC V1V 1V7**Number & Title**O-125.2: *Term and Formal Examination Scheduling***Effective Date:**

1 September 2021 (anticipated)

Approval Date:

28 February 2021 (anticipated)

Review Date:

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

Responsible Committee:

Okanagan Senate Academic Policy Committee

Authority:*University Act, S. 37(1)*

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

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

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

(n) to provide for the preparation and publication of a university calendar;...”

Purpose and Goals:

This policy is designed to ensure consistent scheduling of the *Winter and Summer Sessions*, their constituent terms, and *formal examination periods* and to allow Enrolment Services flexibility in scheduling the Academic Year.

Applicability:

This policy is applicable to direct-entry undergraduate programs.

Exclusions:

Graduate programs do not necessarily follow the pattern of term and *formal examination* scheduling described herein but are encouraged to do so as much as possible.

Definitions:

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

- *Academic Year* shall mean the section in the Academic Calendar that indicates important dates and events throughout the period between September 1st and August 31st each year, as scheduled by the Registrar.
- *Direct-entry undergraduate programs* shall mean those programs into which students may enter directly after completion of secondary school.
- *Formal examination* shall mean an oral, written, or practical assessment that contributes toward the determination of an examination candidate's final grade or standing in the respective course, and that is scheduled by the Registrar and time-limited, with invigilation provided.
- *Formal examination period* shall mean the period when *formal examinations* are scheduled (normally, in December, April, June, and August) as delineated in the *Academic Year* as scheduled by the Registrar.
- *Teaching day* shall mean a weekday on which instruction can be provided.
- *Teaching week* shall mean a week (Monday through Friday) during which instruction can be provided. The end of a *teaching week* shall mean 11:59 p.m. on the Friday of that week.
- *University-recognized holidays* shall mean any day listed under "Statutory Holidays at UBC" on the University of British Columbia's Human Resources website.
- *Summer Session* shall mean the period of study that begins in May and ends in August.
- *Winter Session* shall mean the period of study that begins in September and ends in April.

Policy:***Winter Session******Term Length and Teaching Days***

- 1) *Winter Session* shall be divided into two terms. Each term shall contain a minimum of 60 *teaching days*; 62 *teaching days* are considered optimal.
- 2) Each term shall span a minimum of 12 *teaching weeks*. The observance of *university-recognized holidays* and a pre-examination break may result in some of the 12 weeks containing fewer than five (5) *teaching days*.

Term Start Dates

- 3) Term 1 may begin prior to Labour Day, although not earlier than September 1. The Tuesday following Labour Day is typically the first *teaching day* of Term 1.
- 4) ~~Term 2 shall begin the Monday following January 1 unless this creates an issue in achieving the minimum number of *teaching days* or *teaching weeks* set out in sections (1) and (2), in which case it will begin the week prior.~~ **Term 2 shall begin the second Monday in January unless this creates an issue in achieving the minimum number of teaching days or teaching weeks set out in sections (1) and (2), in which case it may begin the week prior. Term 2 may begin in a partial week but shall not begin before January 5th in any given year.**

Add-Drop and Withdrawal Dates

- 5) **Add-Drop Date**
A student may add a one-term course to their program only within the first ten *teaching days* of the term, and a two-term course within the first fifteen *teaching days*. If a course is dropped during these periods, no record of the registration in the course will appear on the student's academic record.
- 6) **Withdrawal Date**
Students may withdraw from Winter Session courses in which they are registered at any time up to the end of the tenth *teaching week* of classes for courses that are offered in a single term, and up to the end of the twelfth *teaching week* of classes for courses that span two terms.

Examination Periods

- 7) There shall be at least two (2) calendar days, including weekends and *university-recognized holidays*, between the last day of classes in a *Winter Session* term and the beginning of *formal examinations*.
- 8) Up to ~~14~~ 12 examinable days may be scheduled including Saturdays ~~but not~~ and Sundays for each *Formal Examination Period* in the *Winter Session*.
- 9) Winter Term 1 *formal examinations* conclude not later than December 22; Winter Term 2 *formal examinations* conclude no later than April 30.

Term 1 Mid-term Break

- 10) ~~Provided that the 60-day teaching day minimum per term can still be achieved, a one or two day mid-term break shall be scheduled during Term 1, either on the days adjacent to the November 11 statutory holiday or UBC holiday in lieu. Where November 11 falls in the middle of the week, it is preferable to schedule this break later in the week.~~ **A four-day mid-term break shall be scheduled during Term 1, either on the days adjacent to the November 11 statutory holiday or the UBC holiday in lieu.**

Term 2 Mid-term Break

- 11) A four-day mid-term break shall be scheduled during Term 2, directly following the Family Day statutory holiday in February.

Summer Session

Term Length and Teaching Days

- 12) *Summer Session* shall be divided into two terms. Each term shall contain a minimum of 27 *teaching days*; 28 days are considered optimal. Term 1 and Term 2 are equal in length, where possible.
- 13) Each term shall span a minimum of 6 *teaching weeks*. The observance of *university-recognized holidays* and the provision of a weekday free of classes at the end of each term before *formal examinations* can result in some of these 6 weeks containing fewer than five (5) *teaching days*.

- 14) Courses may be offered that span both *summer session* terms. In such cases, the *formal examination period* falling at the end of Summer Term 1 shall be used for a break in study, or for a mid-term examination within the *formal examination period*. These 12-week courses shall be examinable in the Term 2 *formal examination period*.

Term Start Dates

- 15) Term 1 shall begin on the last Monday in May occurring before May 17.
- 16) Term 2 shall begin after the Canada Day holiday and no later than July 6. The first week of Term 2 will be no shorter than three (3) days.

Add-Drop and Withdrawal Dates

- 17) **Add-Drop Date**
A one-term course may be added to a student's program only before the end of the first five *teaching days* of the term, and a two-term course before the end of the first ten *teaching days* of the term. If a course is dropped during this period, no record of the registration in the course will appear on the student's academic record.
- 18) **Withdrawal Date**
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Examination Periods

- 19) There shall be at least two (2) calendar days including weekends and *university-recognized holidays* between the last day of classes in a *Summer Session* term and the beginning of *formal examinations*.
- 20) The length of the Term 1 and Term 2 *formal examination periods* shall be equal, whenever possible. *Formal examinations* run for five (5) days including, if necessary, a Saturday.
- 21) Summer Term 1 *formal examinations* shall conclude no later than June 30; Summer Term 2 *formal examinations* conclude not later than August 22.

Calendar Statement:

When effective, changes will need to be reflected in the Academic Calendar under **Dates and Deadlines** and the **Academic Year**.

Consultations:

The following groups were invited to provide comment on the development of this policy:

O-125.2 All Faculty; Deans; CTL; Students' Union Okanagan; AVP Students; Bookstore and Library.

O-125 UBCSUO, Enrolment Services (scheduling, Student Financial Assistance), Deans, Student Housing & Hospitality Services, VP Academic & Provost.

History:

The term and examination dates have been subject to amendments from time to time as exhibited in the archive of Academic Calendars. In May 2004, the Vancouver Senate approved a number of recommendations that included the minimum provisions for each of Winter Session Terms 1 and 2 and the last day of examinations in the Winter Session Terms. This policy influences the term and examination policy of the Okanagan Senate. The Okanagan Senate approved the addition of a Term 1 mid-term break in May 2006.

The 2013 version of the policy sought to align the practices in term and examination scheduling at the Okanagan campus with those of the Vancouver Campus and introduces formal examination periods in the summer session. This will prevent future summer sessions being scheduled in a manner that is problematic to student loan policy and will enable the English Foundations Program. Furthermore, Enrolment Services advises that alignment with the Vancouver Policy will offer efficiencies and diminish confusion in scheduling.

The 2020 revisions seek to formalize and define other important term dates such as the add/drop and withdrawal deadline, and to extend the withdrawal period by two weeks in a winter term and one week in a summer term. It also allows for the Winter Term 1 mid-term break to be extended by one day where possible.

Related Policies:

Academic Year

<http://www.calendar.ubc.ca/okanagan/academicyear.cfm>

Appendix:

There is no appendix to this policy.

DRAFT



25 February 2021

To: Okanagan Senate Academic Policy Committee

From: Senate Academic Policy Committee

Re: Winter Term 2 Start Date

At its December 17, 2020 meeting, Senate passed a motion changing the Winter Term 2 start date from January 4, 2021 to January 11, 2021 for most courses.

The Senate Academic Policy Committee received a request to consider a permanent later start date for Term 2 of the Winter Session. The Committee has considered the issue and recommends the following:

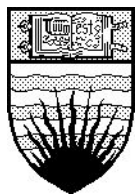
Motion: That Senate approve the amendment of Policy O-125 section 4 as follows:

Term 2 shall begin the second Monday in January unless this creates an issue in achieving the minimum number of teaching days or teaching weeks set out in sections (1) and (2), in which case it may begin the week prior. Term 2 may begin in a partial week but shall not begin before January 5th in any given year.

Respectfully submitted,

Jan Cioe, Chair
Senate Academic Policy Committee

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DRAFT



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Office of the Senate

University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619

Fax 250.807.8007

www.senate.ubc.ca

25 February 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: 2021/22 New-to-Program Enrolment Targets (approval)

The Admissions and Awards Committee reviewed the *2021/22 New-to-Program Enrolment Targets* and approved the draft as presented.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors the 2021/22 enrolment targets.*

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee



UBC ANNUAL REPORT ON 2021/22 NEW-TO-PROGRAM ENROLMENT TARGETS

Okanagan Campus

DRAFT

Professor A. Mukherjee-Reed

Provost and Vice-President Academic

UBC Okanagan



To: Members of Admissions and Awards Committee, Okanagan Senate

From: A. Mukherjee-Reed, Provost and Vice-President Academic, Okanagan Campus

Re: 2021/22 Winter Undergraduate Enrolment Targets and Forecasts

This report compares enrolment targets set for the current fiscal year (2020/21) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2021/22 fiscal year. The targets are built using the enrolment profile of the current 2020/21 winter session as a base, which estimates our overall domestic undergraduate and graduate FTE to be around 8,290 or 117% of our government funded FTE target (7,059). In 2021/22, the Ministry have increased our FTE targets by 44 FTE; 24 FTE are allocated to BSc in Computer Science and 20 FTE to Manufacturing Engineering. The targets that have been set for 2021/22 will bring us to 118% of government funding next year (8,374 delivered FTE with a Ministry target of 7,103). Based on the continued rollout of new programs over the next several years and enhanced recruitment and marketing efforts, the admission targets as presented in this report represent a long-term intake level which will allow UBC's Okanagan campus to continue to meet and modestly exceed its government funded target.

Strategic enrollment planning at UBCO is initiated in the Fall of each year at the Strategic Enrollment Management (SEM) committee. After an initial discussion at the committee, the Okanagan Planning and Institutional Research Office (OPAIR) and Enrolment Services meet with the deans of each Faculty to develop Faculty-specific and program-specific enrolment targets. Targets are represented in terms of winter undergraduate headcounts that are converted to full-time equivalents (FTE), and then the domestic undergraduate FTEs are added to the non-degree activity, summer activity, and graduate annualized FTE to determine our total delivered FTE against the Ministry target FTE for our campus. Trends of student movement (progression, retention rates, graduation, and program transfers) in the previous three years are used to forecast enrolment of continuing students in 2021/22. Finally, in light of projected continuing student enrolment, admission targets are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that may be relevant for enrolment planning.

The stated admission targets include entry year students who are new to UBC plus continuing students who are still classified at the entry year level for each degree program. Similar to last year, admissions targets were set separately for domestic and international undergraduate students based on student enrolment patterns for each group and then combined for an overall total of targeted growth on the Okanagan campus.

This model leads to an overall admission target of 2,620 undergraduate students entering the first year of degree programs for the 2021/22 winter session. This total is comprised of 2,031 domestic students and 589 international students, which includes new to UBC as well as new internal transfers. Actual first-year, new-to-program international enrolments in 2020/21 (N=614) are on target (N=569). We have increased international student targets in programs with high demand; 2021/22 targets have been increased by 20 students. These values contribute to a forecasted 2021/22 winter session undergraduate degree program headcount enrolment of 10,245 students. When this headcount is converted to FTE, and combined with actuals for summer enrolment, projections for graduate student enrolment and

non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 8,374 domestic delivered funded FTE for the 2021/22 fiscal year (118% of government target).

As shown in Table 1 below, when estimating our actual campus utilization rate against the government target of **7,059** for 2020/21 (117%) and for the purposes of projecting towards a 2021/22 utilization rate of 118% (with a government target increased to 7,103 FTE), we take the Winter session FTE for degree-seeking undergraduate domestic students and incorporate the following categories: Non-degree winter domestic FTE (Diploma, Certificate, Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

Table 1: Actual, Target, and Forecasted Campus Utilization Rates

Actual Student FTE for 2020/21 (as of Sep 1 2020)		2020/21	Forecast Student FTE for 2021/22		2021/22
Winter domestic and undergraduate degree FTE		6,869	Winter domestic and undergraduate degree FTE		6,936
March adjustment for attrition		6,697	March adjustment for attrition		6,762
Non-degree winter domestic FTE		41	Non-degree winter domestic FTE		41
Summer domestic undergraduate FTE		606	Summer domestic undergraduate FTE		606
Graduate annualized FTE		946	Graduate annualized FTE		965
Estimated actual ministry-funded FTE delivered		8,290	Estimated actual ministry-funded FTE delivered		8,374
Ministry Target		7,059	Ministry Target		7,103
Utilization Rate		117%	Utilization Rate		118%
Target surplus (deficit)		1,231	Target surplus (deficit)		1,271
Winter international undergraduate FTE		1,663	Winter international undergraduate FTE		1,746
Non-degree winter international FTE		2	Non-degree winter international FTE		2
Summer international undergraduate FTE		190	Summer international undergraduate FTE		190
Total international undergraduate FTE		1,855	Total international undergraduate FTE		1,939
Estimated undergraduate and graduate annualized FTE		10,145	Estimated undergraduate and graduate annualized FTE		10,313

Non-degree winter FTE also includes CIEP and DIEP FTE

Domestic and International summer undergraduate FTE also includes non-degree summer FTE

International students transferring to UBC's Okanagan campus Bachelor of Applied Science from Vantage College show up in the attached tables as internal transfers, mostly in second year. Out of 68 Vantage Applied Science stream students in 2019/20, 56 were retained in 2020/21, of which 22 enrolled on the Okanagan campus. For 2020/21, 16 Vantage College students of the current 48 Vantage Applied Science stream students are expected to transfer to the Okanagan campus Bachelor of Applied Science.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on our November 1 data from previous years) by applying a multiplier of 0.975 to our Winter domestic undergraduate degree FTE.



Definitions

“New to UBC” – includes all students who are first-time students to UBC.

“Internal transfers” – includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New to Program” – includes the sum of all students who are “new to UBC” or “internal transfers” from other programs.

“Continuing” – includes the students who are continuing in that year level, i.e. student(s) that have not yet progressed to the next year level of their program.

“Total” – the sum of “new to program” and “continuing” by year level.

“FTE” – this report is calculated based on the normal program load (NPL) FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

“30 credit FTE” – the appendix also includes 30 credit FTE in Tables 2, 3, and 4 for budget planning. The divisor used to calculate FTE for each student is 30. Thirty credit FTE is only calculated for undergraduate students.

“Forecast” – The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC’s Okanagan campus.

“Target” – The target portion of the report refers to the first-year new-to-program students that are explicitly targeted by UBC for intake in the winter session of each year.

Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow, but have been included in our analysis where applicable.

Table 2: Overall Undergraduate Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2020/21)						Actual (2020/21: November 1st, 2020)						Targets/Forecasts (2021/22)					
			Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE
Program	Year Level	2021/22 Target	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
BA	1	610	599	11	610	113	723	614	738	23	761	120	881	697	594	16	610	131	741	622
	2		109	44	153	387	540	459	77	28	105	441	546	449	83	32	115	461	576	483
	3		116	41	157	484	641	526	139	25	164	563	727	603	117	34	151	508	659	541
	4		-	2	2	607	609	447	-	2	2	647	649	490	-	2	2	718	720	534
	BA Subtotal		824	98	922	1,591	2,513	2,047	954	78	1,032	1,771	2,803	2,239	794	84	878	1,818	2,696	2,180
BASC	1	380	353	17	370	40	410	367	410	13	423	75	498	445	366	14	380	84	464	499
	2		31	41	72	305	377	336	34	34	68	338	406	343	34	38	72	371	443	460
	3		17	-	17	427	444	406	14	10	24	385	409	347	15	3	18	388	406	410
	4		-	-	-	343	343	292	-	-	-	390	390	304	-	-	-	402	402	384
	BASC Subtotal		401	58	459	1,115	1,574	1,401	458	57	515	1,188	1,703	1,438	415	55	470	1,245	1,715	1,753
BED	5	120	34	86	120	132	252	219	38	77	115	120	235	174	31	89	120	114	234	192
	BED Subtotal		34	86	120	132	252	219	38	77	115	120	235	174	31	89	120	114	234	192
BFA	1	40	42	1	43	6	49	40	28	-	28	3	31	26	39	1	40	4	44	39
	2		8	2	10	22	32	24	7	1	8	23	31	25	6	2	8	17	25	22
	3		1	2	3	29	32	26	2	3	5	33	38	30	2	4	6	25	31	25
	4		-	-	-	24	24	18	-	-	-	27	27	22	-	-	-	38	38	30
	BFA Subtotal		51	5	56	81	137	108	37	4	41	86	127	103	47	7	54	84	138	116
BHK	1	204	187	17	204	20	224	202	201	23	224	18	242	207	186	18	204	22	226	199
	2		21	8	29	150	179	165	17	3	20	164	184	164	19	7	26	166	192	175
	3		18	2	20	162	182	155	18	1	19	199	218	196	20	2	22	173	195	167
	4		-	-	-	199	199	162	-	-	-	230	230	184	-	-	-	236	236	189
	BHK Subtotal		226	27	253	531	784	678	236	27	263	611	874	750	225	27	252	597	849	731
BMGT	1	273	253	10	263	46	309	272	221	9	230	25	255	215	259	14	273	39	312	270
	2		5	49	54	149	203	177	22	36	58	201	259	223	15	39	54	134	188	167
	3		2	-	2	195	197	193	15	24	39	222	261	228	7	17	24	229	253	247
	4		-	-	-	215	215	185	-	-	-	230	230	188	-	-	-	281	281	232
	BMGT Subtotal		260	59	319	605	924	827	258	69	327	678	1,005	854	281	70	351	683	1,034	916
BMS	1	30	18	2	20	-	20	17	7	5	12	1	13	10	20	10	30	2	32	29
	2		-	-	-	2	2	2	-	-	-	3	3	2	-	-	-	6	6	5
	3		-	-	-	7	7	6	-	-	-	7	7	6	-	-	-	3	3	3
	4		-	-	-	9	9	-	-	-	-	9	9	6	-	-	-	8	8	5
	BMS Subtotal		18	2	20	18	38	25	7	5	12	20	32	24	20	10	30	19	49	42
BNLF	3	10													-	-	10	-	10	8
	4														-	-	-	-	-	-
	BNLF Subtotal														-	-	10	-	10	8
BSc	1	775	767	8	775	111	886	762	809	12	821	97	918	776	765	10	775	119	894	774
	2		53	15	68	457	525	447	63	29	92	502	594	494	56	21	77	533	610	521
	3		59	23	82	543	625	536	72	18	90	552	642	544	64	21	85	538	623	536
	4		-	2	2	714	716	557	-	2	2	777	779	607	-	4	4	759	763	593
	BSc Subtotal		879	48	927	1,825	2,752	2,323	944	61	1,005	1,928	2,933	2,421	885	56	941	1,949	2,890	2,424
BSN	1	148	100	30	130	5	135	125	119	28	147	7	154	140	114	34	148	4	152	145
	2		2	-	2	133	135	135	1	-	1	137	138	129	1	1	2	148	150	160
	3		17	1	18	125	143	141	20	2	22	126	148	144	21	3	24	128	152	159
	4		-	-	-	161	161	141	-	-	-	157	157	116	-	-	-	146	146	117
	BSN Subtotal		119	31	150	424	574	542	140	30	170	427	597	528	136	38	174	426	600	581
BSUS	1	30													-	-	30	-	30	26
	2														-	-	-	-	-	-
	3														-	-	-	-	-	-
	4														-	-	-	-	-	-
	BSUS Subtotal														-	-	30	-	30	26
First Year New To Program Total					2,535						2,761						2,620			
Total			2,620	2,812	414	3,226	6,322	9,548	3,072	408	3,480	6,829	10,309	8,532	2,834	436	3,310	6,935	10,245	8,682
Total Fiscal FTE (Domestic and International)								9,625						10,145					10,313	9,573

Table 3: Domestic Undergraduate Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2020/21)						Actual (2020/21: November 1st, 2020)						Targets/Forecasts (2021/22)								
Program	Year Level	2021/22	Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE			
		New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	
BA	1	410	401	9	410	72	482	414	404	536	21	557	93	650	508	508	395	15	410	95	505	423	423
	2		89	32	121	293	414	357	351	61	22	83	323	406	334	334	69	26	95	345	440	373	373
	3		100	22	122	352	474	395	392	124	22	146	422	568	469	468	105	25	130	375	505	418	418
	4		-	2	2	492	494	364	367		2	2	530	532	400	399		2	2	569	571	427	425
	BA Subtotal			590	65	655	1,209	1,864	1,530	1,513	721	67	788	1,368	2,156	1,711	1,708	569	68	637	1,384	2,021	1,641
BASC	1	290	270	10	280	28	308	277	332	325	12	337	59	396	355	436	280	10	290	65	355	314	383
	2		29	8	37	242	279	249	289	33	10	43	270	313	265	315	32	12	44	305	349	304	361
	3		17	-	17	345	362	331	361	14	10	24	316	340	287	334	14	3	17	311	328	292	327
	4		-	-	-	279	279	239	267				318	318	249	289			-	324	324	267	310
	BASC Subtotal			316	18	334	894	1,228	1,095	1,253	372	32	404	963	1,367	1,156	1,374	326	25	351	1,005	1,356	1,176
BED	5	120	34	86	120	132	252	219	207	38	77	115	120	235	174	174	31	89	120	114	234	193	192
BED Subtotal			34	86	120	132	252	219	207	38	77	115	120	235	174	174	31	89	120	114	234	193	192
BFA	1	35	34	1	35	3	38	32	35	28		28	3	31	26	28	34	1	35	4	39	33	36
	2		6	2	8	18	26	21	24	5		5	18	23	18	19	4	1	5	14	19	16	17
	3		1	2	3	26	29	23	23	2	1	3	26	29	23	23	2	2	4	24	28	22	22
	4		-	-	-	22	22	17	18				24	24	20	20			-	28	28	22	22
	BFA Subtotal			41	5	46	69	115	93	99	35	1	36	71	107	86	91	40	4	44	70	114	93
BHK	1	200	183	17	200	19	219	198	193	199	22	221	18	239	204	204	183	17	200	21	221	195	195
	2		21	8	29	147	176	162	161	17	2	19	162	181	161	161	18	6	24	164	188	172	172
	3		18	2	20	159	179	153	153	17	1	18	196	214	192	192	19	2	21	170	191	164	163
	4		-	-	-	196	196	160	157				225	225	181	179			-	232	232	187	186
	BHK Subtotal			222	27	249	521	770	673	666	233	25	258	601	859	738	736	220	25	245	587	832	717
BMGT	1	185	167	8	175	21	196	177	172	121	8	129	16	145	122	122	174	11	185	18	203	178	178
	2		3	22	25	105	130	116	115	15	29	44	131	175	149	149	11	21	32	87	119	106	106
	3		1	-	1	108	109	107	106	8	21	29	118	147	129	129	4	15	19	151	170	158	166
	4		-	-	-	148	148	127	120				162	162	133	129			-	167	167	141	136
	BMGT Subtotal			171	30	201	382	583	526	517	144	58	202	427	629	533	528	189	47	236	423	659	582
BMS	1	24	14	2	16	-	16	13	14	6	4	10	1	11	9	9	14	10	24	1	25	22	22
	2		-	-	-	2	2	2	2				2	2	1	1		-	-	5	5	4	4
	3		-	-	-	6	6	6	6				6	6	5	5			-	3	3	3	3
	4		-	-	-	7	7	-	4				7	7	5	4			-	6	6	4	4
	BMS Subtotal			14	2	16	15	31	21	27	6	4	10	16	26	20	20	14	10	24	15	39	33
BNLF	3	10																	10		10	8	8
	4																			-	-	-	-
BNLF Subtotal																	-	-	10	-	10	8	8
BSc	1	600	595	5	600	79	679	595	593	592	11	603	78	681	576	576	592	8	600	82	682	596	596
	2		41	11	52	374	426	367	368	55	21	76	408	484	405	405	45	15	60	421	481	415	415
	3		53	19	72	433	505	432	435	65	14	79	435	514	435	434	57	17	74	429	503	433	433
	4		-	2	2	592	594	483	467		2	2	645	647	508	498		3	3	616	619	497	487
	BSc Subtotal			689	37	726	1,478	2,204	1,878	1,864	712	48	760	1,566	2,326	1,924	1,913	694	43	737	1,548	2,285	1,941
BSN	1	130	100	30	130	5	135	125	129	119	28	147	7	154	140	146	100	30	130	4	134	123	128
	2		2	-	2	133	135	135	144	1		1	137	138	129	146	1	1	2	148	150	142	160
	3		17	1	18	125	143	141	150	20	2	22	126	148	144	154	21	3	24	128	152	149	159
	4		-	-	-	161	161	141	129				157	157	116	123			-	146	146	114	117
	BSN Subtotal			119	31	150	424	574	542	554	140	30	170	427	597	528	569	122	34	156	426	582	527
BSUS	1	27																	27		27	24	24
	2																			-	-	-	-
	3																			-	-	-	-
	4																			-	-	-	-
	BSUS Subtotal																	-	-	27	-	27	24
First Year New To Program Total					1,966							2,147							2,031				
Total		2,031	2,196	301	2,497	5,124	7,621	6,577	6,700	2,401	342	2,743	5,559	8,302	6,869	7,112	2,205	345	2,587	5,572	8,159	6,936	7,171
Total Fiscal FTE (Domestic only includes grad)							7,904	6,532							8,290	7,532					8,374	7,589	

Table 4: International Undergraduate Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2020/21)						Actual (2020/21: November 1st, 2020)						Targets/Forecasts (2021/22)					
			Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE	Headcount			NPL FTE		30credit FTE
Program	Year Level	2021/22 Target	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
BA	1	200	198	2	200	41	241	200	202	2	204	27	231	189	199	1	200	36	236	199
	2		20	12	32	94	126	102	16	6	22	118	140	116	14	6	20	116	136	110
	3		16	19	35	132	167	132	15	3	18	141	159	134	12	9	21	133	154	124
	4		-	-	-	115	115	83				117	117	90			-	149	149	110
BA Subtotal			234	33	267	382	649	517	233	11	244	403	647	528	225	16	241	434	675	543
BASC	1	90	83	7	90	12	102	89	85	1	86	16	102	90	86	4	90	19	109	95
	2		2	33	35	63	98	88	1	24	25	68	93	78	2	26	28	66	94	99
	3		-	-	-	82	82	75				69	69	60	1		1	77	78	83
	4		-	-	-	64	64	53				72	72	55			-	78	78	74
BASC Subtotal			85	40	125	221	346	306	86	25	111	225	336	282	89	30	119	240	359	371
BED																				
BED Subtotal																				
BFA	1	5	8	-	8	3	11	8							5	-	5	-	5	4
	2		2	-	2	4	6	3	2	1	3	5	8	7	2	1	3	3	6	5
	3		-	-	-	3	3	3		2	2	7	9	8		2	2	1	3	3
	4		-	-	-	2	2	2				3	3	2			-	10	10	8
BFA Subtotal			10	-	10	12	22	16	2	3	5	15	20	17	7	3	10	14	24	18
BHK	1	4	4	-	4	1	5	4	2	1	3		3	3	3	1	4	1	5	4
	2		-	-	-	3	3	3		1	1	2	3	3	1	1	2	2	4	4
	3		-	-	-	3	3	3	1		1	3	4	3	1		1	3	4	3
	4		-	-	-	3	3	2				5	5	4			-	4	4	3
BHK Subtotal			4	-	4	10	14	12	3	2	5	10	15	12	5	2	7	10	17	15
BMGT	1	88	86	2	88	25	113	95	100	1	101	9	110	93	85	3	88	21	109	93
	2		2	27	29	44	73	61	7	7	14	70	84	74	4	18	22	47	69	61
	3		1	-	1	87	88	86	7	3	10	104	114	99	3	2	5	78	83	81
	4		-	-	-	67	67	59				68	68	54			-	114	114	100
BMGT Subtotal			89	29	118	223	341	301	114	11	125	251	376	321	92	23	115	260	375	332
BMS	1	6	4	-	4	-	4	4	1	1	2		2	1	6	-	6	1	7	7
	2		-	-	-	-	-	-				1	1	1			-	1	1	1
	3		-	-	-	1	1	-				1	1	1			-	-	-	-
	4		-	-	-	2	2	-				2	2	2			-	2	2	2
BMS Subtotal			4	-	4	3	7	4	1	1	2	4	6	4	6	-	6	4	10	9
BNLF																				
BNLF Subtotal																				
BSc	1	175	172	3	175	32	207	167	217	1	218	19	237	201	173	2	175	37	212	179
	2		12	4	16	83	99	80	8	8	16	94	110	88	11	6	17	112	129	106
	3		6	4	10	110	120	103	7	4	11	117	128	109	7	4	11	109	120	103
	4		-	-	-	122	122	94				132	132	99		1	1	143	144	109
BSc Subtotal			190	11	201	347	548	445	232	13	245	362	607	498	191	13	204	401	605	493
BSN	1	18													14	4	18	-	18	16
	2																-	-	-	-
	3																-	-	-	-
	4																-	-	-	-
BSN Subtotal															14	4	18	-	18	16
BSUS	1	3															3		3	3
	2																	-	-	-
	3																	-	-	-
	4																	-	-	-
BSUS Subtotal															-	-	3	-	3	3
First Year New To Program Total					569						614						589			
Total			589	616	113	729	1,198	1,927	671	66	737	1,270	2,007	1,663	629	91	723	1,363	2,086	1,800
Total Fiscal FTE (International only)							1,721	-						1,855					1,939	1,983



Appendix: Target and Actual headcounts, 2017/18 through 2021/22

The following tables present targets against actual headcounts for new-to-program first-year students, by Faculty and degree program, over the past four years, including the current year (as of November 1). Table A.1 combines both domestic and international targets, while A.2 and A.3 break them down by domestic and international respectively.

Table A.1: Overall Target and Actual First-year, New-to-program Headcounts

	2017/18		2018/19		2019/20		2020/21		2021/22	
Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
BA	510	494	510	584	610	661	610	761	610	
BASC	305	306	320	332	360	333	370	423	380	
BED	100	86	100	102	120	132	120	115	120	
BFA	33	27	28	40	33	36	43	28	40	
BHK	204	214	204	234	204	200	204	224	204	
BMGT	290	221	228	271	245	266	263	230	273	
BMS	30	21	30	19	30	1	20	12	30	
BNLF									10	
BSC	730	727	730	684	750	703	775	821	775	
BSN	130	143	130	133	130	134	130	147	148	
BSUS									30	
Total	2,332	2,239	2,280	2,399	2,482	2,466	2,535	2,761	2,590	

Table A.2: Domestic Target and Actual First-year, New-to-program Headcounts

	2017/18		2018/19		2019/20		2020/21		2021/22	
Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
BA	410	376	410	392	410	481	410	557	410	
BASC	255	246	260	268	280	255	280	337	290	
BED	100	86	100	102	120	132	120	115	120	
BFA	30	22	25	36	30	29	35	28	35	
BHK	200	208	200	227	200	196	200	221	200	
BMGT	200	155	160	165	170	165	175	129	185	
BMS	24	16	24	14	24	1	16	10	24	
BNLF	-	-	-	-	-	-	-	-	10	
BSC	600	560	600	541	600	553	600	603	600	
BSN	130	143	130	133	130	134	130	147	130	
BSUS	-	-	-	-	-	-	-	-	27	
Total	1,949	1,812	1,909	1,878	1,964	1,946	1,966	2,147	2,004	



Table A.3: International Target and Actual First-year, New-to-program Headcounts

	2017/18		2018/19		2019/20		2020/21		2021/22	
Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
BA	100	118	100	192	200	180	200	204	200	
BASC	50	60	60	64	80	78	90	86	90	
BED	-	-	-	-	-	-	-	-	-	
BFA	3	5	3	4	3	7	8	-	5	
BHK	4	6	4	7	4	4	4	3	4	
BMGT	90	66	68	106	75	101	88	101	88	
BMS	6	5	6	5	6	-	4	2	6	
BNLF	-	-	-	-	-	-	-	-	-	
BSC	130	167	130	143	150	150	175	218	175	
BSN	-	-	-	-	-	-	-	-	18	
BSUS	-	-	-	-	-	-	-	-	3	
Total	383	427	371	521	518	520	569	614	586	



THE UNIVERSITY OF BRITISH COLUMBIA

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25 February 2021

To: Okanagan Senate
From: Admissions and Awards Committee
Re: Awards (approval)

The Admissions and Awards Committee reviewed and enclosed the proposed awards it deems ready for approval.

Therefore, the following is recommended to Senate:

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

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA



February 1, 2021

Development and Alumni Engagement

The University of British Columbia | Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://supporting.ok.ubc.ca/welcome.html>

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

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

New awards for consideration:

Proposed Award: Finch Family Indigenous Entrance Award

Two \$10,000 entrance awards (payable at \$5,000 per year) have been made available annually through a gift from the Finch family, along with matching funds from the University of British Columbia, to first-year Indigenous undergraduate students at the University of British Columbia, Okanagan campus. Preference will be given to students who have demonstrated significant financial need, academic strength and have given back to their community. Applicants must apply to a direct-entry undergraduate program at UBC, and not have a previous degree. These awards are renewable for a second year subject to the students maintaining academic standing. These awards are made on the recommendation of the adjudication committee. (First awards available for the 2021/22 Winter Session)

Proposed Award: Campbell Family Graduate Award in Fine Arts

A \$2,000 award has been made available to a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated artistic excellence and academic achievement. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Creative and Critical Studies. (First award available for the 2021/22 Winter Session)



THE UNIVERSITY OF BRITISH COLUMBIA

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25 February 2021

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: Admissions and Curriculum Proposals – Master of Fine Arts (approval)

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

Therefore, the following is recommended to Senate:

Motion: *That the revised Master of Fine Arts brought forward by the Faculty of Creative and Critical Studies be approved.*

- a. From the Faculty of Creative and Critical Studies
 - i. Master of Fine Arts, Program Overview, Admission Requirements, Program Requirements

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative & Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 2020/10/30 Effective Session: 2021W	Date: 2020/01/03 Contact Person: Dr. Hussein Keshani Phone: 250.807.XXXX Email: hussein.keshani@ubc.ca
Type of Action: Other: Revision of Program	
Rationale: The Department of Creative Studies, with the recent integration of the Art History & Visual Culture Program, along with other programs in the faculty, has untapped expertise in the field of curation and interpretation that would enrich the MFA program and benefit MFA students. Additionally, the lines between artistic and curatorial practice are being blurred in the global contemporary arts community. To make use of available expertise and to reflect contemporary directions, this proposal adds a Curation Option to the current structure of the M.F.A. Specialization in Interdisciplinary Studies.	
Proposed Academic Calendar Entry: Program Overview [16270] Degree Offered: M.F.A. [16271] The Master of Fine Arts (M.F.A.) program provides students with the theoretical and practical tools involved in obtaining a degree in the Fine Arts. There are three specializations under the M.F.A.: Creative Writing, Visual Arts, and Interdisciplinary Studies ¹ . [16273] All M.F.A. students are required to complete 30 credits as follows: 6 credits of methodology (CCS 506 and CCS 507 M.F.A. Graduate Colloquium I and II); 9 credits of additional coursework, 6 of which must be in the student's area of specialization ; and the M.F.A. Thesis (15 credits) which requires students to	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1071,1306#16270 Present Academic Calendar Entry: Program Overview [16270] Degree Offered: M.F.A. [16271] The Master of Fine Arts (M.F.A.) program provides students with the theoretical and practical tools involved in obtaining a degree in the Fine Arts. There are three specializations under the M.F.A.: Creative Writing, Visual Arts, and Interdisciplinary Studies ¹ . [16273] All M.F.A. students are required to complete 30 credits as follows: 6 credits of methodology (CCS 506 and CCS 507 M.F.A. Graduate Colloquium I and II); 9 credits of additional coursework, 6 of which must be in the student's area of creative practice specialization; and the M.F.A. Thesis (15 credits) which requires students to produce a significant body of original artistic work.



<p>produce a significant body of original artistic <u>and/or curatorial</u> work.</p> <p>Proposed Academic Calendar Entry:</p> <p>Admission Requirements</p> <p>...</p> <p>[16275] An applicant's background must sufficiently prepare them for advanced work in creative <u>and/or curatorial</u> practice.</p> <p>[16276] Applicants to the M.F.A. program are expected to have a bachelor degree in a relevant field, such as a Bachelor of Fine Arts (B.F.A.) in Creative Writing, Theatre, or Visual Arts; a Bachelor of Arts (B.A.) in Creative Writing, Theatre, or Visual Arts; or, in some cases, a Bachelor of Arts (B.A.) in Drama, English, <u>Art History, Museum Studies,</u> Film, or Theatre. Applicants are expected to have a B+ (76%) average or higher in their third- and fourth-year courses or at least 12 credits in Fine Arts courses relevant to their specialization with an A- (80%) or higher average in their courses at the 300 level or higher. For applicants for whom English is not their first language, minimum acceptable TOEFL scores are 580 (paper) and 86 (internet).</p> <p>[16277] All applicants must submit a portfolio of artistic <u>and/or curatorial</u> work in order to be admitted into the Program.</p> <p>[16279]</p> <ul style="list-style-type: none"> • they have the support of a faculty supervisor; • the portfolio of artwork <u>and/or curatorial work</u> is approved by the Department of Creative Studies; • approval is obtained from the Faculty of Creative and Critical Studies Graduate Admissions Committee; and 	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1071,1307</p> <p>Present Academic Calendar Entry:</p> <p>Admission Requirements</p> <p>...</p> <p>[16275] An applicant's background must sufficiently prepare them for advanced work in creative practice.</p> <p>[16276] Applicants to the M.F.A. program are expected to have a bachelor degree in a relevant field, such as a Bachelor of Fine Arts (B.F.A.) in Creative Writing, Theatre, or Visual Arts; a Bachelor of Arts (B.A.) in Creative Writing, Theatre, or Visual Arts; or, in some cases, a Bachelor of Arts (B.A.) in Drama, English, Film, or Theatre. Applicants are expected to have a B+ (76%) average or higher in their third- and fourth-year courses or at least 12 credits in Fine Arts courses relevant to their specialization with an A- (80%) or higher average in their courses at the 300 level or higher. For applicants for whom English is not their first language, minimum acceptable TOEFL scores are 580 (paper) and 86 (internet).</p> <p>[16277] All applicants must submit a portfolio of artistic work in order to be admitted into the Program.</p> <p>[16279]</p> <ul style="list-style-type: none"> • they have the support of a faculty supervisor; • the portfolio of artwork is approved by the Department of Creative Studies; • approval is obtained from the Faculty of Creative and Critical Studies Graduate Admissions Committee; and
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<p>permission is obtained from the Dean of Graduate Studies.</p> <p>Proposed Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[16281] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.F.A. are 30 credits as outlined below for each specialization. In the Interdisciplinary Studies specialization, there are two discipline areas: a primary area in a creative discipline (Creative Writing, Visual Arts, Performance/Theatre, or Curation) and a secondary area which may be in another area of study in the Department of Creative Studies or outside it.</p> <p>[16289] Students selecting the Specialization in Interdisciplinary Studies must complete the following 30 credits:</p> <p>[16290]</p> <ul style="list-style-type: none"> • CCS 506 (3) M.F.A. Graduate Colloquium I; • CCS 507 (3) M.F.A. Graduate Colloquium II (including the presentation in this course in their second year); • 6 credits of creative practice or curation courses in the student's primary discipline (this might include CRWR 581/582, VISA 582, VISA 583, CCS 510, CCS 511, CCS 512 or graduate THTR classes); • one additional 3-credit course in a field relevant to the secondary discipline (which may be a creative discipline or a discipline from an academic area other than Creative Writing, Visual Arts, or Theatre) which may be selected from 	<ul style="list-style-type: none"> • permission is obtained from the Dean of Graduate Studies. <p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1071,1308</p> <p>Present Academic Calendar Entry:</p> <p>Program Requirements</p> <p>[16281] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.F.A. are 30 credits as outlined below. In the Interdisciplinary Studies specialization, there are two discipline areas: a primary area in a creative discipline (Creative Writing, Visual Arts, or Performance/Theatre) and a secondary area which may be in a creative discipline or another area of study outside the Department of Creative Studies.</p> <p>[16289] Students selecting the Specialization in Interdisciplinary Studies must complete the following 30 credits:</p> <p>[16290]</p> <ul style="list-style-type: none"> • CCS 506 (3) M.F.A. Graduate Colloquium I; • CCS 507 (3) M.F.A. Graduate Colloquium II (including the presentation in this course in their second year); • 6 credits of creative practice courses in the student's primary creative discipline (this might include CRWR 580, VISA 582, VISA 583, or graduate THTR classes); • one additional 3-credit course in a field relevant to the secondary discipline (which may be a creative discipline or a discipline from an academic area other than Creative Writing, Visual Arts, or Theatre) which may be selected from
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<p>other graduate programming in the Faculty of Creative and Critical Studies; or, at the discretion of the supervisor and supervisory committee, selected from other graduate-level courses outside of the Faculty of Creative and Critical Studies. With the approval of the supervisor and supervisory committee, students may successfully complete an upper-level undergraduate course to satisfy this requirement; and</p> <ul style="list-style-type: none"> • CCS 599 (15) M.F.A. Thesis comprising of the production of a substantial artistic and/or curatorial body of work in a primary area of study and a research paper in a complementary area of study (or occasionally a creative work in a different field from the primary area). The length of the paper is determined by the committee, but generally the research paper accompanying the creative component of the thesis must be a substantial, scholarly work between 8,000 to 10,000 words. The artistic and/or curatorial body of work and the research paper should have substantial linkages in theoretical or topical context. An oral defence of both the body of work and the research paper is required. The oral defence will normally be held within six weeks of the research paper submission. <p>[16291] The requirements around what constitutes a creative thesis (the production of a</p> <p><i>[16298] Primary Discipline in Performance</i></p> <p>[16299] Requires a publicized event equivalent in scope and profile to a full-length evening performance, with documentation of the creation and development of the work. The performance must be shown in public a minimum of three times over a period of two weeks.</p> <p><u>Primary Discipline in Curation</u></p>	<p>other graduate programming in the Faculty of Creative and Critical Studies; or, at the discretion of the supervisor and supervisory committee, selected from other graduate-level courses outside of the Faculty of Creative and Critical Studies. With the approval of the supervisor and supervisory committee, students may successfully complete an upper-level undergraduate course to satisfy this requirement; and</p> <ul style="list-style-type: none"> • CCS 599 (15) M.F.A. Thesis comprising of the production of a substantial artistic body of work in a primary area of study and a research paper in a secondary area of study (or occasionally a creative work in a different field from the primary area). The length of the paper is determined by the committee, but generally the research paper accompanying the creative component of the thesis must be a substantial, scholarly work between 8,000 to 10,000 words. The artistic body of work and the research paper should have substantial linkages in theoretical or topical context. An oral defence of both the body of work and the research paper is required. The oral defence will normally be held within six weeks of the research paper submission. <p>[16291] The requirements around what constitutes a creative thesis (the production of a</p> <p><i>[16298] Primary Discipline in Performance</i></p> <p>[16299] Requires a publicized event equivalent in scope and profile to a full-length evening performance, with documentation of the creation and development of the work. The performance must be shown in public a minimum of three times over a period of two weeks.</p>
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Requires a curated show demonstrating the student's abilities to plan, research, develop, administer, implement and document a professional curatorial project.



To: Senate
From: Nominating Committee
Re: Appointment to Equity, Diversity, and Inclusion Action Team
Date: 19 February 2021

NB: The Nominating Committee would note that this recommendation is being made conditionally on the Senate approving the recommendation of the Academic Policy committee earlier on the agenda.

The Senate Nominating Committee has me to consider the proposal of the Academic Policy Committee that an Action Team be established to implement Goal 2A of the Inclusion Action Plan. That proposal would have the Senate appoint one senator (who must be a Faculty Member) to the Action Team. After consideration of a number of candidates, the Nominating Committee is please to recommend:

That Senate appoint Jennifer Jakobi to the Inclusion Action Plan Goal 2 Action A Action Team.

cross-campus collaboration

AN EXAMINATION OF POSSIBILITIES

Report of the Task Force
University of British Columbia
October 2020



THE UNIVERSITY OF BRITISH COLUMBIA

CHAIR'S ACKNOWLEDGMENT

As Chair of the Task Force on Cross-Campus Collaboration, I would like to recognize:

- Katy Ellsworth, Director of Administration and Communications in the Faculty of Education, for her outstanding contribution in coordinating the Task Force and in writing the report;
- Faustina Cheung, Administrative Assistant, Office of the Dean, Faculty of Education, for her work in scheduling and coordinating meetings and guests;
- The members of the Task Force for their thoughtful contributions and deliberations over the course of a year;
- Those colleagues from both campuses who met with the Task Force to share perspective on the potential for additional collaboration within and across portfolios.

ACKNOWLEDGEMENT

The Task Force acknowledges that UBC's Vancouver campus is located on the traditional, ancestral, and unceded territory of the Musqueam people, and that the Okanagan campus is located on the territory of the Syilx Okanagan Nation.

The Task Force extends its thanks to the Provosts and to the many members of the UBC community who shared resources and provided feedback during the course of our deliberations. We are grateful for the goodwill and support received in our pursuit of a closer and more collaborative relationship between the two campuses.

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shil'p'tn, an installation by Syilx artist Les Louis on UBC's Okanagan campus.

EXECUTIVE SUMMARY

The University of British Columbia's strategic plan, *Shaping UBC's Next Century*, renews our collective vision and purpose, focusing on excellence in our academic mission and our public mandate. The plan describes UBC as:

...a place of engagement; a place where relevant, innovative and impactful research would be conducted; a place where pressing societal issues would be examined, deliberated and resolved; and a place where critical thinking would always be welcomed and informed citizens shaped. (UBC, 2018, p. 10)

Goal 8 of the strategic plan is to “define and leverage the distinctive and complementary strengths of our campuses and learning sites,” (UBC, 2018, p. 13) with Strategy 5 focusing on enabling, encouraging and streamlining “collegial governance, enhance collaboration and create better transparency, especially between our Vancouver and Okanagan campuses.” (UBC, 2018, p. 43)

Importantly, *Shaping UBC's Next Century* emphasizes the interconnected nature of all UBC activities, a message that is further articulated in the University's other foundational documents. *UBC Indigenous Strategic Plan* identifies UBC as a leading university globally in the implementation of Indigenous peoples' human rights and expands the notion of interconnectedness to include engagement with Indigenous peoples and communities. *Building Inclusive UBC: An Inclusion Action Plan* demonstrates how equity, diversity and inclusion are operationalized across the two campuses.

Building upon these foundations, *Outlook 2040* projects UBC Okanagan as a thriving academic community of more than 18,000 students and 500 tenure-stream faculty members, with \$100M in annual research funding and an economic impact of \$4.8 billion in the region. The vision is for a globally connected campus on the Okanagan, with a rich diversity of students, deep community engagement in the region, and first-class research facilities. *Outlook 2040* outlines key areas of connection between the two campuses, including shared administrative functions and strong academic and research linkages and synergies.

An interconnected and collaborative future entails a well-developed strategy to ensure that the necessary systems and infrastructure are in place. The message in all these documents is clear: to realize the vision for UBC, we must harness our collective energies and strengths to function as one University on two campuses. This vision underpins the work of the Task Force on Cross-Campus Collaboration.

The Task Force on Cross-Campus Collaboration convened in 2019, with the mandate of devising strategies to advance closer and more collaborative relationships between UBC Okanagan and UBC Vancouver. Mid-way through the writing of this *Report*, the world was overtaken by the COVID-19 pandemic that shifted, virtually overnight, every aspect of how the University conducts its scholarship, teaching, service, administration, and other activities. As the University executed an abrupt pivot, so too did the Task Force, re-examining with a post-COVID lens issues and challenges that had already been evaluated and had strategies devised for them. During the re-evaluation, the Task Force found that directions that had seemed tedious, cumbersome, or unlikely in February suddenly became stimulating, efficient, and necessary in March. UBC's pandemic response demonstrated an unexpected nimbleness in University culture, giving the Task Force great hope that all of our suggested strategies will be discussed and implemented.

The major themes running through the document are communication, relationships, and transparency. Within each of the highlighted areas (governance, finance, teaching & learning, research, mobility for faculty members and staff, development and alumni engagement, library, technology and information systems, and space and facilities), virtually every challenge mentioned related to these themes, which in turn informed the suggested strategies. The aim of this *Report* is to generate discussion and dialogue on the highlighted areas in order to reveal the opportunities and efficiencies that closer collaboration would generate. In recognition of the complexities inherent in the task—developing a closer relationship with maintaining the autonomy and distinctive character of each campus—the Task Force is presenting strategic directions rather than a fixed set of recommendations.

In the area of **governance**, the Task Force notes that many meetings and activities, by default, take place on the Vancouver campus. Developing a culture of shared governance activities, and refreshing the mandate of the Council of Senates are among the suggested strategies.

In the area of **finance**, the Task Force calls for greater transparency for UBC's budget and all budget-related processes. In particular, greater clarity is needed regarding the allocation of endowment proceeds for UBC's strategic goals for both its campuses. Additional considerations include involving all deans in reviewing budgeting and financial processes for the University as a whole.

In the **teaching and learning** area, the Task Force suggests further enhancing and formalizing relationships between the Centre for Teaching, Learning and Technology (CTLT)

and the Centre for Teaching and Learning (CTL) through the co-creation of a strategic approach to professional learning opportunities, learning technologies, and other concerns. Post-COVID, an examination of opportunities for joint delivery of courses should be undertaken.

In the **research** portfolio, the Task Force notes that there are presently many areas of collaboration and communication, some of which could be extended or enhanced (for example, by developing an inventory of joint research projects). Additional communication is particularly pertinent for system-wide programs.

In the area of **mobility for faculty members and staff**, the Task Force learned that barriers to collaboration affect students, staff and faculty who wish to learn, work or teach on the other campus. Policies and practices that support efficiently bringing people together (e.g., flexible

bi-campus workload assignments) should be examined.

The Task Force learned that the **development and alumni engagement** portfolio presently operates in a collaborative fashion. Suggested strategies to enhance this work include bi-campus approaches, particularly in interactions with major donors.

The **library** operates as a system-wide entity with recognition of distinctly different campus cultures. The Task Force notes that collections and licensing functions and costs are shared across both campuses, as are records management program governance and administration. Areas for additional collaboration include research support, Indigenization, and inter-campus communication, which at times is insufficient.

As COVID-19 has made all too apparent, **technology and information systems** are essential for teaching and learning, as well as for the smooth and efficient operations across our two campuses and the multiple locations at which people work. The Task Force recognizes the shortage of well-equipped, technology-enhanced meeting rooms across both campuses and suggests additional investment in this area.

The **space and facilities** discussions laid bare a number of “pain points” related to the consideration of capital projects and the relative abilities of large and small faculties to contribute to necessary projects. Issues raised connect closely to discussions of finance, as deans (in particular) feel they lack information about revenue streams and their disbursement on each campus.

PREAMBLE

THE VISION FOR THE OKANAGAN CAMPUS:

EXPANDING UBC'S IMPACT AS A PUBLIC RESEARCH UNIVERSITY

A Memorandum of Understanding (MOU), dated 11 March 2004, outlines the agreement between the Ministry of Advanced Education and the University of British Columbia to develop a research-intensive campus of UBC in the southern interior. The new campus was to have “distinct areas of academic excellence that will be recognized internationally, while at the same time reflecting the uniqueness of smaller urban and rural communities” (Ministry of Advanced Education, 2004, p. 1). The MOU outlines principles for the expansion, including academic and research excellence, transferability of all courses among UBC campuses, two separate senates, and an expanded Board of Governors with representation from the interior region. The Okanagan campus was to include Indigenous education programs and continuing education programs.

The Ministry committed \$80M in capital funding to the new campus, along with startup operating funds, with the MOU specifying that UBC was to make a significant investment in the campus, including research space and student residences. Of note, the MOU called for cost effectiveness through shared services between the two campuses.

FAST FORWARD TO 2020

The original vision has, in many ways, been fully realized, even surpassed: UBC's Okanagan campus is home to 62 undergraduate programs, 19 graduate programs, and over 1600 active research projects. The Okanagan campus has defined four areas of research strength: resilient environment, emerging technologies, healthy people, and thriving communities. It hosts 7 Canada Research Chairs, 6 endowed chairs, and 18 research centres, institutes and clinics. Among its programs are an interdisciplinary Indigenous studies program and a BA program in Indigenous studies. The Okanagan campus offers a world-class university experience with a unique, local character and a deep engagement with the community. The continued success of the Okanagan campus represents an enormous opportunity for UBC and for British Columbia: a way to expand the province's leading research institution into a multi-campus University with all campuses sharing intellectual, human and other resources.



Students outside Ponderosa Commons
Vancouver campus

GENESIS OF THE TASK FORCE ON CROSS-CAMPUS COLLABORATION

At its April 2019 meeting, the UBC Board of Governors (BoG) unanimously endorsed *Outlook 2040* and indicated its interest in enhancing cross-campus collaboration. During the discussion, inter-campus mobility and progress toward increasing numbers of Indigenous faculty, staff and students at UBC were identified as areas of significant interest to the BoG. The President spoke about new and strengthened cross-campus research collaborations established within the past year, and the Deputy Vice-Chancellor and the Provost and Vice-Principal Academic expressed their interest in and support for deepening academic and institutional connections.

It was agreed that a report would be submitted to the Board of Governors outlining existing cross-campus collaborations (strategic, faculty, students), barriers and challenges to inter-campus mobility, and anticipated future direction. It is in response to this imperative that the Task Force was established with the support of the two provosts.

MANDATE

The mandate of the Task Force on Cross-Campus Collaboration is to suggest strategies that will guide future decision making, processes and operations aimed at building and enhancing linkages between the two campuses.

STRATEGIC DIRECTIONS

GOVERNANCE

As was originally envisioned, UBC's Okanagan campus operates academically as its own entity, with its own Vice-President Academic¹, its own senate, and a unique set of programs, degrees and courses. Administratively, the two campuses share one Chancellor, one President, one Board of Governors, one Registrar, one collective agreement for faculty members, and one overall system budget with two distinct campus budgets.

Several units operate efficiently across the two campuses, including the Faculty of Education and the Faculty of Applied Science, the Office of the University Counsel, the Treasury, and other system supports. The two campuses also share vice-presidents in key portfolios, including students, finance and operations, external relations, and development and alumni engagement. Some units that were planned as system-wide units are now campus-specific, for example, the international portfolio. Most finance and operations units have joint leadership across both campuses, leveraging depth of expertise with local knowledge and accountability.

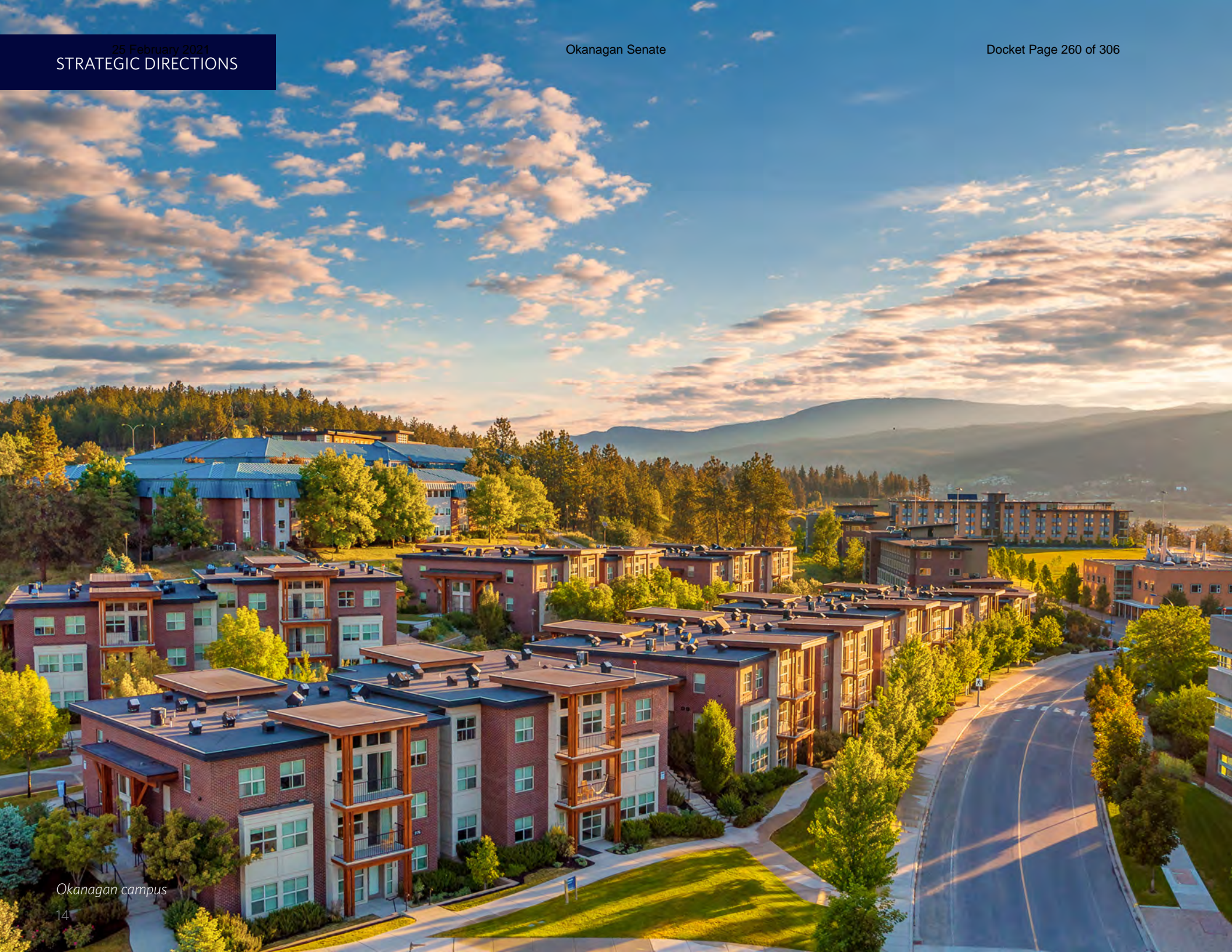
The existence of two senates, and therefore two approval processes, creates inconsistencies in curricula and programs. The Task Force on Cross-Campus Collaboration recognizes and celebrates programmatic differences (for example, differences between Bachelor of Arts programs on the two campuses), which are an expression of the unique character of each campus community. We further note that campus-based autonomy over academic matters is an important value. Nevertheless, the reconciliation of some inconsistencies, such as issues of credit transferability, would support student mobility.

The Council of Senates has the potential to establish University-wide academic regulations. Thus far, the Council has opted to not operate as a replacement academic senate. There are other areas into which it could extend its influence; for example, it could set minimum admission standards.

¹ The position title on the Okanagan campus is now Provost and Vice-President Academic, UBC Okanagan.

Strategies

1. Encourage the Council of Senates to meet on a regular basis, with appropriate staffing support added to the Council secretariat.
2. As a first order of business, the Council should meet with the committee charged with implementing the strategies of this Report.
3. Request the Council of Senates to exert its agency in pursuit of collaboration between the two academic senates.
4. Establish and centrally support bi-campus implementation committees to ensure that *Shaping UBC's Century*, *UBC Indigenous Strategic Plan*, and *Building Inclusive UBC* receive full implementation on both campuses.
5. Hold a minimum of two meetings per year, hosted by each campus in turn, bringing together all deans to help strategize and create a coordinated academic vision for UBC.



Okanagan campus

FINANCE

When it comes to discussions around money, UBC is rich in mythology. Some of the correlative facts may be surprising.

Myth: The Vancouver campus and Okanagan campus operating budgets are determined entirely by tuition and government grants flowing directly to the campus holding the student registration, and are, therefore, completely firewalled.

Fact: The UBC system has a shared administrative service delivery model that includes IT, Enrolment Services, HR, Libraries, and VPRI, Governance, External Relations, Assurance and Risk Office, to name a few.

Myth: Vancouver pays for this shared delivery model out of the Vancouver operating budget.

Fact: Annually, the Okanagan campus pays the Vancouver campus \$4.8M, of which \$2.4M is fixed fee for shared service and the remaining \$2.4m is recovery for student fees, managed benefits and professional development, bank fees and insurance (see Table 1, Page 17) UBCV faculties and UBCV central are funding almost all of the Integrated Renewal Program, Application Ecosystem Program, and other Information Technology capital priorities for both campuses.

Myth: There is no significant revenue source available for system deployment beyond the firewalled tuition and grant buckets.

Fact: In addition to tuition fees and the government grant, UBC earns annual revenue from its endowment lands. In 2020, the endowment

lands generated \$52M, of which \$4M was earmarked for use by the Okanagan campus. This was the first time since the birth of the campus in 2005 that any revenue from the endowment was allocated to the Okanagan campus.

Myth: The endowment lands, and the unrestricted revenue derived from them, belong first if not exclusively to the Vancouver campus.

Fact: The endowment lands, and proceeds deriving from them, belong to UBC as a whole.

Myth: Deferred maintenance is an issue shared equally by both campuses.

Fact: The Vancouver campus Facilities Condition Index (FCI) is 0.35 whereas the Okanagan campus FCI is 0.23. Deferred maintenance for academic facilities on the Vancouver campus is currently valued at \$1.38 billion. Seismic upgrade requirements for high-risk buildings on the Vancouver campus are valued at another \$1.49 billion. Deferred maintenance on the Okanagan campus is currently valued at \$79.7 million.

Myth: Both campuses have enough financial reserves to weather the COVID-19 storm.

Fact: Proportionally speaking, central reserves before COVID-19 were larger on the Okanagan campus than on the Vancouver campus. As of October 1, 2020, the Okanagan campus is expected to run a surplus, while the Vancouver campus is facing a deficit. Administrative units on the Vancouver campus are facing budget cuts to assist with absorbing the deficit.

Students on the Okanagan campus

The Task Force poses this question: Is there a better way, financially speaking, to support both of UBC's campuses?

At the same time the committee received an enormous amount of information about UBC financial systems and planning, it also heard, from staff on both campuses, about initiatives that were started, stalled, fatally compromised, or altogether abandoned because the financial scaffolding could not support them. It is further the case that, for the most part, the smaller campus, while long on ambition, is often short on cash. No small number of the difficult conversations that have emerged around money attach to the skewed perspectives of scale emerging from the size differential between the two campuses.

Some pertinent examples include:

Capital Projects

- The Okanagan campus does not possess the incremental revenue necessary to co-fund capital building projects within the UBC capital planning system.

System Investment

- While invited to participate in system investment activities (e.g., the strategic plan, academic renewal, sustainability initiative, the learning initiative), the perception and to some extent the reality of the financial relationship between the two campuses prevents a collaborative approach to strategic discussions. Many of the discussions throughout this report turn on well meaning people finding financial arrangements to be an impediment to realizing good ideas.

Direct Engagement

- Okanagan members of system-wide committees often feel that they must attend meetings in person on the Vancouver campus so that they are able to fully participate. The pandemic may be a gamechanger because Vancouver and Okanagan committee members are presently all online. In the post-pandemic period, funding in-person attendance and holding some meetings in the Okanagan needs to be considered.

FISCAL 2020/21

TABLE 1: Forecast System-wide Okanagan Transfer to Vancouver

(in \$thousands)	Fiscal 2020-21	% of total
Fee for service ¹	\$2,401	50%
Managed benefits and professional development	\$918	19%
Student fees (application and exchange)	\$767	16%
Other (bank & credit card fees, insurance, phones, memberships)	\$741	15%
TOTAL	\$4,827	100%

¹ Includes Board of Governors, Internal Audit, Budget Office, Campus Planning, Community Affairs, University Counsel, UBC Branding, Academic Management Systems, VP Research and International, University Industry Liaison Office, International Student Initiative, Infrastructure Services, Chief Information Security Office, Enrolment Services, and Alumni

UBC students compete for best SpaceX drone ship design
Claire Kiernan, UBC



Strategies

6

Create a strategic cross-campus fund to support student and staff mobility, joint programs, and system-wide strategic goals. This fund might also support faculty research collaborations, learning collaborations, and professional development opportunities on both campuses independently of strained faculty or unit budgets framed within the “firewall.”

7

Undertake a review of the incremental revenue values of the annual budgeting process, ensuring that some faculties are not “overfunded” at the expense of smaller faculties. Points to consider:

- An independent review of the overall central operating budget and future commitments of both campuses
- The potential for one budget for bi-campus faculties
- Combining the budget process of both campuses while retaining local autonomy



TEACHING AND LEARNING

Teaching and learning, as one of UBC's core *raison d'être*, is a consistent pillar of any strategic or operational plan. Across both campuses, UBC is committed to the development and delivery of outstanding educational experiences for students, inside and outside of the classroom. Annual funding competitions for educational innovation are in place across both campuses, and there has been steady growth in number of faculty members in the educational leadership stream in recent years, with roles and responsibilities to lead educational innovation and improvement within their disciplines. In addition to innovations in classroom teaching and pedagogy, UBC has made investments in and commitments to experiential learning (co-operative education, community service learning, capstone opportunities, field-based learning, etc.), post-degree career education and lifelong learning, and undergraduate research and inquiry as pivotal to transformational learning.

Each campus has a central support unit dedicated to supporting faculty members in their teaching and learning activities: on the Vancouver Campus, the Centre for Teaching, Learning, and Technology (CTLT), and on the Okanagan Campus, the Centre for Teaching and Learning (CTL), provide consultations, workshops, and assistance to faculty members (and teaching assistants) in a wide variety of relevant areas. Support for non-degree learning on the Vancouver campus is provisioned by a recently restructured

unit, Extended Learning (formerly Continuing Studies) with a new mandate to support faculties directly in the ideation, design and delivery of market-facing offerings for career and personal education.

Learning technology tools and applications are licensed and supported through UBC Vancouver, with Okanagan representation on learning technology governance groups (operations, user and leadership groups).

A significant cross-campus project drawing to a close at the time of writing this report has been the cross-campus working group on Student Evaluations of Teaching (SEoT). Established by Senate sub-committees across both campuses, the working group has laid out a series of recommendations to harmonize, align and substantially refine the way student feedback on instruction is collected, analyzed and reported.

During the course of the deliberations of the Task Force on Cross-Campus Collaboration, the COVID-19 pandemic effected a seismic change in the way both campuses deliver their educational programming. At this point, it is unclear what the medium- to longer-term implications and ramifications will be as we emerge into a "new normal" scenario. Additional investments in technology, coupled with accelerated Indigenization of online coursework and materials, seem warranted.

Engagements that are currently working well

A few taught programs are offered across both campuses (Distributed Medical Program, Manufacturing program in Applied Science / Okanagan School of Engineering, Vantage College Engineering stream). The Faculty of Land and Food Systems offers a bi-campus field-based course, Field Study of Wine Grape Production, with students from both campuses participating in viticulture sites in the Okanagan and metro Vancouver. Beyond these programs and at the individual course level, students may enroll in courses at the other campus (but see comments below under “opportunities for further collaboration”) or the course may be cross-listed in both course schedules.

Courses that are offered entirely online provide an accessible route to cross-campus programming. However, numbers have been stable and low in recent years—approximately 250 students taking distance courses from Vancouver and around 50 Vancouver students taking Okanagan distance courses per year, between 2015 and 2018. It is an open question how this may shift, during and post COVID, during which the vast majority of all instruction is remote. As UBC transitions to a new reality post-pandemic, consideration should be given to regular, online, bi-campus course delivery.

At the graduate level, there are strong collaborations between campuses. There is increasing interaction across campuses, across all disciplines, to better support graduate students within their research fields, connecting them with relevant expertise. Student leadership at the graduate level is increasingly positioning issues collectively. Current professional engagement between the College of Graduate Studies (CoGS, Okanagan campus) and the Faculty of Graduate and Postdoctoral Studies (G&PS, Vancouver campus) is open and consultative. Ongoing conversations are productive in areas such as shared vision, supervisory roles and conflicts, and interdisciplinary studies programs. Recent events related to the COVID-19 outbreak resulted in critical inter-campus conversations about tuition and ancillary fees, online learning, admission principles for international students, and supervisory issues.



*Physics class in UBC Life Building
Vancouver campus*

Opportunities for further collaboration

There is significant potential for cross-campus programs to be developed; inter-campus academic courses are much quicker to develop and progress, but the example of the Faculty of Applied Science's Manufacturing Engineering program has demonstrated the potential to overcome systemic challenges and provide effective inter-campus program delivery. At present, a complex planning process, including faculty-level internal and campus-specific approvals/consultations, and approvals by both the Vancouver and Okanagan Senates are required, followed by a single report to the UBC Board of Governors and Ministry application.

Current processes for transfer between campuses treat students from the respective campuses as external applicants. Further study should be done on the impact of changing the admission average for students to those used within campuses for interfaculty transfers. At a minimum, the rationale for an intercampus transfer should be considered, including the possible application of an internal standard in special cases (e.g., where a desired program is unavailable, or for compassionate reasons).

There is a need to further contemplate and coordinate system-wide needs and encourage closer collaboration between the CTLT and the CTL in order to better leverage and share the resources of each campus. Both could benefit from shared expertise and efficiencies in purchasing, technology support, encouragement of Scholarship of Teaching and Learning (SoTL) activities, and support for innovative pedagogical practices.

Registration in courses outside a student's 'home' campus is a cumbersome (and paper-based) process that should be redesigned and streamlined ahead of the implementation of Workday student.

Regulations currently in place in CoGS and G&PS can create obstacles for faculty members who serve as committee members and examiners on the sister campus. For example, the Vancouver campus does not allow Okanagan faculty members to serve as university examiners on Vancouver theses unless there is a comparable program on the Okanagan campus. This misalignment can impact the career progression of faculty members and can limit the potential for inter-campus collaborations.

The unique needs of graduate students and programs on each campus make it difficult to generalize decisions to all UBC graduate students. For example, G&PS has indicated a preference to pause participation in the Western Deans' Agreement, which allows graduate students to enroll in courses at other Western Canadian institutions. From the Vancouver campus perspective, the population and geography of the Lower Mainland create an administrative burden in terms of honouring this agreement. The Okanagan campus, on the other hand, finds significant benefit in the agreement and would like to continue its participation.

Both campuses currently lack adequate facilities (in terms of size, availability, technology) for effective scaling of inter-campus course delivery. COVID-19 and the shift to remote work may create an opportunity to reconsider how buildings are currently used, with perhaps fewer siloed spaces and more spaces that are shared, flexible and collaborative.

Strategies

8. Create a mechanism for aligning UBC-wide discussions concerning pedagogical innovation, academic success, and high-quality teaching, ensuring that clear understandings of institutional aspirations are shared across both campuses.
9. Formalize collaborations between CTLT and CTL, so as to enhance provision of faculty members' professional development opportunities, curriculum planning, and consultation and technology support.
10. Create a shared and coordinated strategic planning process for educational and learning technologies, through intentional collaboration between IT Services, CTLT/CTL, UBC Studios, and other appropriate stakeholders.
11. Leverage opportunities for educational scholarship in teaching and learning among faculty members across both campuses, particularly for educational leadership faculty members for whom demonstrated impact in this area is a requirement for career advancement. Explore the opportunities around widening the scope of the Institute for the Scholarship of Teaching and Learning (ISoTL), a research institute housed in CTLT, established by the Vancouver Senate in 2006.
12. Address issues inhibiting wider uptake of students taking courses away from their 'home' campus. At the undergraduate level, this would include addressing inter-campus registration processes. At the graduate level, explore ways to leverage the different strengths on the two campuses in a way that is beneficial to students. Both approaches would likely require appropriate investments in classroom facilities and/or technologies.
13. Develop additional mechanisms and flexibility for graduate student supervision, such as exploring the creation of a system of cross-campus mentorship for faculty members engaging in graduate supervision, potentially extending to bi-campus co-supervision. Evaluate flexible inclusion of faculty members across campuses on graduate student committees and revise relevant policies accordingly.



*Dr. Majid Mohseni, Res'eau Waternet
Martin Dee, UBC*



RESEARCH

In recent years, much progress has been made in building cross-campus connections within this portfolio. The Office of Vice-Principal, Research and Innovation (Okanagan campus) works closely with Office of the Vice-President, Research and Innovation (Vancouver campus). Both offices work to integrate the needs and viewpoints of the Okanagan campus into Vancouver-based discussions, and a strong collaborative sentiment exists, particularly with respect to major strategic initiatives.

Several programs exist to develop collaboration among researchers, including the research cluster program and the mobility program. Several success stories emerge from the cluster program: within the Faculty of Land and Food Systems, an Eminence Program Cluster focusing on wine and grapes includes five Okanagan and four Vancouver researchers investigating wine quality, terroir and sustainable viticulture practices. As UBC's culture of innovation and entrepreneurship grows through the development of Innovation UBC, the Okanagan campus will be able to leverage additional opportunities.

The Office of Research Services (ORS) now provides opportunities for management & professional (M&P) staff to engage with counterparts through "job shadowing" in order to facilitate the transfer knowledge and skills. This type of engagement has been helpful in building a collaborative culture within the ORS portfolio and should be continued.

The Task Force on Cross-Campus Collaboration notes that continued collaboration within the research portfolio, in terms of innovation, entrepreneurship, and major strategic initiatives, will strengthen knowledge exchange between researchers on the two campuses.

Despite the foregoing, there remain many challenges associated with the support of the UBC research mandate on the Okanagan campus, in particular in the science and engineering disciplines. For example, the Okanagan campus has much less central research infrastructure compared to institutions of comparable or smaller size such as the University of Northern BC (UNBC) or Thompson Rivers University, and start-up funding for new hires has been much lower than allocations on the Vancouver campus.^{1,2} These conditions exist despite the initial Ministry capital investment and the MOU specifications associated with additional UBC investments aimed at developing the Okanagan as a research-intensive campus.

The allocation of Canada Research Chairs (CRCs) across the two campuses is at present somewhat unbalanced. In part, the situation is a reflection of the Okanagan campus's original status as a teaching-intensive rather than a research-intensive institution. The Task Force notes that the Okanagan campus has fewer CRCs than UNBC, despite the fact that UBC Okanagan brings in much more Tricouncil funding.

There are certainly many positive interactions between the campuses on a researcher-to-researcher basis, and these should be encouraged and developed further. Many of the interactions allow UBCO researchers to make use of the much more extensive research infrastructure available on the Vancouver campus, despite the obvious impracticalities.

¹ Note that these conditions place colleagues on the Okanagan campus at a disadvantage with respect to career advancement and development compared to colleagues on the Vancouver campus.

² We point out that the Faculty of Applied Sciences has been providing financial assistance to the School of Engineering on the Okanagan campus in order to enable larger start-up packages.

Strategies

14

Ensure that the themes of this report, communication, relationships and transparency, remain prominent within the operation of the research portfolio, especially for Vancouver-based units and people who need or ought to intersect with Okanagan viewpoints and colleagues.

15

Develop a strategic approach to communication and consultation on system-wide programs and opportunities (for example, by developing an inventory of joint research projects).

16

Develop a strategic approach to connecting people who should be connected, following the research cluster program model, for example.

17

Balance the allocation of Canada Research Chairs across the two campuses.

18

Increase the default allocation of Canada Foundation for Innovation to Okanagan faculty members in order to offset the impacts of limited research infrastructure on the Okanagan campus.

19

Consider UBC system-level investment in research infrastructure on the Okanagan campus. Investments of this kind should align with the research goals of both campuses and be accessible to colleagues on both campuses.



MOBILITY FOR FACULTY MEMBERS AND STAFF

Faculty members engage in research, teaching, educational leadership and service activities. How these activities are identified and recognized is, in part, defined by the collective agreement between the University and the Faculty Association. While a faculty member holds an appointment within a single faculty, a member's ability to exercise those activities in collaboration with other academic units outside of their home department is a long-standing and accepted practice. For example, the collective agreement contemplates the creation of formal joint appointments that allow members to work between two or more UBC academic units and faculties.¹ In fact, the most recent round of collective bargaining introduced language changes that clarify and provide greater guidance for academic units choosing to enter into partnership arrangements.

Academic units have also relied on informal collaborative arrangements such as "associate member" appointments that allow faculty members to perform teaching, educational leadership and research outside of their own academic unit. While there may be no contractual barrier that prevents or limits faculty members' ability to exercise their responsibilities collaboratively across both campuses, doing so adds another layer of complexity. Heads must consider the impact of collaborative appointments on the unit's program integrity, fair workload allocations and an effective assessment of the member's

contributions for the purposes of merit/PSA, tenure and promotion. To date, with a few exceptions, these collaborative arrangements have been confined to one campus or the other. Furthermore, it is not unusual for faculty members on one campus to submit requests to take study leave on the other campus of UBC, signaling that in an important sense the two campuses operate as separate institutions.

A broad and ongoing issue pertains to the operation of system-wide committees and initiatives. For the most part, Okanagan colleagues travel to Vancouver for such purposes, drawing on their own faculty-level resources to fund travel and accommodation. The Task Force on Cross-Campus Collaboration believes that system-level work should be funded by system-level resources, whether by a central fund for travel or accommodation or by some other means. During the pandemic, many system-level meetings such as the Senior Appointments Committee are taking place via Zoom, creating equal opportunities for participation from both campuses. While the Task Force is not suggesting that all University business be conducted via Zoom, it is nevertheless clear that we can hold productive gatherings online, both enabling more meaningful participation from the two campuses and attending to our obligations to reduce the carbon footprint generated by unnecessary travel.

¹ The Collective Agreement contemplates joint appointments:

Part 2: Articles 2.04 & 2.05 re: Merit/PSA

d) Once finalized, the policy and the procedures, including procedures for members holding joint appointments, to be used within a unit for making recommendations by the Head on the award of merit shall be distributed annually to all members of the unit.

Part 4, Article 5

c) Where there is a joint appointment, procedures and criteria for tenure and promotion evaluation will be clearly laid out at the time of appointment.





Strategies

20. Develop UBC-wide interdisciplinary recruitment strategies that create cross-faculty, bi-campus appointments and seed a culture of collaboration at a grassroots level. Relatedly, ensure that the enculturation of new faculty members builds awareness of UBC as a bi-campus entity.
21. Given that the collective agreement does not explicitly prohibit the movement of faculty members between campuses and reflects flexibility in workload assignment and processes relating to appointments, reappointments, promotions, and tenure (ARPT), encourage cross-campus appointments while ensuring:
 - approaches to protect pre-tenured faculty members through clear guidelines related to dossier development and performance assessment for the purposes of ARPT; and
 - a systemic approach to cross-disciplinary workload assessment, including teaching evaluation, for the purpose of tenure/promotion and merit/PSA awards.
22. Create a system fund specifically designed to encourage, recognize and support academic units that engage in cross campus collaborations, including financing associated with travel, accommodation and access to enhanced technology. The same system fund should be available for necessary travel related to system-wide work.
23. Create a system-funded program that supports and encourages the mobility of staff and faculty members between the campuses to enable opportunities to exchange best practices associated with teaching, research, and service and to promote a two-campus culture within UBC.

DEVELOPMENT AND ALUMNI ENGAGEMENT

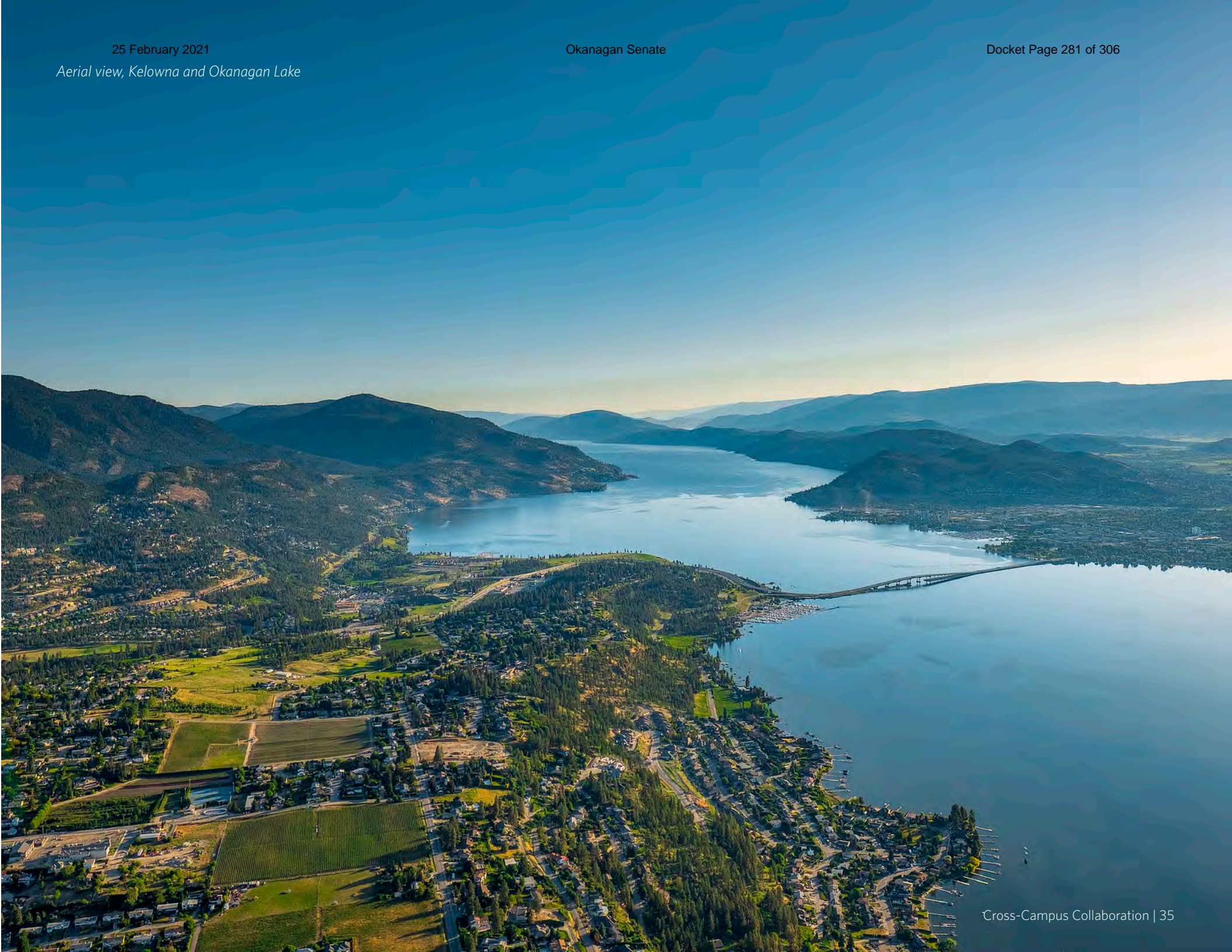
The Development and Alumni Engagement (DAE) portfolio is comprised of several focused and specialty units that ensure effective and coordinated engagement efforts. On each campus, DAE teams share both a purpose and a vision: to maximize donor and alumni engagement to enable UBC's margin of excellence. On the development side, philanthropic donations support research, student experience, awards, facilities, and community engagement.

Major gift fundraising is led by the Associate Vice President, Development and further managed by a small team of executive directors across both campuses. On the Vancouver campus, DAE's executive directors oversee faculty fundraising units, that is to say, DAE teams embedded within faculties as well as the expert units. Expert units provide service to both Vancouver and Okanagan in the areas of gift and estate planning, annual giving, campus initiatives and awards, corporate and foundation relations, and global and regional development. The Okanagan team, under the leadership of an executive director, raises money for Okanagan campus and faculty needs and facilitates donations for Vancouver from within their donor base. The Okanagan campus has a dedicated staff that work collaboratively with each other and with colleagues in Vancouver.

In general, all DAE teams work collaboratively and harmoniously, with a sophisticated database infrastructure to share information between the campuses and across faculties. There is additional potential to grow coordinated donations across campuses; for example, donations to a cognate area or to a research or project collaboration.

One of the more effective strategies for encouraging major gifts from individuals, corporations and foundations is the ability to match their contributions with internal UBC funding. However, the unequal allocation of internal matching funds from across the two campuses and size of the faculty or alumni base provides a direct advantage to the larger faculties and to the Vancouver campus in particular. Smaller faculties and the Okanagan campus already face fundraising challenges because of the size of their alumni base and immature donor pipelines. Reconsideration of this framework would boost fundraising potential and success rather than exacerbate inequities already present.

Greater success in fundraising is directly related in better storytelling and cohesive project development. At times, both the Vancouver and Okanagan campuses may have funding needs that are similar or potentially complementary. Working together across campuses to develop proposals that demonstrate not only an interdisciplinary approach but inter-campus cooperation ensures that philanthropic support is managed in an impactful manner and draws upon the strengths of the entire university. Development already has several successful instances where gifts were shared between multiple faculties and with both campuses. Collaborative fundraising projects are attractive, demonstrate thoughtfulness and eliminate the confusion of multiple requests to donors from various DAE units.



Strategies

24. Change the framework through which matching funds are made available to faculties to reduce inequities and to enable long-term growth for those whose current fundraising is less robust.
25. Champion leadership on both campuses to partner and develop eligible projects for fundraising that incorporates a component on both campuses. This could include both collaborative projects as well as those that are individual but within a shared cognate area.
26. Where joint faculties exist, strengthen the joint strategy, priority-setting and DAE activities between the campuses.

Day of the Longboat, Vancouver campus



While UBC Library is one library system for both campuses, the original 2004 vision was for the Okanagan Library to operate as a branch of the Vancouver library system. In fact, the Okanagan Library has become too large and complex—commensurate with the significant growth of the Okanagan campus—to operate as a branch.

Collections and licensing functions and costs are shared across both campuses; all electronic collections are licensed with consideration for the total UBC FTE (Vancouver and Okanagan campuses), providing students, staff, and faculty members with access to the same resources regardless of campus location. Document delivery services transfer physical materials between campuses and are used equally by both campuses. This function includes sharing of materials held in the Xwi7xwa Library on the Vancouver campus; these materials can be requested through document delivery and brought to the Okanagan campus for use by faculty members, students, and staff.

While implementation strategies differ, records management program governance and administration are shared across the Vancouver and Okanagan campuses. A steering committee with representation from both campuses sets priorities for the program and there are several committees and working groups that benefit from cross-campus collaboration in this area.

Copyright compliance, including the implementation of the Library Online Course Reserves (LOCR) system and the cross-campus syllabus service (which was initially piloted on the Okanagan Campus) are excellent examples of shared projects and systems that benefit UBC as a whole. Cross-campus collaborations related to Open Education and Open Science have also been extremely successful.

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Irving K. Barber Learning Centre, Vancouver campus

Okanagan Senate

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Opportunities for further collaboration

- Both campus libraries have identified priorities related to Indigenization that could be explored in a cohesive way, consistent with the Indigenous Strategic Plan.
- Each campus has specific strengths in the area of open scholarship and scholarly communication (including scholarly writing) that should be leveraged to enhance benefits to UBC.
- Services related to research support, including data management planning, cIRcle (UBC's institutional repository), Open Journal System (OJS), publication metrics, support for publishing (such as selecting journals, revising publisher agreements, etc.), and digital scholarship are important to both campuses and could benefit from increased alignment.
- Communication between the libraries has been a longstanding pain point and it is frequently the case that employees of one campus are unaware of important conversations taking place on the other, or that consultation between colleagues is inadequate.
- There are insufficient facilities for webcasted meetings, and employees are largely unskilled in best practices related to chairing or facilitating such meetings. Further, the cost of webcasting events from the Vancouver campus to the Okanagan campus is prohibitive.
- While the overall governance structure for UBC Library is not complex, there is confusion among Library employees about the structural relationships between campuses.



Aerial view, Okanagan campus

Strategies

27. Enhance recognition of the Library's role as a system-wide entity with responsibilities on both campuses.
 - UBC Library needs to enhance awareness of the campus (not branch) status of the Okanagan Library. The proposed recognition would define the Library as a system-wide entity with one University Librarian, but campus-level senior leadership in the form of two Deputy University Librarians, one for the Vancouver campus and one for the Okanagan campus. In the creation of this structure, the Library also has an opportunity to clearly articulate how services and supports are developed and implemented at the system and individual campus level, and to ensure appropriate levels of coordination and communication.
28. Identify shared values and collaborate where such collaboration would be mutually beneficial while explicitly recognizing that the context for these values will differ at each campus.
 - The setting of local priorities, procedures, and approaches to implementation is critical. In some cases, there are specific initiatives that may be financed by the University through UBC Vancouver Library budget lines (e.g., copyright permissions service, licensing of collections, discovery systems), and it can be difficult to make this visible across both campuses. Conversely, initiatives led or piloted by the Okanagan campus and later proposed to be scaled can sometimes be modified and redeployed at a system level without recognition of the Okanagan's contribution to initial development, or in ways that do not recognize how they have been socialized on the Okanagan campus.



TECHNOLOGY AND INFORMATION SYSTEMS

Our COVID-19-related shift to online learning, scholarship, and operations has brought into sharp focus the University community's needs and expectations with regard to how, when, and where we collaborate as individuals, groups, and at an organizational level. The University is presently moving toward online platforms designed to allow individuals and groups at all levels to share materials, seek assistance, garner feedback, form new connections, and make decisions. At an organizational level, UBC IT is currently exploring alternatives to the meeting-centric, email driven communication and collaboration that characterize our shared workspace.

The Task Force on Cross-Campus Collaboration was made aware that, pre-COVID-19, meetings and committees requiring bi-campus consultation or collaboration tended to occur face-to-face on the Vancouver campus, with the virtual participation of Okanagan colleagues. Without skilled meeting facilitation that actively engaged the virtual attendees, Okanagan colleagues were often less able to meaningfully participate. System-wide activities and responsibilities (such as the Senior Appointments Committee) need to be inclusive of and operate within the bi-campus reality. The Task Force recognizes that increased investment in communications technologies will not, in and of itself, lead to the collaborative inter-campus relationship desired. Meaningful consultation and communication with and inclusion of colleagues on both campuses is as much a cultural shift as it is a technological challenge.

Strategies

29. Develop a video conferencing strategy and investment plan. Given the on-going concerns regarding the efficacy of UBC's various video conferencing platforms and facilities, an overall strategy is needed to address various usage scenarios.
30. Endorse and model the use of online, asynchronous collaboration. UBC needs platforms that are compliant with the Freedom of Information and Protection of Privacy Act to provide a means for the community to collaborate at the individual, group, and organization level.

SPACE AND FACILITIES

The planning and infrastructure development teams on each campus have worked collaboratively for many years, achieving a coordinated approach. The capital prioritization process, which considers the needs of both campuses (with representation from each), informs the UBC Executive and the Board on priorities for future capital investments.

The Task Force on Cross-Campus Collaboration was informed that both campuses are short of space, especially academic research space and office space; however, the need for space is far more acute on the Okanagan campus. While the Vancouver campus has many needs, reflecting its greater number of activities and older facilities, the Okanagan campus also needs to develop a number of necessary assets and spaces such as shared research facilities (e.g., greenhouses) and capacity to support a research-intensive faculty body. Equally, many of the amenities necessary for a quality UBC experience for 11,000 Okanagan students have not yet been developed.

The Okanagan campus is currently beyond space capacity, particularly for research. The Task Force on Cross-Campus Collaboration was made aware that the University has not fully lived up to its 2004 capital commitment to build new research space on the Okanagan campus. It notes that while the Vancouver campus has access to revenue sources designated to support to capital projects, the Okanagan has fewer opportunities to access those resources. If UBC is to realize its mandate to establish a research-intensive campus in the interior, there needs to be a clear strategy and a clear mechanism for doing so.

Contemplation of the post-COVID reality raises questions about new and strategic approaches to space and its use. The Task Force is acutely aware that the University is continuing to function with the majority of faculty members and staff working remotely. This reality may point toward a reduced need for individual offices, with related potential to repurpose individual office spaces for other uses. At present there is uncertainty about what teaching, learning, research and administration (among the University's many other functions) will look like when the UBC community



Pride Staircase, Okanagan campus

returns to campus-based operations. The Task Force suggests that UBC regard this as an opportunity to address the ongoing space issues on both campuses in interesting and creative ways. Consideration should be given to reorganizing the way spaces are constructed and allocated to better support organizational goals, perhaps by including more technology-enhanced, collaborative, and flex spaces.



Strategies

31. Engage in a reconsideration of how capital projects on both campuses are assessed, taking cognizance of the fact that Okanagan faculties generally have less ability than Vancouver faculties to contribute to capital project development. Presently capital projects on both campuses are assessed using the same criteria.
32. Advocate for greater transparency in sharing information on and bi-campus input into decisions concerning revenues from student housing, food services, property development and the like, with the intent of ensuring that these funds are more equitably invested into both campuses.

SUMMARY OF STRATEGIES

The Task Force on Cross-Campus Collaboration recommends that the University establish a bi-campus working group to consider the following strategies; recommend their enactment to the UBC Executive and, where appropriate, to respective campus leadership groups; and to establish accountabilities for their enactment with appropriate Executive leadership. The Task Force respectfully requests that the Board of Governors establish an advisory group to provide relevant advice. Finally, the Task Force requests the opportunity for a six-month and a twelve-month check-in, to be updated on the progress of implementation.

GOVERNANCE

1. Encourage the Council of Senates to meet on a regular basis, with appropriate staffing support added to the Council secretariat.
2. As a first order of business, the Council should meet with the committee charged with implementing the strategies of this Report (hereafter this body will be referred to as the Implementation Committee).
3. Request the Council of Senates to exert its agency in pursuit of collaboration between the two academic senates.
4. Establish bi-campus implementation committees to ensure that *Shaping UBC's Century*, *UBC Indigenous Strategic Plan*, and *Building Inclusive UBC* receive full implementation on both campuses.
5. Hold a minimum of two meetings per year, hosted by each campus in turn, bringing together all deans to help strategize and create a coordinated academic vision for UBC.

FINANCE

6. Create a strategic cross-campus fund in order to fund student and staff mobility, joint programs, and system-wide strategic goals. This fund might support faculty research collaborations; learning collaborations, and professional development opportunities on both campuses independently of strained faculty or unit budgets framed within the "firewall."
7. Undertake a review of the incremental revenue values of the annual budgeting process, ensuring that some faculties are not "overfunded" at the expense of smaller faculties. Points to consider:
 - An independent review of the overall central operating budget and future commitments of both campuses
 - The potential for one budget for bi-campus faculties
 - Combining the budget process of both campuses.

TEACHING AND LEARNING

8. Create a mechanism for aligning UBC-wide discussions concerning pedagogical innovation, academic success, and high-quality teaching, ensuring that clear understandings of institutional aspirations are shared across both campuses.
9. Formalize collaborations between CTLT and CTL, so as to enhance provision of faculty professional development opportunities, curriculum planning, and consultation and technology support.
10. Create a shared and coordinated strategic planning process for educational and learning technologies, through intentional collaboration between IT Services, CTLT/CTL, UBC Studios, and other appropriate stakeholders.

11. Leverage opportunities for educational scholarship in teaching and learning among faculty members across both campuses. Explore the opportunities around widening the scope of the Institute for the Scholarship of Teaching and Learning (ISoTL), a research institute housed in CTLT, established by the Vancouver Senate in 2006.
12. Address issues inhibiting wider uptake of students taking courses away from their 'home' campus. . At the undergraduate level, this would include addressing inter-campus registration processes. At the graduate level, explore ways to leverage the different strengths on the two campuses in a way that is beneficial to students. Both approaches would likely require appropriate investments in classroom facilities and/or technologies.
13. Develop additional mechanisms and flexibility for graduate student supervision. Evaluate flexible inclusion of faculty members across campuses on graduate student committees and revise relevant policies accordingly.

RESEARCH

14. Ensure that the themes of this report, communication, relationships and transparency, remain prominent within the operation of the research portfolio, especially for Vancouver-based units and people who need or ought to intersect with Okanagan viewpoints and colleagues.
15. Develop a strategic approach to communication and consultation on system-wide programs and opportunities (for example, by developing an inventory of joint research projects).
16. Develop a strategic approach to connecting people who should be connected, following the research cluster program model, for example.
17. Balance the allocation of Canada Research Chairs across the two campuses.
18. Increase the default allocation of Canada Foundation for Innovation to UBC Okanagan faculty members in order to offset the impacts of limited research infrastructure on the Okanagan campus.
19. Consider UBC system-level investment in research infrastructure on the Okanagan campus. Investments of this kind should align with the

research goals of both campuses and be accessible to colleagues on both campuses.

MOBILITY FOR FACULTY MEMBERS AND STAFF

20. Develop UBC interdisciplinary recruitment strategies that create cross-faculty, bi-campus appointments and seed a culture of collaboration at a grassroots level. Relatedly, ensure that the enculturation of new faculty members builds awareness of UBC as a bi-campus entity.
 21. Given that the collective agreement does not explicitly prohibit the movement of faculty members between campuses and reflects flexibility in workload assignment and ARPT processes, encourage cross-campus appointments while ensuring:
 - approaches to protect pre-tenured faculty members through clear guidelines related to dossier development and performance assessment for the purposes of ARPT; and
 - a systemic approach to cross-disciplinary workload assessment, including teaching evaluation, for the purpose of tenure/promotion and merit/PSA awards.
 22. Create central funding sources specifically designed to encourage, recognize and support academic units that engage in cross campus collaborations, including financing associated with travel, accommodation and access to enhanced technology. The same central funding sources should be available for necessary travel related to system-wide work.
 23. Create a centrally funded program that supports and encourages the mobility of staff and faculty members between the campuses to enable opportunities to exchange best practices associated with teaching, research, and service and to promote a two-campus culture within UBC.
- ## DEVELOPMENT AND ALUMNI ENGAGEMENT
24. Change the framework through which matching funds are made available to faculties to reduce inequities and to enable long-term growth for those whose current fundraising is less robust.

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25. Develop a strategy for larger institutional donors, so that eligible projects have a component on both campuses. This could include both collaborative projects as well as those that are individual but within a shared cognate area.
26. Where joint faculties exist, strengthen the joint strategy, priority-setting and DAE activities between the campuses.

LIBRARY

27. Enhance recognition of the Library's role as a system-wide entity with responsibilities on both campuses.
28. Identify shared values and collaborate where such collaboration would be mutually beneficial while explicitly recognizing that the context for these values will differ at each campus.

TECHNOLOGY AND INFORMATION SYSTEMS

29. Develop a video conferencing strategy and investment plan. Given the on-going concerns regarding the efficacy of UBC's various video conferencing platforms and facilities, an overall strategy is needed to address various usage scenarios.
30. Endorse and model the use of online, asynchronous collaboration. UBC needs FIPPA-compliant platforms to provide a means for the community to collaborate at the individual, group and organization level.

SPACE AND FACILITIES

31. Engage in a reconsideration of how capital projects on both campuses are assessed, since the Okanagan faculties generally have less ability than Vancouver faculties to contribute to capital project development. Presently capital projects on both campuses are assessed using the same criteria.
32. Advocate for greater transparency in sharing information on and bi-campus input into decisions concerning revenues from student housing, food services, property development and the like, with the intent of ensuring that these funds are more equitably invested into both campuses.

*Raising of the Reconciliation Pole,
Vancouver Campus*



APPENDICES

TERMS OF REFERENCE

Background

Innovation, collaboration, and inclusion are the guiding themes of *Shaping UBC's Next Century*, UBC's newly minted strategic plan. Articulating a renewed vision for UBC as a leading public research university, the plan focuses on four strategic areas: people and places, research excellence, transformative learning, and local and global engagement. A key component of *Shaping UBC's Next Century* is the *Indigenous Strategic Plan*, which ensures that respectful and careful attention continues to be given to Indigenous student recruitment and retention, as well as to Indigenous curricular and research initiatives, among other matters.

Building upon these foundations, *Outlook 2040* projects UBC Okanagan as a thriving academic community of more than 18,000 students and 500 tenure-stream faculty members, with \$100M in annual research funding and an economic impact of \$4.8 billion in the region. The path to 2040 will involve closer connections between the two campuses while preserving the distinctiveness of each. *Outlook 2040* outlines key areas of connection, including shared administrative functions and strong academic and research linkages and synergies. This interconnected and collaborative future entails a well-developed strategy to ensure that the necessary systems and infrastructure are in place.

Mandate

The mandate of the Task Force on Cross-Campus Collaboration is to suggest elements of a strategy that will guide future decision making, processes, and operations aimed at building and enhancing linkages between the two campuses.

Pillars

The work of the Task Force will centre around three pillars:

1. Governance and Finance
2. Advancement and Philanthropy
3. Bi-campus teaching and program delivery (graduate and undergraduate)

The Task Force may initiate working groups to address key pillars. Additional working groups may address specific areas of need, such as Indigenous education, student services, or the library.

Membership

- The Task Force will be chaired by Dr. Blye Frank, Dean, Faculty of Education.
- The Task Force will include bi-campus representation.

Duties and responsibilities

- Meet as required
- Consult broadly with both campus communities
- Develop principles to guide future decision-making and operations
- Prepare a final report with recommendations, timelines, and measurable outcomes

The Task Force will:

1. Set priorities and timelines for the work.
2. Develop a consultation plan to operate on both campuses.
3. Establish working groups for areas of specific need and oversee these groups by:
 - Clarifying mandates and confirming Terms of Reference for each group; and
 - Ensuring there is minimal overlap in work among groups.
4. Review documents from working groups, including:
 - Consultation plans to be undertaken by a group;
 - Public communications materials developed by a group; and
 - Recommendations and final reports of the working groups.
5. Synthesize the work of each group by:
 - Consolidating macro-level recommendations from each group.
6. Write a final report with recommendations, an implementation plan, next steps, and projected timelines.
7. Deliver the final report to the Provosts of both campuses.



TASK FORCE MEMBERSHIP

CHAIR

Dr. Blye Frank | Dean, Faculty of Education

MEMBERS FROM THE VANCOUVER CAMPUS

Dr. Simon Bates | Associate Provost, Teaching and Learning

Mr. Allan Bell | Associate University Librarian, Digital Programs and Services

Ms. Karamjeet Heer | Comptroller, Finance Leadership Office

Ms. Virginia Hong | Senior Director, Corporate and Foundation Relations, Development and Alumni Engagement

Dr. John Innes | Dean, Faculty of Forestry

Dr. Margaret Moss | Director, First Nations House of Learning

Dr. Rickey Yada | Dean, Faculty of Land and Food Systems

MEMBERS FROM THE OKANAGAN CAMPUS

Mr. George Athans | Director, Faculty Affairs

Ms. Heather Berringer | Chief Librarian and Associate Provost, Learning Services

Dr. Michael Burgess | Associate Provost, Strategy

Dr. Gino DiLabio | Dean pro tem, Irving K Barber School of Arts and Sciences

Ms. Valerie Nichol | Senior Manager, Finance Strategies

Ms. Adrienne Nolan | Executive Director, Development and Alumni Engagement

Dr. Bryce Traister | Dean, Faculty of Creative and Critical Studies

SUPPORT

Meeting Coordination:

Ms. Faustina Cheung | Administrative Assistant, Office of the Dean, Faculty of Education

Report Coordination:

Ms. Katy Ellsworth | Director, Administration and Communications, Office of the Dean, Faculty of Education

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*Dr. Evica Rajcan-Separovic, Pathology & Laboratory Medicine,
Vancouver campus| UBC Media Relations*



TASK FORCE MEETING DATES AND LOCATIONS

TIME	DATE	HOST CAMPUS
1:30 p.m. – 2:30 p.m.	Wednesday, October 2, 2019	Vancouver
8:30 a.m. – 11:30 a.m.	Thursday, October 17, 2019	Vancouver
1:30 p.m. – 2:30 p.m.	Wednesday, November 6, 2019	Vancouver
1:00 p.m. – 4:00 p.m.	Thursday, November 21, 2019	Vancouver
10:00 a.m. – 1:00 p.m.	Thursday, December 19, 2019	Okanagan
2:30 p.m. – 3:30 p.m.	Thursday, January 9, 2020	Vancouver
9:30 a.m. – 12:30 p.m.	Thursday, January 30, 2020	Okanagan
1:30 p.m. – 2:30 p.m.	Wednesday, February 12, 2020	Vancouver
1:30 p.m. – 2:30 p.m.	Wednesday, March 4, 2020	Vancouver
9:30 a.m. – 12:30 p.m.	Thursday, March 26, 2020	Via Zoom
2:30 p.m. – 3:30 p.m.	Tuesday April 14, 2020	Via Zoom
9:30 a.m. – 12:30 p.m.	Thursday, May 14, 2020	Via Zoom
9:00 a.m. – 11:00 a.m.	Thursday, July 9, 2020	Via Zoom
11:30 a.m. – 1:00 p.m.	Thursday, August 13, 2020	Via Zoom

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David C. Lam Asian Garden, UBC Botanical Garden
Vancouver campus | UBC Media Relations



CONSULTATIONS

DATE	GUESTS	TITLE AND UNIT
November 6, 2019	Mr. Christopher Eaton	Associate Registrar for Academic Governance & Director, Senate & Curriculum Enrolment Services
December 19, 2019	Dr. Jennifer Jakobi Mr. Hubert Lai Q.C. Dr. James Olson	Dean pro tem, College of Graduate Studies, UBCO University Counsel Office of the University Counsel Dean, Faculty of Applied Science, UBCV
January 9, 2019	Mr. John Metras	Associate Vice-President, Facilities Infrastructure Development, UBCV
February 6, 2020	Dr. Philip Barker Dr. Matthew Evenden Dr. Paul Van Donkelaar	Associate Vice-President, Research and Innovation, Office of the Vice-President Research & Innovation, UBCV; Vice-Principal, Research and Innovation Office of Research Services, UBCO Associate Vice-President, Research and Innovation, Office of the Vice-President Research & Innovation, UBCV Associate Vice-President, Research Office of Research Services, UBCO
February 19, 2020	Dr. Susan Porter Mr. Brendan Morey Mr. Jens Locher	Dean and Vice-Provost Faculty of Graduate and Postdoctoral Studies, UBCV Assistant Dean, Student Administration and Awards, Faculty of Graduate & Postdoctoral Studies, UBCV Assistant Dean, Strategic Technologies & Business Initiatives, Faculty of Graduate & Postdoctoral Studies, UBCV
March 14, 2020	Ms. Bronwen Sprout Ms. Deena Rubuliak Ms. Jennifer Burns Mr. Fred Vogt Ms. Annie Yim	Head, Digital Programs and Services Library, UBCV Executive Director Faculty Association, UBCV Associate Vice-President, Chief Information Officer, Information Technology Deputy Registrar, Enrolment Services, UBCO Associate Registrar, Scheduling, Records & Systems Management & HR Director, Enrolment Services, UBCV
March 25, 2020	Ms. Samantha Reid Mr. Andrew Parr	Executive Director, Office of the Vice-President Students, UBCV Managing Director, Student Housing and Hospitality Services, UBCV
May 14, 2020	Ms. Allison Mateschke Mr. Mark Trowell	Past Director, Faculty Relations, UBCV Current Director, Faculty Relations, UBCV



THE UNIVERSITY OF BRITISH COLUMBIA



THE UNIVERSITY
OF BRITISH COLUMBIA

Office of the Senate

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Kelowna, BC Canada V1V
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2021/2022 Academic Year

Date 25 February 2021

To Okanagan Senate

From Kate Ross, Associate Vice-President Enrolment Services & Registrar

Set out below are two versions of key dates for the **2021/22 Winter Session**. The first reflects dates as defined by the current version of Policy O-125: *Term and Formal Examination Scheduling* (v. O-125.1). The second set is conditional upon approval of proposed revisions to Policy O-125 (v. O-125.2) as they appear in the Academic Policy Committee report.

Set 1 (current dates as per O-125.1):

Winter Session Term 1

Term 1 begins	Tuesday, 7 September 2021
Midterm Break	10-12 November 2021
Last day of Term 1 classes for most faculties	Friday, 3 December 2021
First day of exams for Term 1	Monday, 6 December 2021
Last day of exams for Term 1	Tuesday, 21 December 2021
Number of Teaching Days	60

Winter Session Term 2

Term 2 begins	Monday, 3 January 2022
Mid-term break	21-25 February 2022
Last day of Term 2 classes for most faculties	Tuesday, 5 April 2022
First day of exams for Term 2	Friday, 8 April 2022
Last day of exams for Term 2	Wednesday, 27 April 2022
Number of Teaching Days	62

Set 2 (revised dates as per O-125.2):

Winter Session Term 1

Term 1 begins	Tuesday, 7 September 2021
Midterm Break	8-12 November 2021

Last day of Term 1 classes for most faculties	Tuesday, 7 December 2021
First day of exams for Term 1	Friday, 10 December 2021
Last day of exams for Term 1	Wednesday, 22 December 2021
Number of Teaching Days	60

Winter Session Term 2

Term 2 begins	Monday, 10 January 2022
Mid-term break	21-25 February 2022
Last day of Term 2 classes for most faculties	Monday, 11 April 2022
First day of exams for Term 2	Thursday, 14 April 2022
Last day of exams for Term 2	Friday, 29 April 2022
Number of Teaching Days	61

Key dates for the **2022 Summer Session** are not impacted by the proposed revisions to Policy O-125 and thus only one set is provided for the Senate's information.

Summer Session Term 1

Term 1 begins	Monday, 16 May 2022
Last day of Term 1 classes for most faculties	Wednesday, 22 June 2022
First day of exams for Term 1	Saturday, 25 June 2022
Last day of exams for Term 1	Thursday, 30 June 2022
Number of Teaching Days	28

Summer Session Term 2

Term 2 begins	Monday, 4 July 2022
Last day of Term 2 classes for most faculties	Thursday, 11 August 2022
First day of exams for Term 2	Monday, 15 August 2022
Last day of exams for Term 2	Friday, 19 August 2022
Number of Teaching Days	28

Draft term and examination dates for academic years up to and including 2023/2024 may be viewed on the Senate website: <http://senate.ubc.ca/okanagan/termdates>